



**Professional Education Unit – College of Education
Department of Foundational & Graduate Studies in Education**

**Adolescent Development
EDF 611 (Sections 301, 302, & 303) ONLINE
Fall Term 2009**

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EMAIL is preferred to phone messages for contacting me. I check email usually twice per day minimum.

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[Leave message with your name, time and date, and question / issue]

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[Please use only in case of emergency and during the daytime hours between 9:00 AM – 7:00 PM, Monday - Saturday]

Course Description:

Prerequisite: Admission to the Graduate School

EDF 611. Adolescent Development.

(3-0-3); I, II.

A concentrated examination of cognitive, physical, social, moral, and emotional development of early and late adolescence. Effective learning and teaching strategies for adolescents are emphasized.

Conceptual Framework Theme:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes (SLOs):

Upon completion of this course, the candidate will be able to:

- 1) **demonstrate** a conceptual understanding of the major issues regarding adolescent development in each of developmental domain (i.e., physical, cognitive, psychosocial); the relationships and issues among these domains with regard to adolescent development; and how these issues are manifested in the ecological contexts of peer groups, families, school, work and leisure, as well as that of the broader community and society.
- 2) **demonstrate** knowledge about the major theoretical perspectives, developmental concepts and constructs used in the organization, and interpretation of issues and research data regarding adolescence.
- 3) **explain** the processes of typical adolescent development and **identify** developmental trends associated with such.
- 4) **identify** the atypical adolescent development and **explain** developmental outcomes associated with atypical development.
- 5) **articulate** the relationship between student diversity (i.e. SES, race, ethnicity, ability, gender, sexual orientation, etc.), individual student development, and the culturally responsive dispositions needed by helping professionals (teachers, nurses, child-care providers, etc.) working with diverse learners in American society;

NCATE/ EPSB Accreditation Alignment of SLOs and CFOs:

Program: Education (Foundations)		Adolescent Development			
Aligned with Assessment (percentage of grade)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Middle School Association (NMSA)	NCATE
Brief Reaction Papers (30%) [3@ 10% each] CFO: 1, 3, 4 SLO: 1,2,3,5	1,2,3,7,9,10	n/a	Diversity, assessment, literacy, achievement gap,	1,2,5,6,7	1, 4
Self- Reflection Paper (8%) CFO: 1,3,4 SLO: 1,2,3,5	1,2,3,7,9,10		Diversity, assessment, literacy, achievement gap,	1,2,5,6,7	1, 4
Plagiarism Tutorial and Module Quizzes (17%) CFO: 1 SLO: 1,2,4	1	n/a		1	1
Discussion Forums Participation (15%) CFO: 1,3,4 SLO: 1,2,3,5	1,2,3,7,9,10	n/a	Diversity, assessment, literacy, achievement gap,	1,2,5,6,7	1, 4
Exams (15%)	1	n/a		1	1

CFO: 1 SLO: 1,2,4					
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Assignment Descriptions:

Program: Education (Foundations) Adolescent Development	
Assessment (percentage of grade)	Description
Plagiarism Tutorial and Module Quizzes (17%) [PT =2%] [Module Quizzes = 15%]	<p>As a prerequisite to beginning the assignments, all students must complete an on-line tutorial identifying plagiarism at the following web site: http://www.indiana.edu/~istd/</p> <p>There will be a quiz for each of thirteen (13) of the content modules (See Course Timeline). Each will consist of 20 multiple choice items. Each quiz will be available as indicated (See Course Timeline / Schedule) for each module. The 'multiple attempts' / mastery option (i.e., 'repeated attempts) is in effect. You may take the quiz up to three (3) during the time duration specified. The score attained on your most recent attempt is recorded in the BlackBoard Gradebook. {See additional information on each of these below, and on the BlackBoard site for your respective section of the course.}</p>
Discussion Forum Participation (30%)	<p>The instructor will assign points for the quantity and quality of participation of each student in the weekly online discussions (See the Discussion Board Grading Rubric document). These points will be based upon the instructor's assessment of the quality and thoughtfulness (i.e., quality) of the student's contributions. Students are expected to be fully informed with regard to the reading assignments and ready to make meaningful and insightful contributions to the discussions. For the online discussion forum, each student will make a minimum of two (2) postings to each forum. {See additional information below, and on the BlackBoard site for your respective section of the course.}</p>
Brief Reaction Papers (30%) [3@ 10% each]	<p>Students will write three (3) Brief Reaction Papers over the course of the semester (see course schedule). Each of these will be worth a maximum of 20 points. These essay assignments are based on the readings and discussions and will be the student's response to questions of the instructor's choosing. You are to compose your responses to these questions. Specific</p>

	requirements / parameters / questions for each assignment are posted to the BlackBoard under the Assignments tab. {See additional information below, and on the BlackBoard site for your respective section of the course.}
Self-Reflection Paper (8%)	An important aspect of adolescent development is the construction and awareness of one's own identity. In this assignment, describe yourself with regard to past experiences, present contexts, attitudes, values, beliefs, geographic region, career, SES, social, cultural, and ethnic group membership that are components of your identity. {See additional information below, and on the BlackBoard site for your respective section of the course.}
Exams (15%) [Mid-Term = 7.5%] [Final = 7.5%]	There will be two exams – a mid-term, and the final. Items are objective (i.e., multiple choice) and designed to assess the candidate's knowledge and application of terms, concepts, and constructs as presented in the text, readings, and discussion forums relevant to adolescent development. The tests will be made available in the assignment section for study and also in the testing facility for actual scoring.

Textbook / Resource Information:

Steinberg, L. D. (2008). *Adolescence* (8th ed.). New York: McGraw-Hill.

Additional readings will be made available through Internet / Web Links provided through the **BlackBoard** delivery system set up for the course (see Course Schedule / Timeline).

HIGHLY SUGGESTED but not required:

If you have not previously had a course in human development or child development, either as an undergraduate or graduate student, or if it has been some time since this has occurred, consider ‘picking up’ such a text [e.g., a used or an older edition, since 2000...any reputable author] for background readings that will help you to review and refresh your understanding of the basic foundational theories and concepts of the field of human development. Some sources on the INTERNET may also suffice for this as well, but please **stay away from Wiki’s**.....literally anyone can ‘add’ to these, and they are typically not reviewed for accuracy and validity of information....sometimes, entries are down-right false!!

Evaluation / Grading System:**I. Plagiarism Prevention Program (5 pts) [Weight = 2.0%]**

[Assignment completion due by Monday, September 7: 11:55 PM]

As a prerequisite to beginning the assignments, all students must complete an on-line tutorial identifying plagiarism at the following web site:

<http://www.indiana.edu/~istd/>

Completing the on-line quiz with 100% will allow you to print out a certificate of accomplishment. No further assignments will be accepted until this is received by the instructor. The receipt of the certificate is evidence that candidates are familiar with what constitutes plagiarism in academic writing and will use such knowledge in the construction of their assignments for this and other courses. Once you have successfully completed the test, copy the certificate to a Word file (.doc), fill in the blanks on the certificate, electronically sign your name (type in your name) and attach a copy to an email to the instructor.

[This will be the ONLY assignment students are to submit via email to the instructor]

Students MUST complete the tutorial. NO OTHER ASSIGNMENTS WILL BE ACCEPTED until confirmation of the completion of the tutorial is received by the instructor as directed above.

II. Active Discussion Participation (160 pts) [Course Weight = 30%]

[16 Discussion Board Forums X 10 points each= 160 pts possible]

The instructor will assign points for the quantity and quality of participation of each student in the weekly online discussions (See the Discussion Board Grading Rubric document). These points will be based upon the instructor’s assessment of the quality and thoughtfulness (i.e., quality) of the student’s contributions. Students are expected to be fully informed with regard to the reading assignments and ready to make meaningful and insightful contributions to the discussions. For the online discussion forum, each student will make a minimum of two (2) postings to each forum.

The **student's first or initial** posting **must address the question or questions posted by the instructor** in such a manner that demonstrates that the student has

read the assignments / readings and has reflected upon the questions in a thoughtful and scholarly manner. The first or initial postings are to be entered as a new thread on the discussion forum.

The **second posting** is to be either (a) a response to contributions of another student(s), or (b) a response to the general theme of initial postings / contributions to the forum. Also, each student is to respond to the following as a portion of their second posting: " The most significant 'thing' I learned engaging in the activities associated with this module / topic was....." These postings also, are to be thoughtful and contemplative contributions to the discussion. (See Course Timeline document for due dates and times).

The instructor may participate in discussion forums by infusion of commentary or the prompting of additional questions to postings, or to the general tenor of the discussion. The instructor will monitor discussion board postings. It is imperative that students AT MINIMUM, READ ALL of the initial postings submitted by their peers. Therefore, you will need to review the discussion board postings AS DIRECTED in the aforementioned Course Schedule / Timeline so that EVERYONE is an ACTIVE participant in the discussions.

The DISCUSSION GRADING RUBRIC that will be utilized by the instructor to assess participation and discussion board contributions for students, can be found 'under' the Syllabus tab on the BlackBoard site for the course.

The following are examples are of inappropriate / insufficient responses and would not garner quality points for the discussion forum:

"Atta boy/girl."	"Wha,Wha,Wha!"	"OK." (or 'o-be, k-be')	
Duh!	Right on!"	"That's just wrong!"	
"Good point!"	"Far out!"	"Loser!"	"Bad form."

Late postings to discussion forums will not be considered for grade.

Consistent posting each week is the key....procrastination is the enemy!

III. Module Quizzes (Formative) [Weight = 15 %] [13 Quizzes X 20 pts = 260 points possible]

There will be a quiz for each of thirteen (13) of the content modules (See [Course Timeline](#)). Each will consist of 20 multiple choice items. Each quiz will be available as indicated (See [Course Timeline / Schedule](#)) for each module. The 'multiple attempts' / mastery option (i.e., 'repeated attempts) is in effect. You may take the quiz **up to three (3)** during the time duration specified. The score attained on your most recent attempt is recorded in the BlackBoard Gradebook.

"Missed" Quizzes may not be 'made up'!

IV. Self-Reflection Paper (20 pts) [Weight = 8.0%]:

[Assignment due Monday, November 9, 2009: 5:00 PM]

[Minimum of four (4) pages, double-spaced, 12 pt font Times New Roman, 1" margins, header information as previously directed] per the written work policy.

Rationale:

An important aspect of adolescent development is the construction and awareness of one's own identity. In this assignment, **describe yourself with regard to past experiences, present contexts, attitudes, values, beliefs, geographic region, career, SES, social, cultural, and ethnic group membership** that are components of **YOUR** identity.

[NOTE: There are 'sources' of 'self' information other than those listed above from which we derive our self perceptions / conceptions (e.g., non-normative events in the processes of identity construction)].

Specifically address the following question:

“How does my identity influence my *teaching / learning orientation* and my attitudes, actions, and behaviors both within and outside of the classroom, with regard to students, parents, colleagues, etc.?”

Assignments submitted late / past the due date published will receive a 1 point per day reduction in grade.

V. Brief Reaction Papers (Three (3) @ 20 pts EACH) [Weight=10 % ea= 30%]

Students will write three (3) **Brief Reaction Papers** over the course of the semester (see course schedule). Each of these will be worth a maximum of 20 points. These essay assignments are based on the readings and discussions and will be the student's response to questions of the instructor's choosing. You are to compose your responses to these questions (**minimum of four / maximum of six pages, double-spaced, 12 pt. font, Times Roman, 1 inch margins, header information as previously directed**) per the **Written Work Policy**. Specific requirements / parameters / questions of each assignment are posted to the *BlackBoard* under the **Assignments** tab.

Brief Reaction Paper # 1 due Monday, September 28: 5:00 PM

Brief Reaction Paper # 2 due Monday, October 26: 5:00 PM

Brief Reaction Paper # 3 due TUESDAY, December 1: 5:00PM

Assignments submitted late / past the due date published will receive a 1 point per calendar day reduction in grade.

VI. Summative Examinations (Summative)

(See Course Timeline / Schedule)

Mid-Term [Weight = 7.5 %]

Modules 1 – 7

Available Monday, October 5, 12:05 PM

Completion by Sunday, October 11, 11:55 PM

Specific information and instructions for completion of the exam will be presented as the time for the exam approaches.

Final [Weight = 7.5%]

Modules 8 – 15

Available Monday, December 7, 12:05 PM

Completion by Friday, December 11, 11:55PM

Specific information and instructions for completion of the exam will be presented as the time for the exam approaches.

"Missed Exams may not be "made-up"!"

Final Grade Assignment:

Per Weighted Total Points / Percentage by Category or Assignment:

Plagiarism Tutorial	2.0%
Discussion Participation	30.0%
Formative Quizzes	15.0%
Self-Reflection Paper	8.0%
Brief Reaction Papers (3)	30.0%
Mid-Term Exam	7.5%
Final	7.5%
Total	100.0%

Based upon the Weighted Total Percentage Points accumulated for the term:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

below 59% = E

Attendance / Participation Policies:

The course will be comprised of the following elements to varying degrees: Online lecture [**minimal**, but may be textual, video, or audio, so **make sure you have the appropriate technological capabilities**]; online discussion forums / seminars (n=16), individual assignments (n=4), formative quizzes (n=13), and summative examinations (n=2) [Mid-term and Final (neither is comprehensive)].

This course is fully **ONLINE / INTERNET**. A *BlackBoard* site is established for the purposes of dissemination of information, assignments information, documents, additional readings, external links, communication, class discussions, grades, examinations, quizzes, etc. Students will be enrolled on *BlackBoard* by the instructor. It is the student's responsibility to attain and maintain access to the site **at all times throughout the term**, as well as reliable **email capabilities**. **Please always use the SAME email address as the one you have indicated in BlackBoard for all your communications for this class.** [See the **MSU Office of Distance Learning** webpage for descriptions of courses implementing the internet. Minimal hardware and software requirements are also given.] **It is *HIGHLY SUGGESTED* that you use high speed broadband (e.g. DSL, cable) service (much faster and less likelihood of being disconnected or losing data). If you are relying on service through the computer network provided by a school system, KDE, place of employment, or other source, consult your local technology coordinator to confirm that you are able to access the MSU BlackBoard and email. The KDE and school system services sometimes block email and/or access to webpages (even MSU). There have also been issues regarding the use of Hotmail. It is preferable that you use your MSU supplied email. It is 'housed' on the MSU server, is secure, and is accessible via the MSU homepage. Your MSU email address is the default for the course, unless YOU change it.**

**IT IS THE STUDENT'S RESPONSIBILITY TO MAINTAIN CONNECTIVITY
THROUGHOUT THE TERM
DAILY PARTICIPATION IN COURSE ACTIVITIES IS GENERALLY
NECESSARY.**

Written Work Policy:

ALL assignments (i.e., the Brief Reaction Papers and the Self-Reflection Paper) **must be typed/word-processed**. These assignments are to be a minimum of four / maximum of six pages in length, double-spaced, and constructed using one-inch margins, and using Times New Roman, 12 point font.

These are to be **MS-Word .doc or .rtf files ONLY**. **Microsoft allows you to choose to save files in a variety of ways...these are the two that are acceptable.**

All assignments are to be checked for grammar, syntax, spelling, etc., BEFORE being submitted for grade. **Deductions will be imposed for deviations from conventions for grammar, spelling, etc. In other words, read your work and correct it BEFORE you submit it.**

All assignments are to be submitted by the due date / time published in the Course Schedule / Timeline and/or Course Syllabus

Note: *Those of you with Windows Vista or MS Office 2007, make sure you know how to save your documents as .doc or .rtf files. Windows Vista and MSWord 2007 .docx files are not compatible with Windows XP and earlier versions of Windows and Microsoft Office.*

When submitting your assignments as file attachments to the BlackBoard, include your name and assignment identification in the subject area and include your name and the Assignment designation in the file name you wish to attach:

FOR EXAMPLE:

SmithR BRP1.rtf = Brief Reaction Paper 1 assignment for Robert Smith and is in rich-text format

The following information **must** be included on the **upper right** corner of the **1st page of the submitted assignment**.

Name:

Course and Section:

Title of Assignment:

Date Submitted:

[No cover page is necessary, but please include page numbers.]:

ALWAYS KEEP BACK-UP COPIES OF WORK SUBMITTED!!!!

ASSIGNMENTS ARE TO BE SUBMITTED VIA THE BLACKBOARD ONLY.

Student Responsibilities:

Each student, as a result of being enrolled in this course, agrees to:

- maintain adequate and effective connectivity and communication as directed and required.
- monitor **DAILY** the BlackBoard Announcements and/or email relevant to the course.
- learning to use the technology essential for participation in the course.
- actively engage in discussion forum participation as directed and required.
- submit assignments as directed and required.
- complete all of the examinations / quizzes as directed and required.

Ground Rules for Online Communication and Participation:

The instructor assumes that students, as self-regulated learners, possess technology skills, communication skills (i.e., reading comprehension, formal writing and standard composition rules) and critical thinking abilities appropriate for effective participation and success in this graduate-level college course.

- ***Technical abilities / hardware / software:*** Given that this is a full ONLINE course, the instructor assumes that students enrolled in the course have the required skills, hardware, and software capabilities necessary to participate in the course as directed (e.g., use of BlackBoard features, email, attaching files to email, etc.)
- ***General email:*** Students should use email for private messages to the instructor or other students. **When sending email to the instructor, you must identify yourself fully in the subject line by giving your name, the course number and section in which you are enrolled, and the subject of the message.**
- ***Submissions / Postings to Online threaded discussion forums*** are **public messages** and all writings in this area will be viewable by the entire class or assigned group members.
- ***Assignment Grading / Feedback:*** The instructor will endeavor to complete the review / assessment and evaluation of student assignments within 10 working days of due date as directed. Feedback to students will be provided through BlackBoard.
- ***Observation of “Netiquette”:*** All online communications (e.g., discussion board postings, emails, etc.) need to be composed with accuracy, fairness, honesty, caring, and tact. Spelling, grammar, and capitalization are very important facets of ALL communication, particularly in an ONLINE course. **What you ‘put into’ an online course reflects your level of courtesy and professionalism.**
- **Check the Announcements Area, Syllabus, and Course Schedule / Timeline BEFORE you ask general course “housekeeping” questions via email. It is HIGHLY SUGGESTED YOU DO THIS FREQUENTLY, once per day at minimum.** You may also use the **General Discussion Forum** to ask / respond / comment on such issues or questions.
- ***Instructor Email Response Policy:*** The instructor will check email frequently (usually twice per day) and will respond appropriately. **If you have a questions regarding the 'mechanics' and 'protocol' for the course, consult the Course Syllabus, Course Schedule and Timeline, Announcements (posted on the BlackBoard), or the General Discussion Forum first. Usually, you will find the answer from these sources.**

Course Calendar / Planned Schedule & Timeline:

EDF 611: Adolescent Development [Sections 301, 302, & 303] Fall Term 2009

[ALL SECTIONS **ONLINE** (via BlackBoard)]

Week / Dates	Topic (Readings and Discussion Board Forum)	Readings	Quiz	Assignments
1 08/17/09 thru 08/23/09	Introduction: See Syllabus {Forum OPENS Tuesday 08/18/08 @11:55 AM} 1 st post due Thursday, 08/20/09 11:55 PM 2 nd post due Saturday, 08/22/09 11:55 PM	Syllabus & Course Information	None	View External Links
2 08/24/09 thru 08/30/09	Module 1: Conceptualizations {Forum OPENS Tuesday, 08/25/09 @ 11:55 AM} 1 st post due Thursday, 08/27/09 11:55 PM 2 nd post due Saturday, 08/29/09 11:55 PM	Steinberg Text (pp. 4-20) External Links: Module 1	None	
3 08/31/09 thru 09/06/09	Module 2: Biological Transitions {Forum OPENS Tuesday, 09/01/09 @ 11:55 AM} 1 st post due Thursday, 09/03/09 11:55 PM 2 nd post due Saturday, 09/05/09 11:55 PM	Steinberg, Chap.1 External Links: Module 2		Plagiarism Tutorial Due by Monday 09/07/09 11:55 AM Formative: Quiz Module 2: DUE by Sunday, 09/07/09 @11:55 PM
4 09/07/09 thru 09/13/09	Module 3: Cognitive Transitions {Forum OPENS Tuesday, 9/08/08 @ 11:55 AM} 1 st post due Thursday, 09/10/08 11:55 PM 2 nd post due Saturday, 09/12/08 11:55 PM	Steinberg, Chap.2 External Links: Module 3		Formative: Quiz Module 3: DUE by Sunday, 09/13/09 @11: 55 PM
5 09/14/09 thru 09/20/09	Module 4: Social Transitions {Forum OPENS Tuesday, 9/15/09 @ 11:55 AM} 1 st post due Thursday, 09/17/09 11:55 PM 2 nd post due Saturday, 09/19/09 11:55 PM	Steinberg, Chap.3 External Links: Module 4		Formative: Quiz Module 4: DUE by Saturday, 09/20/08 @11: 55 PM
6 09/21/09 thru 09/27/09	Module 5: Families {Forum OPENS Tuesday, 9/22/09 @ 11:55 AM} 1 st post due Thursday, 09/24/09 11:55 PM 2 nd post due Saturday, 09/26/09 11:55 PM	Steinberg, Chap. 4 External Links: Module 5		Formative: Quiz Module 5: DUE by Sunday, 09/27/08 @11: 55PM Summative: Brief Reaction #1 DUE by Monday, 09/28/08 @ 5:00PM,

7 09/28/09 thru 10/04/09	Module 6: Peer Groups {Forum OPENS Tuesday, 09/29/09 @ 11:55 AM} 1 st post due Thursday, 10/01/09 11:55 PM 2 nd post due Saturday, 10/03/09 11:55 PM	Steinberg, Chap. 5 External Links: Module 6		Formative: Quiz Module 6: DUE by Sunday, 10/04/08 @11: 55 PM Summative: MID-TERM Exam (Modules 1 - 7) Opens Monday, 10/3/08 @12:05PM DUE by Sunday, 10/11/09 @ 11:55PM
8 10/5/09 thru 10/11/09	Module 7: Schools {Forum OPENS Tuesday, 10/06/09 @ 11:55 AM} 1 st post due Thursday, 10/08/09 11:55 PM 2 nd post due Saturday, 10/10/09 11:55 PM	Steinberg, Chap. 6 External Links: Module 7		Formative: Quiz Module 7: DUE by Sunday, 10/11/08 11: 55 PM REMINDER: MID-TERM Exam DUE by Sunday, 10/11/09 @ 11:55PM
9 10/12/09 thru 10/18/09	Module 8: Work, Leisure, and the Mass Media {Forum OPENS Tuesday, 10/13/09 @ 11:55 AM} 1 st post due Thursday, 10/15/09 11:55 PM 2 nd post due Saturday, 10/17/09 11:55 PM	Steinberg, Chap. 7 External Links: Module 8		Formative: Quiz Module 8: DUE by Sunday, 10/18/09 @11:55 PM
10 10/19/09 thru 10/25/09	Module 9: Identity {Forum OPENS Tuesday, 10/20/09 @ 11:55 AM} 1 st post due Thursday, 10/22/09 11:55 PM 2 nd post due Saturday, 10/24/09 11:55 PM	Steinberg, Chap. 8 External Links: Module 9		Formative: Quiz Module 9: DUE by Sunday, 10/25/08 @11:55 PM Summative: Brief Reaction #2 DUE Submit by Monday, 10/28/08 @5:00PM
11 10/26/09 thru 11/01/09	Module 10: Gender {Forum OPENS Tuesday, 10/27/09 @ 11:55 AM} 1 st post due Thursday, 10/29/09 11:55 PM 2 nd post due Saturday, 10/31/09 11:55 PM	External Links: Module 11		
12 11/02/09 thru 11/01/09	Module 11: Autonomy {Forum OPENS Tuesday, 11/03/09 @ 11:55AM} 1 st post due Thursday, 11/05/09 11:55 PM 2 nd post due Saturday, 11/07/09 11:55 PM	Steinberg, Chap. 9 External Links: Module 12		Formative: Quiz Module 11: DUE by Sunday, 11/08/09 @11:55 PM Summative: Self-Reflection Paper DUE Submit by Monday, 11/09/08 @5:00PM, MON.
13 11/09/09 thru 11/15/09	Module 12: Intimacy {Forum OPENS Tuesday, 11/10/09 @ 11:55 AM} 1 st post due Thursday, 11/12/09 11:55 PM 2 nd post due Saturday, 11/14/09 11:55 PM	Steinberg, Chap. 10 External Links: Module 12		Formative: Quiz Module 12: DUE by Sunday, 11/15/08 @11:55 PM

14 11/16/09 thru 11/22/09	Module 13: Achievement {Forum OPENS Tuesday, 11/17/09 @ 11:55 AM} 1 st post due Thursday, 11/19/09 11:55 PM 2 nd post due Saturday, 11/21/09 11:55 PM	Steinberg, Chap. 12 External Links: Module 13		Formative: Quiz Module 13: DUE by Sunday, 11/22/09 @11:55 PM
15 11/23/09 thru 11/29/09	Module 14: Sexuality {Forum OPENS Tuesday, 11/24/09 @ 11:55 AM} 1 st post due Thursday, 11/26/09 11:55 PM 2 nd post due Saturday, 11/28/09 11:55 PM	Steinberg, Chap. 11 External Links: Module 14		Formative: Quiz Module 14: DUE by Sunday, 11/22/08 @11:55 PM Summative: Brief Reaction # 3 DUE Submit by Tuesday, 12/01/08 @ 5:00PM
16 11/30/09 thru 12/06/09	Module 15: Psychosocial Problems {Forum OPENS Tuesday, 12/1/08 @ 11:55 AM} 1 st post due Thursday, 12/03/08 11:55 PM 2 nd post due Saturday, 12/05/08 11:55 PM	Steinberg, Chap. 13 External Links: Module 15		Formative: Quiz Module 15: DUE by Sunday, 12/06/08 @11:55 PM
17 12/07/09 thru 12/11/08	Module 16: Emerging Adulthood {Forum OPENS Tuesday 12/08/09 @ 11:55 AM} 1 st post due Wednesday, 12/10/09 11:55 PM 2 nd post due Thursday, 12/11/09 11:55 PM	External Links: Module 16		Summative: Final Exam (Modules 8 - 15) Opens Monday, 12/7/08 DUE Fri. 12/11/08 @ 11:55PM 4:30PM

FALL TERM 2009 ENDS Thursday, DECEMBER 11, 2009 at 11:55 PM

Campus Safety Statement:

If this were not an online class, emergency response information would be discussed in class. Students would familiarize themselves with the nearest exit routes in the event evacuation became necessary. Students would have been instructed to notify the instructor at the beginning of the semester if you had special needs or would require assistance during an emergency evacuation. Students would have been told to familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Academic Honest Policy: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

Accommodating Students with Disabilities: Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical

disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes.