Millikin University
1184 West Main
Decatur, Illinois 62522

IN 251
What’s Next? Emerging Adulthood: Romance, Marriage, Family, Career
Dates: January 4-15, 2016
12 noon – 4 pm

MILLIKIN MISSION: To prepare students for professional success, democratic citizenship in a global environment and a personal life of meaning and value.

SYLLABUS
IN 251 WHAT’S NEXT? EMERGING ADULTHOOD: ROMANCE, MARRIAGE, FAMILY, CAREER
3 CREDITS

Instructor: Katharine Leavitt, Ph. D. (email) kleavitt@millikin.edu
Office: Shilling Hall 307
Hours: 11:30 am - 12:00 noon M-F
And by appointment

Mailbox: Education Office
Shilling Hall 307

Or Call Education office @ 424-6244 to leave a message.

Course Description: Study of emerging adulthood from late teens through the twenties. Theories of cognitive, social-emotional and moral development will be examined. Through text readings, case studies, student personal reflection papers, student research, presentations, and class discussion, the course will focus on what it means to be an adult through issues of romance, marriage, family and career.

Prerequisite: sophomore year

IN 251

Course Objectives: The primary objectives of this course are to understand the cognitive, social-emotional, and moral developmental domains of emerging adulthood and the personal responsibility, reflection and independent thinking that accompany adulthood.

Course Outcomes: The course outcomes will be met through student writing, personal reflection and discussion of ethical reasoning. Learning the theories of Piaget, Erikson and Kohlberg will lead to a knowledge of the foundation of emerging adulthood issues of romance, marriage, family and career.

Course Learning Goals

1. The IN 251 student will meet the learning goal of analyzing social structures within the U.S. through the use of discipline-appropriate sources by learning about and discussing the human development theorists Jean Piaget, Erik Erikson and Lawrence Kohlberg. The study of these theorists will assist the IN 251 student in understanding the adult developmental domains of cognitive development, social-emotional development and moral development. Through this development, emerging adults take their place in society and meet the expectations of adulthood in terms of the social structures of education, employment, family, marriage and parenthood.
   This goal is specifically met by reading the Arnett text chapters 1, 2 and 3, covering the topics of theories of development, adult case studies and relationships with parents, class discussion and the reflection papers 1, 2, 3, 4, and 5.

2. The IN 251 student will meet the learning goal of reflection on ethical and social justice issues characteristic of a diverse democratic society by discussing the issues of socio-economic status, ethnic background, gender and religion. Discussion of adult developmental domains and how they relate to a diverse society will include potential education, career choice, financial resources, employment practices, partner choice and family relationships.
   This goal is specifically met by reading the Arnett text chapters 5, 6, 7 and 10, covering the topics of marriage, college and careers, importance of social class and class discussion and the writing of reflection papers 1 and 4.

3. The IN 251 student will meet the learning goal of engaging in activities essential to responsible democratic citizenship in the U.S. by learning about the adult responsibilities of career and employment, providing financially for themselves and future children, assisting aging parents, and discussing the duties and privileges of adult citizenship such as voting, laws and taxes.
   This goal is specifically met by reading the Arnett text chapters 4, 7, 8, 9, 11, 12 and 13 covering the topics of love, marriage, family, careers, beliefs and values, class discussion and writing reflection papers 4 and 5.

The essay exams, research paper and student presentations will all also contribute to the meeting of learning goals 1, 2, and 3 depending on personal choice of topic within the framework of text subjects.
Knowledge Base
An understanding of human development includes theory, research and practice. The knowledge base for this class consists of developmental theory, research and practical applications.

The textbook for this course, Emerging Adulthood by Jeffrey Jensen Arnett acquaints the student with developmental theory in each domain of developing adulthood, including case studies and reviews recent research.

Theoretical Context
The primary knowledge base for developmental theory will come from cognitive developmental theorists, including Piaget. In addition to the text readings, the book gives examples to help explain how the theoretical approaches are reflected in contemporary life. Erikson and Kohlberg’s works are examined as social, emotional and ethical development is studied.

Research on Developmental Issues
In addition to readings from the text, students will research topics on developmental issues and ethical issues such as social acceptance, family and marriage relationships, career, the economy, and higher education.

Classroom Applications
The text offers content chapters and case studies for discussion. Video clips are also used which describe different developmental issues for emerging adulthood.

Units of Instruction/Student Contribution (Requirements)
1. Attendance: Attendance is critical for success in this course. Each class meeting will contain discussion and assignments that can be completed and turned in only during the class session. **More than 1 absence will deduct from grade points.**
   If you are unable to attend, notify your instructor prior to the class meeting. You will be responsible for all material presented in any class missed.

2. Class Participation: Class participation will be the key for successful completion of this course. Each student is expected to read the text chapter prior to the class session **and** be prepared to discuss this reading. The bulk of the reading will be from the text.

3. Exams: Exams will be essay, based on text readings, class lecture and discussion. Students are expected to take all exams when scheduled. If you feel that you have a legitimate reason for missing an exam, you must contact the instructor prior to the exam. The “final exam” will be a case study exercise based on theory and practical application.
4. **Written Assignments** will be used for discussion purposes at the time they are due, therefore, they typically will not be accepted late. This means they are due at the beginning of class. **Late Policy**- If you have not completed the assignment on time, you will receive a zero (0) for that assignment. No late or make up assignments will be accepted unless there is a reasonable excuse or emergency and late points may be deducted. You may always hand in assignments prior to the due date if necessary.

5. **Small Group Presentation**: A presentation will be required on a topic chosen from an emerging adult development theme. The instructor must approve your topic by Friday, Jan 8, 2016. Presentation length may be 10 to 15 minutes. Present an issue, problem, etc. followed by research, theory, and then a technique or application. A resource document of at least 5 references with annotated bibliography is required (APA style) and will be given to the instructor. “Thought for the Day” will be the responsibility of the presenter. An individual research paper will also be required based on your topic. Please note section on Academic Dishonesty in this syllabus.

**Evaluation:** The course grade will be based upon the following items and each assignment will be returned in class to the student with a grade or grade/points will be sent via email. Mid-term grades will be distributed after the first exam.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Reflection Papers at 10 points each</td>
</tr>
<tr>
<td>100</td>
<td>Exam</td>
</tr>
<tr>
<td>50</td>
<td>Personal Development Reflection</td>
</tr>
<tr>
<td>100</td>
<td>Presentation</td>
</tr>
<tr>
<td>100</td>
<td>Research Paper</td>
</tr>
<tr>
<td>100</td>
<td>Final Exam</td>
</tr>
<tr>
<td>500</td>
<td>Total Points</td>
</tr>
</tbody>
</table>

**Grade** | **Total Points**
---|---
A | 450-500
B | 400-449
C | 350-399
D | 300-349
F | < 300

**Resources**

Staley Library
Phone 424-6214. Be sure to call and check hours of operation or use the Millikin Home Page on the Millikin Website to check hours of operation.
Millikin University Writing Center
Staley Library room 203, phone 424-6353, if no answer, leave a message.
Be sure to call and check hours of operation and call to schedule an appointment.
Walk-ins will only be assisted if there is no one with a scheduled appointment at that time.

Information Technology:
The Information Technologies Department, located on the first floor of Shilling Hall, provides services and support to Millikin University administration, faculty, and students. The Helpdesk can be found in SH114, at 362-6488, or through email at infotech.millikin.edu. There are helpful “Help & How To” instructions to many common processes through http://it.millikin.edu/. Their hours may be found at this website as well. Please note that IT and the Helpdesk hours change throughout the semester.

VITAL GUIDELINES AND PROCEDURES

Academic Dishonesty
Academic Dishonesty will not be tolerated at Millikin University. Per Millikin University Handbook, academic dishonesty may consist of, but is not limited to: cheating; collusion – receiving or providing assistance on work or assignments that are the responsibility of an individual student; computer dishonesty; falsification of grades or assignments; and plagiarism. Plagiarism consists of, but is not limited to, the use of another’s thoughts, words, or works as one’s own; paraphrasing another’s thoughts, words, or works without proper referencing of the original author; turning in any work or portion of work that has been created by another or any commercially prepared work as one’s own.

Academic Dishonesty may result in the failure of the assignment, failure of the course, and/or dismissal from the program and University. Students should see the Student Handbook at www.millikin.edu for further information or explanation.

E-mail
Students are responsible for routinely checking their Millikin University e-mail for schedule changes, assignments, and/or other messages from the professor(s) or university representatives. Email addresses other than students' Millikin email addresses will NOT be used for communication purposes. Failure to follow instructions left via email will result in unexcused actions. The email system on campus is a vital communications tool and may be used by the student, professor and other school officials in the delivery of information and instructions. Faculty are instructed to use their Millikin University email address for communication purposes to enable a student’s ability to reach faculty from any location without having to know or memorize other outside email addresses. Students must follow University email rules at all times. Rules can be found at http://it.millikin.edu/.
IN 251

**Respect**
Please be respectful to faculty and fellow students by not carrying on conversations that are not a part of class discussion. Be prepared for class. Please, no children or disruptive interruptions. Please turn cell phones to silent or vibrate mode and properly dispose of your trash by the end of class.

**Accommodations**
If you have a disability and require any auxiliary aids, services, or accommodations, please contact the course professor or the Office of Academic Development at 424-6340 to discuss your particular needs.

**Meeting Space**
If students need a place to practice presentations, the students can schedule a location and equipment by contacting the Campus Scheduler at cscheduler@millikin.edu. To reserve a space or a classroom, email is the quickest route to the scheduler, or you can call the office at 424-6206. The information you need to provide:

- **NAME**
- Time
- Date
- Are you a student?
- What are your needs – example, practicing PowerPoint, showing a DVD, space for team meeting, need a room with a whiteboard, etc.
- Do you have any preferences where you want to be?

**Writing/Papers**
IN 251 Emerging Adulthood students are asked to use APA style when writing and formatting formal papers. Students MUST ALWAYS reference all sources regardless of what writing style is used or whether or not a writing style is required. The Writing Center has links to sources that will help with the use of citations.

EVERY EFFORT WILL BE MADE TO FOLLOW THE COURSE OUTLINE AND SCHEDULE AS DESCRIBED. HOWEVER, THE INSTRUCTOR MAY MAKE ANNOUNCED CHANGES AS NEEDED.
<table>
<thead>
<tr>
<th>Weekday</th>
<th>Date</th>
<th>Text Chapter</th>
<th>REQUIREMENTS (INDICATED IN BOLD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MON</td>
<td>1/4</td>
<td>1</td>
<td>INTRO &amp; THEORIES OF DEVELOPMENT</td>
</tr>
<tr>
<td>TUES</td>
<td>1/5</td>
<td>2</td>
<td>REFLECTION 1 EMERGING ADULT PROFILES</td>
</tr>
<tr>
<td>WED</td>
<td>1/6</td>
<td>3</td>
<td>REFLECTION 2 RELATIONSHIPS WITH PARENTS</td>
</tr>
<tr>
<td>THURS</td>
<td>1/7</td>
<td>4</td>
<td>REFLECTION 3 LOVE AND SEX</td>
</tr>
<tr>
<td>FRI</td>
<td>1/8</td>
<td>5</td>
<td>EXAM (CH. 1-5) MARRIAGE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MON</td>
<td>1/11</td>
<td>6</td>
<td>PERSONAL REFLECTION COLLEGE</td>
</tr>
<tr>
<td>TUES</td>
<td>1/12</td>
<td>7,8</td>
<td>REFLECTION 4 CAREERS/MEDIA</td>
</tr>
<tr>
<td>WED</td>
<td>1/13</td>
<td>9,10</td>
<td>REFLECTION 5 BELIEFS/VALUES/SOCIAL CLASS</td>
</tr>
<tr>
<td>THURS</td>
<td>1/14</td>
<td>11,12,13</td>
<td>STUDENT PRESENTATIONS ADULTHOOD</td>
</tr>
<tr>
<td>FRI</td>
<td>1/15</td>
<td></td>
<td>RESEARCH PAPER, FINAL EXAM (CH. 6-13) ADULTHOOD</td>
</tr>
</tbody>
</table>

**Reflection Paper 1** due TUES JAN 5 Chapter 1, 2 (1-2 typed pages)
How do you define “emerging adulthood”? What does being an adult mean?

**Reflection Paper 2** Due WED JAN 6 Chapter 3 (1-2 typed pages)
How has your relationship with your parents changed due to your adulthood?

**Reflection Paper 3** due THURS JAN 7 Chapter 4 (1-2 typed pages)
What kind of family, friends and spouse relationships do you expect in the future? How will these relationships define you?

**Reflection Paper 4** due TUES JAN 12 Chapter 7 (1-2 typed pages)
How do your expected career goals align with your core values?

**Reflection Paper 5** due WED JAN 13 Chapters 9,10 (1-2 typed pages)
How have your personal beliefs, values and ethics changed as you are emerging into adulthood?