

PSYC 216-04 Adolescent Development

Spring 2016 Syllabus¹

MWF 9:30-10:20 am

Bailey 103

Instructor: Dr. Karen Mooney
Office: Bailey 117
Office Hours: Tuesdays 3-4 pm, Thursdays 10-11 am, Fridays 2-3 pm, and by appointment
Phone: 585-245-6047
E-mail: mooneyk@geneseo.edu

Required Text: Santrock, J. W. (2014). *Adolescence*, 15th ed. New York, NY: McGraw-Hill.

Recommended Text: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

myCourses: Course announcements, the course syllabus, PowerPoint slides, all other course and assignment information, and grades will be available on myCourses.

Course Overview: This course is designed to provide an in-depth, scientifically based understanding of adolescent development. We will examine important changes in adolescents' physical, cognitive, emotional, and social characteristics. This includes understanding the contexts in which adolescents develop, such as family, peer groups, and school. You will also learn about how scientists study adolescent development and the theories they use to guide their research. My final goal is to encourage you to think critically. One way we will do this is by exploring some of the stereotypes and misconceptions associated with this stage of development.

Social Science Core: This course fulfills one course in the social science general education requirements for **nonpsychology majors**. The guidelines for social science core courses stress the development of the following characteristics of a responsible member of society:

1. an acquaintance with major empirical, analytical, or theoretical approaches to human behavior, institutions or culture;
2. an acquaintance with social, economic, political, or moral alternatives;
3. an acquaintance with major problems, issues, institutions, practices or trends in the social world;
4. a capacity to express ideas clearly, coherently, and grammatically in written form as one component of the evaluation process. This written work must total at least 1500 words, at least half of which must be prepared outside of class.

Intended Learning Outcomes: Students will demonstrate:

1. knowledge of the major theories, concepts, and research findings related to adolescent development,
2. an understanding that development is influenced by the interaction of multiple factors,
3. an awareness of the major challenges and trends affecting adolescents today.
4. the ability to express their understanding of adolescent development in clear, coherent, grammatically correct writing.

¹ The contents of this syllabus are tentative and subject to change by the instructor.

Lectures: My goal in my lectures is not to just review the textbook. I assume that you are capable of reading it on your own. Also, given the wide range of topics involved in the study of adolescence, I cannot possibly cover all of them during lecture. My lectures are designed to highlight what I think is most important and interesting (hopefully you'll find it interesting as well), and to supplement the material in the text. Some information that I will provide in class will not be found in your textbook and this material is certainly going to be on the exams. Therefore, it is in your best interest to attend class regularly, not only to learn this information, but also to focus your understanding of the textbook. Also, the best predictor of class grades is regular attendance.

I will post the PowerPoint slides for each lecture topic on myCourses at least 1 day before we discuss the topic. I strongly recommend printing out the slides before class and using them to guide your note-taking. I will conduct lecture at a pace that assumes you have these slides. These slides are **NOT** to be considered everything you will need from class, but they will help by giving you a structure for your notes, wording for definitions, etc. **If you do not take additional notes to what are on the slides (e.g., more specific details of research and theories, examples), then you probably will not do well on the exams.**

I will try not to lecture the whole time. I plan on having you participate in discussions and activities. I encourage questions and participation. If something is not clear, do not hesitate to ask for clarification! If you miss class, it is your responsibility to get the notes from one of your classmates. My notes will not be available. During class, please be courteous to me and your fellow students – e.g., turn off cell phones, do not talk to your neighbors or listen to music. These things can be very distracting to your classmates. I will begin class at 9:30 and end class at 10:20. If you arrive late, please try to minimize the distraction.

Exam Information:

Exams: There will be 3 non-cumulative exams. Exams will consist of multiple choice questions, and will cover material from the lectures, videos, and textbook (even material in the book not discussed in class).

Early exams: If you know in advance that you will be absent for an exam, you can arrange a time to take the exam early. You must notify me at least one week before the scheduled exam.

Make-up exams: If you miss an exam, for whatever reason, you must take the make-up exam within one week of the time the exam was scheduled. Make-up exams will be all essay questions. It is your responsibility to contact me if you need to take a make-up exam.

Discussion Board: Discussion is an important part of a class, especially in a class such as *Adolescent Development* where all students have personal experience with the subject matter. Discussion not only allows students to hear others' opinions and personal stories, but it also helps students practice thinking about the subject matter, formulate applications of principles, and evaluate the logic of, and evidence for, their own and others' positions. It also gives me a better idea of what material you find interesting. Therefore, part of your grade will be based on the frequency and quality of your participation on the discussion board in myCourses.

Content of posts: During class time, discussions tend to revolve around the topics I want you to discuss. The discussion board is an opportunity for you to discuss the topics that *you* want to talk about. I may occasionally post a question or respond to your comments, but almost all of the questions will be posted by you and your classmates. These discussions can include continuing topics started in class, relating policy issues or news events to class material, talking about your ideas and questions, clarifying material that isn't clear, or anything else that is **relevant** to the class material. You are **NOT** required to restrict your posts to the chapter we are covering at the moment. You can jump ahead to topics we haven't covered yet or go back to topics we covered

weeks ago. Talk about what interests you. Just make sure you post your question in the forum that is best suited to the topic of your question.

When starting a new thread, title the post with the topic of your post, not your name. When responding to a post, hit the "reply" button at the bottom of the page instead of starting a new thread. Doing these things will make it easier for everyone to follow the discussion.

I expect each of you to show respect for your fellow students. Everyone has the right to express his or her opinion. You are free to disagree with other students, but you must maintain an atmosphere of intellectual respect for the opinions of others, no matter how they might differ from your own.

Grading: Your grade for the discussion board depends on the quality and thoughtfulness of your comments and questions, as well as the number of posts that you make.

- You are **required to make 2 posts each week** (except during Spring Break), **for a total of 30 posts** for the whole semester. Monosyllabic or non-substantive posts (e.g., "I agree," "you bet," or "yesss!") do not count towards the 30. **Each posting week will run from Monday at 12:00am to Sunday at 11:59pm.** I encourage you to get in the habit of making your posts at the same time each week (e.g., after class on Fridays) to decrease your chances of forgetting to post.
- Your two posts can consist of 2 questions, 1 question and 1 response to another student's question, or 2 responses to other students' questions. It doesn't matter, as long as your posts make a significant contribution to the discussion board.
- Significant contributions are posts that raise a new issue, offer a response to another person's post that is meaningful, offer a different opinion, etc. In other words, these posts *add* something to the discussion and don't just restate what others have said. These posts are also well thought out and consist of several sentences. You have the potential to earn 1 or 2 points per post, for 4 possible points each week, and a total of 60 possible points. If a post makes a significant contribution to the discussion, it will be worth 2 points. Otherwise, the post will be worth 1 point.
- Since this is a semester-long assignment, it is important that you don't let your participation in the discussion board lag. It is your responsibility to make sure you are keeping up with the posts. **You cannot make up posts if you miss a week.** Extra posts will **NOT** count toward the next week's posts, nor will they earn you extra points. However, I will keep track of extra posts, and if you consistently make additional significant contributions to the discussion board, then I will take that into consideration at the end of the semester if you are close to the next highest grade.
- I will update your grades for the discussion board in the myCourses grade book each week, but feel free to e-mail me if you have questions about how you are doing.
- Always make sure that the post you submit actually shows up in the discussion board. Occasionally a post gets lost in cyberspace after being submitted and doesn't make it to the discussion board. They should show up immediately if they went through okay. I don't want you to lose points because of this.

Projects: In order to help you apply some of the material from this course to "real life" and to encourage critical thinking, you will complete 2 of 7 possible projects. These projects are opportunities for you to observe the topics discussed in class first hand. Some projects you can do alone. Others will require you to talk to some adolescents or adults. I will assign you to projects based on your preferences. After completing the activity, you will write a 3-4-page paper (using APA style) that summarizes what you did, what you found, and how it relates to the theories and evidence we are learning about in the course. In class, on the due date, each student who completed that specific project will tell the class about their experience and findings. More information regarding the guidelines for all projects and the possible projects is available on myCourses. Late papers will be docked 5 points per day late.

Presentation: This assignment requires that you and a partner watch a movie about adolescents (I will provide a list of options) and apply the information that you are learning in the course to the adolescent characters in the movie. You and are your partner will present this information to the class. Specific instructions for this assignment will be provided later.

Attention Psychology Majors: All courses counted for the psychology major must receive a grade of C- or better.

Academic Integrity: I fully support SUNY Geneseo's policy on Academic Dishonesty and Plagiarism described in the Undergraduate Bulletin. Academic dishonesty degrades the learning process, deflates the meaning of grades, discredits the accomplishments of past and present students, and tarnishes the reputation of the University for all its members. Violations include, but are not limited to, using notes or electronic devices on exams, looking at another student's exam, turning in plagiarized materials, and helping another student cheat.

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the psychology department chairperson and the dean of the college.

To encourage academic integrity on writing assignments, you will be required to submit all writing assignments to a turnitin.com dropbox via myCourses by the due date.

Accommodations for Students with Disabilities: Reasonable accommodations are available for students who have documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should contact Dean Buggie-Hunt in the Office of Disability Services (tbuggieh@geneseo.edu or 585-245-5112) and their faculty to discuss needed accommodations as early as possible in the semester.

Procrastination: I firmly believe that procrastination or apathy on your part does **NOT** constitute an emergency or "special treatment" on my part. That is, if you fail to plan ahead and do what you are required to do, I am not responsible for bailing you out. Computers crash and the internet does not always work. That is a risk you take if you put something off until the last minute.

Extra Credit: A great way to enhance your understanding of the research process is to participate in research. Therefore, you will be able to earn some extra credit by participating in psychology research studies. You will earn 2 points for every credit of research you participate in, for up to 4 credits of research (8 points). Information on where and how to sign up is posted on myCourses. I will let you know when you can start signing up for studies.

Grade Breakdown:

| | |
|--------------------------------|-------------------|
| 2 Projects (30 points each) | 60 points |
| Presentation | 50 points |
| Discussion board participation | 60 points |
| 3 Exams (100 points each) | 300 points |
| TOTAL | 470 points |

Your final grade for this course will be based on the total number of points you earn:

| Grade | Points | Grade | Points |
|--------------|---------------|--------------|---------------|
| A | 435-470 | C+ | 365-373 |
| A- | 421-434 | C | 341-364 |
| B+ | 412-420 | C- | 327-340 |
| B | 388-411 | D | 280-326 |
| B- | 374-387 | E | ≤ 279 |

COURSE SCHEDULE

*Don't forget to make at least 2 posts each week!

| Date: | Topic: | Readings/Assignments Due*: |
|-------------------------------|---|--|
| January 20 | Introduction/What is adolescence? | |
| January 22 & 25 | How has adolescence changed? | Ch. 1 (pp. 2-23) |
| Jan. 27, 29, & Feb. 1 | The science of adolescent development | Ch. 1 (pp. 23-42) |
| February 3 & 5 | Physical development | Ch. 2; Project #1 (due 2/5) |
| February 8, 10, 12, & 15 | Cognitive development | Ch. 3; Watch Inside the Teenage Brain (due 2/8); Project #2 (due 2/10) |
| February 17 | Exam 1 | |
| February 19, 22, & 24 | The self & identity | Ch. 4; Project #3 (due 2/24) |
| February 26 & 29 | Gender | Ch. 5 |
| March 2, 4, & 7 | Sexuality | Ch. 6; Project #4 (due 3/7) |
| March 9 & 11 | Families | Ch. 8 |
| March 14, 16, & 18 | Spring Break – No class | |
| March 21 | Families | Ch. 8; Project # 5 |
| March 23 | Exam 2 | |
| March 25, 28, & 30 | Peer relationships | Ch. 9 |
| April 1, 4, 6 | School & education | Ch. 10; Project #6 (due 4/6) |
| April 8, 11, & 13 | Work & vocation | Ch. 11; Project #7 (due 4/13) |
| April 15 & 18 | Culture | Ch. 12 |
| April 20, 22, & 25 | Adolescent problems | Ch. 13 (pp. 432-437; pp. 444-468) |
| April 27 | Adolescent problems Positive development | Ch. 13 (pp. 432-437; pp. 444-468) Ch. 1 (pp. 7-9); Ch. 13 (pp. 438-443) |
| April 29 | Positive development | Ch. 1 (pp. 7-9); Ch. 13 (pp. 438-443) |
| May 2 | Exam 3 | |
| Tues. May 10, 8-11 am | Movie presentations | Presentations |