

EDMS 9090
Socio-Cultural Issues in Early Adolescence
Spring 2005

Instructor: Dr. Laurie Hart
Office: 427 Aderhold Hall
E-Mail: lhart@coe.uga.edu

Office Phone: 706-542-4312
Home Phone: 706-546-1107

Class Meeting Time: Tuesday, 5:00 to 7:45 pm, January 11 through April 26

Overview of Course

The purpose of this course is to explore socio-cultural issues in early adolescence to understand (a) the roles of these issues in the lives of middle grades students and teachers and (b) how understanding these issues may help improve middle grades teaching, classrooms, and schools. Historically, the middle school movement in the United States has used developmental characteristics of young adolescents as the foundation for designing schools, curriculum, and instruction. At times an exclusive focus on adolescent development by middle grades educators has ignored the roles that social and cultural issues play in the lives and needs of young adolescents. In this course we will explore research that focuses on cultural and social issues in school and society and consider the implications of this research for middle grades students, teachers, and schools.

Required Textbooks

Mead, M. (1961). *Coming of age in Samoa*. New York: Morrow Quill.

Zou, Y., & Trueba, E. T. (Eds.). (2002). *Ethnography and schools: Qualitative approaches to the study of education*. Lanham, MD: Rowman & Littlefield.

Spindler, G. (Ed.). (2000). *Fifty years of anthropology and education, 1950-2000: A Spindler anthology*. Mahway, NJ: Lawrence Erlbaum.

In addition to these books, we will read from a variety of other sources related to socio-cultural issues.

Grading

Participation and Attendance	10 points
Dual Entry Diary	20 points
Discussion Leader	10 points
Paper	60 points
Total	100 points

Participation and Attendance

I expect you to attend each class. If you cannot attend class, you are responsible for the material discussed in class and any information about assignments and schedule. Please contact me about options for making up the work missed. In addition, please let me know in advance if you are not able to attend class.

Your participation in class discussions is a major contribution to this course. It is important for you to read all of the material assigned before each class and to reflect on the meaning of the material. Please come to class with your own questions and comments about what you have read. In addition to your attendance and participation in class discussions, your participation grade will also be related to the timely completion of course assignments.

Dual Entry Diary

To provide structure for your reflection on the readings for the course, you will complete dual entry diary entries for each chapter or article of the reading assignment. For each entry, write the section about which you are commenting and indicate the source and page number. If your comment is about a lengthy section, you may indicate the beginning and ending sentences of the section or otherwise describe the section. In a different font from the entry, write a thoughtful substantive response about the entry. Please bring a paper copy of your entries and comments to class each week. You will turn them in to me for a grade. I will grade the weekly dual entry diaries with a check, check plus, or zero.

Discussion Leader

Each of you will be responsible for leading the class for our discussion of one topic during the semester. You will consult with me about 4 weeks before the class to talk about the topic and how you will lead us.

Paper

The major assignment for the course will be a paper. Please write your paper using APA Style (5th edition). This paper may be in the form of (a) an extensive review of literature for a topic within socio-cultural issues in early adolescence or (b) a proposal for a research study that includes the purpose, research questions, and rationale for the study; a review of literature to support the study; and a description of the design and method for the study. All literature reviews and proposals for the course will focus on some aspect of socio-cultural issues and early

adolescence.

You will write a draft of your paper well before the end of the semester so that I may read it carefully and provide detailed feedback about how to improve it. I also encourage you to seek feedback from other members of the class about how you might improve the draft of your paper. Preparing a draft and revising it are a normal part of the writing process for all researchers. I will not grade the draft of your paper. I will only grade the final version. We will discuss as a class the criteria to be used in evaluating and grading the paper.

Deadline for approval of paper topic	January 25
Draft of paper due	March 22
Receive feedback about your draft	April 5-9
Presentation of your paper to the class	April 26
Due date for final version of paper	Wednesday, May 4 at 5:00 pm

Academic Honesty

The University of Georgia's policies on academic honesty are strictly enforced in this class. Please familiarize yourself with this policy. A full statement of the policy may be found at the following website: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Course Requirements and Assignments May be Revised

The course syllabus provides a general plan for the course; revisions may be necessary.