Course Title:
Adolescent Issues in Human Relations

Course Number:
HR 5443-102

Course Description:
This course, Adolescent Issues, analyses, debates and conceptualizes the paradoxes presented in the construction, perception and intervention of adolescent issues. Such constructs are shaped by culture and socio-economic backgrounds. Adolescent as a concept has been of interest to several social science disciplines to determine the welfare of the individual, community and society as a whole. Therefore, this course will examine several issues pertaining to the universal and relative notions of adolescent biological and cognitive development and culture. Adolescence, as a stage of development, constructs individual sexual orientation, identity, behavior and relationships. This course illustrates the vast interpretations of several key issues relating to differences and similarities of adolescent issues and therefore the dilemmas and challenges of their growth.

Class Dates, Location and Hours:
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 8, 2015

Site Director:
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Janette Habashi, Ph.D.
Mailing Address: Department of Human Relations
Physical Sciences Building
601 Elm Ave Room 728
Norman, OK 73019 Norman, OK 73019-0315
Telephone Number: (918) 660-3665(O) 918-299-3351(H) 918-409-1060
E-mail Address: jhabashi@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
Methods of Instruction

During class, assignments and activities will be listed on the course website and will be facilitated via the Desire2Learn course management system. Hence, in order to successfully learn you need to engage online. Your engagements and reading reflections are essential to the learning experience. The discussion board will also assist in the participation in our cyber classroom. The course website will provide a Drop Box for you to deposit the paper assignments.

Required Readings on D2L
Course Objectives:
This course discusses development during the adolescent and early adult years. Contemporary theories and research will be used to help students understand issues central to adolescence including: pubertal and neuro-cognitive development, rites of passage, social and government laws, cultural and personal identity, sexual and gender orientation, obesity, media, substance abuse, family and peer relationships, adolescent violence, technology and work, culture and the media, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Assignments, Grading and Due Dates:
Discussion Participation: 30 points
You will post your views and deconstruct the reading in a professional manner. Discussion policy is included in the syllabus.

Elements included in the evaluation of discussion board participation will include evidence of critical thinking, clear identification of the issue, understanding of the problems, and the ability to propose and evaluate solutions. All participants are expected to welcome open expression of opinion, attitudes and beliefs and to accept the legitimacy and value of dissent. In addition, to respect the ideas of your classmates and the instructor, common courtesy is also expected. There are 3 discussion points for every online discussion. You are expected to post your original response on the issue and another response to the class discussion. I encourage you to read 80% of the other students’ postings. If you select only a few postings to read, you will lose points.

Interviews: 20 points
Interview an adolescent and a caregiver or activist on an issue significant to adolescence. The interview could be conducted face to face, or via email/phone. I encourage you to develop a rapport with interviewees early in the course. If you start late, your quality of work will be jeopardized. The interviews should be posted in the discussion board no later than 11:59pm, February 10, 2015.

For the Adolescent Issues course there are two interview tasks, one with an adolescent and one with an adult. The purpose of the interviews is to understand the adolescents’ perspective on the issue he/she considers most pressing. Therefore, the interview issue should be based on the adolescent’s concern. After the interview with the adolescent, you will interview an adult over the same issue. You need to complete the adolescent interview before the adult one.

Adolescent interview
The best way to approach this task is by asking the following questions:

1. How adolescents think about their life?
2. What is the misunderstanding between adults and adolescents?
3. What is the biggest problem facing adolescents?

I am expecting that every adolescent interviewee will address this question differently. Some might focus on drugs, gangs, foster care, parents or another issue. In any case, the interviewee is framing the issue of this talk. You need to discuss the issue with him/her from his/her perspective. The talk should concentrate on understanding and appreciating his/her point of view rather than challenging her/his perspective.

Adult interview
This interview with the adult is based on the issue raised by the adolescent. If the adolescent discussed gangs as the main problem for adolescents this will be the same issue discussed with the adult. You can start with saying: I have interviewed an adolescent and he/she thinks that the biggest problem adolescents face is gangs. Please let me know what you think and why they think this way? What is the role of adults regarding this issue? What can the community or government do regarding this issue?
You are encouraged to ask more questions but it is important to be understanding and willing to see both adolescents’ and adults’ perspectives.

**Written paper #1: 25 points**

Utilizing information gained from the interviewees and incorporates adolescent issues. This framework of the paper should be supported with academic literature. At the beginning of the paper, you need to identify the issue from multiple perspectives while integrating the interviews. You also need to deconstruct the interviewees’ claims using literature. This is an academic paper and should be supported by at least 10 references (only 2 course materials can be used for references). Wikipedia and dictionaries will not be considered references. The paper should be between 8-10 pages. This does not include cover and reference pages. I encourage you to structure your paper using headings and subheadings. This creates a cohesive and organized argument. **The paper should be posted in the DropBox no later than 11:59pm, February 15, 2015.**

**Post Course Assignment - Written paper #2: 25 points.**

Focus on an issue or dilemma pertaining to adolescence and how an issue is articulated in social policy and adhered in social programs. This paper should show the paradoxes, alignments, possibilities, and disconnects of what we know as a society concerning these adolescent issues. Elaborate on the current adolescent issue and how it is manifested in social policy and therefore in the intervention pronounced in social programs. This is an academic paper and should be supported by at least 10 references (only 2 course materials can be used for references). Wikipedia and dictionaries will not be considered references. The paper should be between 8-10 pages. This does not include cover and reference pages. I encourage you to structure your paper using headings and subheadings. This creates a cohesive and organized argument. **The paper should be posted in the DropBox no later than 11:59pm, March 8, 2015.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Final Word:**

I value each of you and do not want to lose any of you because of misunderstandings or confusion. So please let me know what I can do to clarify my lectures or otherwise fill in missing holes in your perceptions of classroom verbal exchanges or assignments. What do you need (other than a guaranteed “A” or “B”) to make our class worthwhile? You have the final word!!!!!!!!!!

**Grading policy:**

Grades are based on total points, which are earned via objective and subjective scoring. A=90-100%: superior work, B = 80-89 %: above average work, C = 70-79%: average work, D = 60-69%: below average work (passing), F = below 60%: failing work 90%, B=80%, C= 70%, D=60%

Subjective criteria for evaluating work include quality of individual writing assignments, participation/quality in group papers, presentations, and discussions. Attendance and completion of work in a punctual manner are also part of the evaluation process.

**Deep vs. Surface learning**

Below are descriptions of varying degrees of work which reflect the level and quality of learning student/learner. Keep these in mind as you navigate the course.
Excellent Work
Writing demonstrates unusual competence; obvious analytical thinking with thoughtful evaluation; outstanding contributions to group presentations, papers and group discussions. Student exhibits a continuous and enthusiastic effort over the course of the class. Manifests initiative, meets all deadlines and due date. Deep Learning—understanding of the content and applications to real world.

Good Work
Writing demonstrates competence; interpretive/inferential thinking, drawing conclusions, and reading between the lines; strong contribution to group presentations; active participation in group discussions, meets all due dates. Deep & Surface Learning--understanding of some course content, possible examples.

Average Work
Individual writing is competent; literal thinking and mere regurgitation of readings; some contribution to group presentations and papers; occasionally contributes to group discussions. Meets all due dates. Surface Learning—overview of the content.

Unsuccessful Work
Individual writing suggests or demonstrates incompetence. Little thought to developing ideas. Periodic contributions to group presentations, papers and discussions. Forgetfulness regarding assignments, due dates.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Janette Habashi, Ph.D.

Education

- 2004 Educational Psychology, PhD. Kent State University
- 1991 Bachelor of Science (B.S.), Social Work, Bethlehem University, Palestine

Current Positions

Associate Professor, Department of Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest

- Social Science theories
- Qualitative research
- My research interest is children and indigenous discourse.

Representative Publications and Presentations

Refereed Publications

Published Refereed Book Chapters in Scholarly Books and Monographs


Under Review Articles for Refereed Journals

- Habashi, J. (under review). Children's religious agency: Conceptualizing Islamic idioms of resistance. AREA

Research Projects in Progress

- Habashi, J. (in progress). Children’s age of responsibility: Analysis of social political on the age of maturity. This project uses content analysis in identifying the discrepancy of children’s age of responsibility in three main areas: crime, heath and community engagement.
- Habashi, J. (in progress). Children’s historical images: Analysis of religious discourse in three constitutions. This project uses content analysis to deconstruct children’s capacities in three nation-states which adopt religion as a fundamental element of their constitution.
- Habashi, J. (in progress). Imprinting children’s participation in the Palestinian constitution: The democratization of children in international settings? This project is a conceptualize piece that will set the foundation for a grant proposal.
- Habashi, J. (in progress). Intergenerational dialogue: children collecting historical narratives. This project provides an analysis of the intergenerational narrative whereby children are active in creating a digital oral history.

Refereed Abstracts or Proceedings


Non-refereed Articles


Representative Honors and Awards Received

- Present Awarded $500,000 by a private philanthropist to fund the development of a gifted program for Palestinian children.
- 2011 International Alumni Award, Kent State University, Ohio
- 2005-Present Invited to be on the Editorial Review Board for the Research and Practice Online Journal (for second time). Published two times a year to provide a scholarly space for the “subaltern” and “subjugated knowledge(s)” to speak (Cross-listed under national service).
- 2008-2009 Speaker, in the international research project, Children Living Rights: Theorizing Children’s Rights in International Development. Institut Universitaire Kurt Bösch, Switzerland.
- 2005-2006 Fellowship Award, Child on the Wing Rockefeller Foundation Resident Fellowships Program, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, MD.
- 2005-2006 Presidential International Travel Fellowship Award. International Programs Center, University of Oklahoma, OK.
- 2001 & 2003 Center Scholarship. Center for International and Intercultural Education, Kent State University, Kent, OH.
- 2002 Graduate Student Senate, Outstanding Dissertation Award. Kent State University, Kent, OH.
- 2000 College of Education Award for Outstanding Achievement in Leadership. Scholarship and Services, Kent State University, Kent, OH.

Major Professional Affiliations

American Educational Research Association