ADOLESCENT PSYCHOLOGY (PSY 3140, 36233)
WEBER STATE UNIVERSITY, SPRING 2024
TR 9:00– 10:15 AM, LH 205

I'm committed to your success at Weber State!

PROFESSOR: Dr. Leigh Shaw (she/her)
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WEBPAGE: http://weber.edu/lshaw
STUDENT HOURS: 10:15-10:45 am, always available by appt.

COURSE DESCRIPTION
This course presents an introduction to principles and theories of adolescent psychology. We will cover topics bearing on historical views of adolescence, biological and cognitive transitions, autonomy, identity, morality, peer and dating relationships, sexuality, family relationships, and psychosocial problems. This course will help you better understand developmental science and better advocate for the needs of young people.

COURSE GOALS AND OBJECTIVES
By means of reading, completing assignments, and participating in class:
Goal 1: You will develop a knowledge base in developmental psychology.
> Objectives: By means of quizzes, debriefs, homework, exams, and the course project, you will accurately identify developmental concepts and theoretical perspectives, recognize that developmental psychology is a discipline that uses the scientific method and constructs theories to describe and explain human development, and apply developmental concepts.

Goal 2: You will hone scientific inquiry and critical thinking skills.
> Objectives: By means of quizzes, debriefs, homework, exams, and the course project, you will accurately use scientific reasoning to interpret developmental phenomena and to explain developmental processes, and you will demonstrate psychological literacy in your understanding of relevant social issues.

Goal 3: You will develop ethical and social responsibility in a diverse world.
> Objectives: By means of class discussion, quizzes, and debriefs, you will recognize and adopt psychological values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) and identify the nature and sources of variation in developmental trajectories and outcomes for children.

Goal 4: You will develop professional communication skills.
> Objectives: By means of homework, debriefs, and the course project, you will gain analytical skills through reading and reflecting on research, develop effective writing for different purposes and professionally communicate your understanding of developmental terms, concepts, and theories to others in written and oral formats.

Goal 5: You will develop as a professional in the field of psychological science.
> Objectives: By means of debriefs and the course project, you will apply developmental content to personal and/or professional goals, exhibit self-efficacy and self-regulation, and refine project management skills.

COURSE FORMAT AND EXPECTATIONS
- This course will be taught face-to-face. There will be *7 days* where we will not meet face-to-face but instead when you will have assigned work to complete on Canvas *on schedule*.
- In addition to the obvious – reading chapters before they are discussed in class, completing assignments on-time, and contributing to class discussions – I welcome your feedback regarding how well the class is meeting your needs. I will follow the course schedule and work to create and maintain a class atmosphere in which you feel free to listen to others and express your views and ask questions to increase your learning. We will treat each other with respect and patience – we are all learning and growing.

COURSE POLICIES
Course policies ensure that the classroom is a safe environment for your learning. Policies on diversity and inclusivity, respect for persons, discriminatory harassment, reasonable accommodation, attendance and class conduct, email etiquette, course recordings, and academic dishonesty are provided in Canvas (see Modules).

ACADEMIC AND SOCIAL SUPPORT SERVICES

I am excited to help you on your path to learn about developmental psychology, successfully complete my course, and continue on your path toward graduation. Unfortunately, sometimes our path will encounter roadblocks, such as food insecurity, physical and mental health challenges, and family and work-related issues, that threaten your progress. Weber State wants to keep you on your path toward your dreams. Thus, you have available to you many resources to support you academically (e.g., tutoring, Writing Center), technically (e.g., hardware and software for learning), and to be a successful and healthy student (e.g., child care, food pantry, financial aid, campus recreation, counseling and psychological services). Please avail yourself of these resources to "be brilliant" at Weber.

REQUIRED MATERIALS

Textbook: Steinberg, L. (2023). *Adolescence* (13th ed.). Boston: McGraw-Hill. Day One Access (*https://www.weber.edu/financialservices/DayOneAccess.html*) & Canvas integration with McGraw-Hill Connect. McGraw-Hill Technical Support: 800-331-5094 (prompts 2, 5, 1) or *https://mhedu.force.com/CXG/s/* Registration assistance (see Canvas Course Resources Module and *https://vimeo.com/album/5316669/video/281874940).* Day One Access offers you the right digital content on the first day of class, at a competitive price. You were billed when you registered for the class at the lowest rate the Wildcat Store could negotiate with the publisher. The e-text and required course assessments will be submitted via the Day One Access with Canvas integration. If you choose to drop the course, you can opt out of Day One Access by the add/drop deadline for a refund. Questions? *dayonehelp@weber.edu*

Technology: You will use Zoom for class/office hours. Thus, you need access to a PC/laptop/cellphone with webcam, microphone, & internet connection. There is laptop checkout and equipment available at the Library.

Canvas: Course material is available in Canvas. From the "*Courses*" tab, click on "*PSY 3140*". You'll be able to access the syllabus, PowerPoints, discussion boards, assignments, exam reviews, McGraw-Hill Connect, support material, and course announcements and grades. Canvas support: 801-626-6499. Computing support: 801-626-7777

COURSE ASSESSMENTS AND LEARNING GOALS

	Points	~ % of Total	Learning Goal
Syllabus Quiz	6	1	
Module Topic Debrief	27 (*9 @ 3 pts*)	4	1, 2, 3, 4, 5
SmartBook Chapter Quizzes	80 (*10 @ 8 pts each*)	12	1, 2, 3
Research Summary Homework	60 (*3 @ 20 pts. each*)	9	1, 2, 4
Exam #1, #2, #3	360 (*3 @ 120 pts. each*)	55	1, 2
Poster Project	120	18	1, 2, 4, 5
TOTAL	*653*	*100*	

All assessments - except exams and the final poster - have a **24-hour grace period**. Grades are earned, not negotiated. All students receive every possible consideration to ensure their final grade reflects their course performance. Final grades will be assigned based on the percent of total points earned, as follows:

A	(100 - 93%)	**B**	(86.9 - 83%)	**C**	(76.9 - 73%)	**D**	(66.9 - 63%)
A-	(92.9 - 90%)	**B-**	(82.9 - 80%)	**C-**	(72.9 - 70%)	**D-**	(62.9 - 60%)
B+	(89.9 - 87%)	**C+**	(79.9 - 77%)	**D+**	(69.9 - 67%)	**E**	(59.9 - 0%)

COURSE ASSESSMENTS

SYLLABUS QUIZ

- Course content/modules are unlocked upon completion of the syllabus quiz (due in week 2) with a perfect score (6/6) to ensure your comprehension of the syllabus, course policies, and tips for student success.

MODULE TOPIC DEBRIEF (27 POINTS, 4% OF TOTAL)

- Purpose: To give you the opportunity to meaningfully apply the topic to your life or connect the research to your own experience as a teen or with teens.
- Task: At the end of each module, you will submit a *brief* written or video discussion post in Canvas reflecting on the value of something covered in that module for you (personally or professionally).
  - o Your first post (Week 1, Getting to Know You) will help us get to know each other.
- Criteria for Success: Debriefs will be posted in Canvas by **1 pm on Friday** (see Course Schedule). Debriefs are worth 3 points for 27 points overall (see rubric in Canvas). While debriefs have a firm due date, you have a **24-hour grace period** to submit late debriefs for full credit. No debriefs will be accepted beyond the grace period.

SMARTBOOK (SB) CHAPTER QUIZZES (80 POINTS, 12% OF TOTAL)

- Purpose: Learning is facilitated through distributed practice and practice testing. Your textbook is a "smart text" with an online reader. Students who use this kind of book score on average about 8% higher than similar students who do not use this kind of book. One reason for this is because the online software quizzes you on the major learning outcomes to test your comprehension as you read. The quizzes provide you with practice and low-stakes testing opportunities to develop your understanding of developmental theories and concepts and to hone your critical thinking and scientific inquiry skills.
- Task: You will access the Smartbook (SB) quizzes through the McGraw-Hill Connect, Modules, or Assignments in Canvas. You can start and stop a quiz; SB saves your progress. You can continue to answer as many questions as you want, even after completing the quiz, and you can leave and return to the quiz any time you want to review before an exam. It's ok to get questions wrong – you still earn 100% if completed by the due date. Your task is to fill your "progress bar" by answering questions correctly - the emphasis is on the journey, not the destination. As you answer questions, you have access to specific sections in the eBook, and get immediate feedback after each question (which helps to prevent you from forming misconceptions based on incorrect answers). The number of questions asked of each student will differ depending on how quickly and how well you master the reading. You are encouraged to answer the questions until you get 100% on the SB quiz. Each quiz should take ~40-45 minutes (some students will be faster and others slower).
- Criteria for Success: Quizzes are considered "complete" on their due date. Thus, if at the due date (see Course Schedule) you have only attained a 50% on that chapter, you will have 50% recorded as your final score. It is critical that you keep up with your reading. SB quizzes are due just before the exam date on the topic. I strongly suggest you create a schedule and do the quizzes along with our coverage of the topics in class. You will get better reinforcement of the concepts if you tie the SB quizzes to the lecture. Thus, I suggest that you neither try to complete them all early, nor to cram them all in just before the exam. While SB quizzes have a firm due date, you have a **24-hour grace period** to submit late quizzes for credit. No quizzes are accepted beyond the grace period.

RESEARCH SUMMARY HOMEWORK (60 POINTS, 9% OF TOTAL)

- Purpose: The psychologically literate individual has content knowledge that can be applied to complex problems and can interpret the meaning of psychological research. The homework is designed to promote your psychological literacy and ability to discuss psychological concepts clearly and accurately in writing.
- Task: For each assignment, I selected a brief article that expands on course material (see Modules and Assignments in Canvas). You will read the article and then respond to a set of five short-answer questions to demonstrate your understanding and professional writing.
- Criteria for Success: Each homework is worth 20 points for 60 points overall (see rubric in Canvas). Responses will be in complete sentences (not bullet points), in your own words or with direct quotes that include context and proper references. Homework is due in Canvas by *1 pm on the due date* (see Course Schedule). You have a **24-hour grace period** to submit late homework for full credit. After the grace period, late homework will be marked down by 10% per 24-hour period, and will not be accepted after 48 hours/2 days late (-20%). There is no penalty for a late homework because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me immediately to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion.

EXAMS (360 POINTS, 55% OF TOTAL)

- Purpose: Exams test your understanding of developmental theories and concepts and your critical thinking and scientific inquiry skills.
- Task: You will take 3 non-comprehensive exams, each covering about 1/3 of course material - including lectures, videos, small-group activities, discussions, and assigned readings. Exams are "open-book" and "open-notes" and consist of 60 multiple-choice questions (worth 2 pts. each). Each exam is worth 120 points for 360 points overall. Exams are administered via Quizzes in Canvas. You can take exams from any location, but exams have a time limit of **75 minutes**. You will need to study and prepare: you won't have the time to look up each item in your notes/text. To take an exam, log-in to Canvas on the correct date (see Course Schedule) at the appropriate times. You will *not* be allowed to take an exam outside the testing period.
  - o If you have a conflict with the exam schedule, you may work with me to take an exam *early* at no penalty. If, for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a **25% penalty**. Late exams are administered at my discretion.

- o Exam review sheets will be available in Canvas ~one week before the exam period.
- *IMPORTANT*: You are responsible for *all* assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss class, you are advised to get the notes from another student.

EXAM ITEM REVIEWS (EXTRA CREDIT)
- Purpose: Because my goal is to help you learn course material and foster your ability to think like about development like a scientific psychologist, it is important for you to reflect on your mistakes. To this end, you have the option to follow the assignment instructions in Canvas in order to learn the material, improve your exam score, and gain insight into your test preparation.
- Task: To protect exam security and integrity, **DO NOT** copy and paste exam questions or responses. If you copy and paste the exam questions or responses, you will lose this opportunity. You will need to note the item missed, the correct response, where you found the correct response, and an explanation for why you chose an incorrect response. More detailed instructions are available in the assignment description in Canvas.
- Criteria for Success: You may earn **0.5 point** for each missed item that you successfully review. For example, if you missed 15 questions you would have earned 90/120 (75%). If you successfully reviewed each of the 15 missed items, you would earn back 7.5 points (15 * 0.5), for a revised exam score of 97.5/120 (81.25%). Submit your item reviews via the assignment in Canvas by **1 pm** *on the due date* (see Course Schedule). Early reviews are encouraged; late reviews and/or reviews that do not include the required elements are not accepted. While reviews have a firm due date, you have a **24-hour grace period** to submit late reviews for credit. No reviews are accepted beyond the grace period. I encourage you to take this opportunity to make the most of what may have been a disappointing performance on any given exam. I believe in your ability to succeed in this course and I am willing to help you do so.

POSTER PROJECT ON DEVELOPMENTAL ISSUES IN ADOLESCENCE (120 POINTS, 18% OF TOTAL)
Purpose
1) The course project (support materials in Canvas module, Poster & Writing Resources) is designed to guide you in the process of integrating and applying course content to real-life developmental questions. You will create and present a poster of research-based information on a topic of *your choice* related to adolescent development. You will deepen your knowledge of a self-selected developmental topic, and hone your research, professional communication, and project management skills.
2) The project is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue. Be creative and choose a topic that interests you (e.g., *ethnic identity, brain development, working models and dating, cyberbullying, risky behavior, correlates of social media exposure*) and is related to course material. Topics pertaining to abnormal development, disorders or clinical concerns in adolescence need to focus on etiology/precursors and developmental issues, not merely symptoms and treatment.
3) Your poster will consist of your summary of articles relevant to your topic collected from empirical and popular sources retrieved from OneSearch and/or PsycINFO through Stewart Library. Your poster may include images in addition to your summaries of the articles.

Task Components and Criteria for Success
1) **Topic Proposal**: Every good project starts with a clear topic/question. Thus, your first task is to refine your poster topic in adolescent development.
    a) You will submit a topic proposal (via Canvas) that states the particular topic you intend to review for instructor review and approval by *1 pm on the due date*. The proposal will include:
        i) a detailed description of your topic (~4-6 sentences),
        ii) the keywords (e.g., *"adolescent brain development and alcohol use"*), author names, titles, etc. used in a preliminary search on your topic in OneSearch/PsycINFO, and
        iii) at least 3 references from this search. You can click "cite this item" in Onesearch and choose APA citation format to ensure you have all the appropriate information.
    b) Successful completion of the topic proposal will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., incomplete/unsatisfactory work) will be reflected by a red "X" and will result in 12 points (10% of the 120 points for the project) being docked from the "*Assembled Poster & Presentation*" grade. While late proposals are not accepted, there is a **24-hour grace period** and no penalty for a late proposal due to extenuating circumstances, which will be determined via collaboration between instructor and student.

2) **Summaries**: The content of your poster is derived from your three sources (and any other relevant information). At three points in the term (see Course Schedule), you will submit a Summary (via Canvas) that consists of (1) the complete article *and* (2) your responses to the summary questions (e.g., Empirical or Popular).

   a) Articles summarized for Summary #1 and #2 will be from an EMPIRICAL publication, such as peer-reviewed research journals (e.g., *Child Development, Developmental Psychology, Merrill-Palmer Quarterly*), or chapters from edited books, volumes or handbooks (not textbooks). Failure to submit an empirical source for Summary #1 or #2 will result in a 50% penalty.

      i) If you are uncertain whether your sources are empirical, review the online links and/or consult Dr. Shaw.

   b) The article summarized for Summary #3 may be from *either* an EMPIRICAL or a POPULAR source (e.g., news article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (*submit one article*).

   c) Assignment guidelines are detailed in Canvas; consult the example summaries (A-quality) from previous students available in the Course Poster Project module, Poster & Writing Resources link.

   d) Summaries are due *by 1 pm on the due date* and are worth 25 points each. Summary responses will be complete sentences (not bullet-points) and are graded according to a rubric (~68% analysis, 20% article & reference, 12% writing style). The three Summaries comprise 62.5% of your course project grade.

      i) Summaries submitted without articles are docked 20%.

      ii) You have a **24-hour grace period** to submit late summaries for full credit. After the grace period, late summaries are marked down 10% per 24-hour period, and are not accepted after 5 days late. There is no penalty for late summaries because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me within a day of the due date to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion.

3) **Final Poster**: You have two options for your "poster" and both require an audio narration of ~5-10 minutes.

   1) You may build a **"traditional" poster** on a poster board/trifold. This poster option requires that you submit

      a. a photo of your poster and

      b. an audio/video recording (~5-10 min.) that addresses the four reflection topics below.

   2) You may build an **"electronic" poster** (e.g., narrated PowerPoint, Google Slides, Canva, Adobe Express). This option requires that you narrate your content (reflection topic #2) and address the reflection topics below.

   3) All posters and narration will include/address the following:

      a. Your name, an appropriate title that conveys your poster topic, at least three references, and poster material will be clearly connected to the references (with citations, color coding, numbering, etc.).

      b. Four reflection topics:

         i) Why did you choose this topic for your presentation?

         ii) A review of the evidence from your research on your topic. You need specific evidence from your references that will be supported with citations. Evidence/findings need the context of the study question(s) and methodology to make sense.

         iii) What surprised you about what you learned in doing the research for your project?

         iv) What is the "take home message" or conclusion from your research on your topic?

   4) Only students who submit at least two summaries for a grade are allowed to submit a final poster.

   5) Final posters are evaluated on their inclusion of the required three articles with appropriate references (6 pts.), the clarity, readability, and educational value of presented material (20 pts.), and their aesthetics (10 pts.). The final poster is worth 30% of your course project grade.

   6) You will 1) submit your poster (photo and narration, video, etc.) in the Poster Project assignment and 2) post the photo/video of your project in the Poster Presentations discussion for peer review by the due date.

   7) There is **no grace period** for the poster projects because of final grade deadlines and the peer poster evaluations. Late posters are marked down by 10% per 24-hour period, and are not accepted after 2 days late.

4) **Audio/Video Suggestions**

   a) You can record yourself talking about your poster with your cellphone or your computer's webcam using the Kaltura Capture app that is free for students. It can be downloaded from videos.weber.edu, clicking the "ADD NEW," then the "Personal Capture," and finally scrolling down and downloading it.

   b) You can narrate a PowerPoint and upload to Kaltura through the following steps:

      ▪ Prepare your PowerPoint presentation and save the file

- Under the "Slide Show" tab, click on "record slide show". Divide up longer slides because you can record ~3 minutes per slide and don't talk between slides
- Once you have recorded your narration for each slide, export or create a video (.mp4 file format) from the presentation that incorporates all recorded timings and narrations.
- Go to videos.weber.edu and click on the + in the upper right corner to ADD NEW, Media Upload. Agree to the terms and conditions and then upload your .mp4 file.
- After uploaded, go to My Media, click on the video and click on Share. From there, you will be able to copy the https:// address and include that address in your assignment submission.
- You can then post that link from Kaltura (instead of the YouTube video link as discussed in the instructions) in the Discussion (Poster Presentations) by following these instructions: *https://guides.instructure.com/m/4212/l/190728-how-do-i-link-to-a-youtube-video-in-a-discussion-reply-as-a-student*

c) The recording that accompanies the "traditional" poster or the electronic poster should be ~5-10 minutes.

5) **Poster Review and Peer Evaluation:** Posters are due on the last day of class (4/18, no grace period). You are required to review six classmates' posters (see Poster Presentations discussion) and submit your feedback via the Peer Poster Evaluation Quiz by 4/23 (no grace period). Your evaluations of your classmates' projects comprise 7.5% of your course project grade.

EVALUATION OF PROJECT

Article Summaries	@ 75 points	(*25 points for each of 3 summaries*)
Assembled Poster and Presentation	@ 36 points	
Peer Poster Evaluation	@ 9 points	(*1.5 points for each of 6 evaluations*)
TOTAL	**= 120 points**	

COURSE SCHEDULE
(all classes are F2F unless otherwise noted/announced)

Week	Date	Topic	Chapter	Assignment (by 1 pm)	Grade
1	1/9	Course Overview & Introductions			
	1/11	Project work/History	Intro		
	1/12			*Getting to Know You Post*	_____/3
2	1/16	CANVAS: Biological Transitions	1	*Syllabus Quiz*	_____/6
	1/18	Biological Transitions			
3	1/23	Biological Transitions			
	1/25	CANVAS: Biological Transitions		*Topic Proposal*	
	1/26			*Biological Transitions Debrief Post*	_____/3
4	1/30	CANVAS: Cognitive Transitions	2	*HW 1 Amazing Teen Brain*	_____/20
	2/1	Cognitive Transitions		*SB Quizzes (Intro, Bio, Cog)*	_____/24
	2/1-4	**EXAM 1**			_____/120
	2/2			*Cognitive Transitions Debrief Post*	_____/3
5	2/6	Autonomy & Identity	9 (pp. 236-250) & 8		
	2/8	Autonomy & Identity		*EX 1 Reviews*	_____/0
6	2/13	CANVAS: Autonomy & Identity		*Summary #1*	_____/25
	2/15	Morality	9 (pp. 250-261)		
	2/16			*Autonomy Debrief Post*	_____/3
7	2/20	Morality			
	2/22	Intimacy & Peer Groups	10 (pp. 262-279) & 5	*HW 2 Identity & Achievement*	_____/20
	2/23			*Morality Debrief Post*	_____/3
8	2/27	Intimacy & Peer Groups			
	2/29	CANVAS: Intimacy & Peer Groups		*SB Quizzes (Autonomy, Identity, Morality, Intimacy, Peer Group)*	_____/30
	2/29-3/3	**EXAM 2**			_____/120
	3/1			*Peer Groups Debrief Post*	_____/3
9	3/4-8	**Spring Break**			
10	3/12	Intimacy, Dating & Sexuality	10 (pp. 279-292) & 11	*Summary #2*	_____/25
	3/14	CANVAS: Intimacy, Dating & Sexuality		*EX 2 Reviews*	_____/0
11	3/19	Intimacy, Dating & Sexuality			
	3/21	Intimacy, Dating & Sexuality			
	3/22			*Sexuality Debrief Post*	_____/3
12	3/26	Psychosocial Problems	13		
	3/28	Psychosocial Problems…			
13	4/2	QPR for Suicide Prevention		*Summary #3*	_____/25
	4/4	Families			
	4/5			*Problems Debrief Post*	_____/3
14	4/9	CANVAS: Families	4	*HW 3 Puberty & Psychopathology*	_____/20
	4/11	Families		*SB Quizzes (Dating, Sexuality, Problems, Family)*	_____/26
	4/12			*Family Debrief Post*	_____/3
	4/11-15	**EXAM 3**			
15	4/16	**NO CLASS: Poster Preparation**			
	4/18	Posters Due		*Poster* / *EX 3 Reviews*	_____/36 / _____/0
16	4/23	Finals – review peers' posters		*Peer Poster Evaluation Quiz*	_____/9
	4/26	*Graduation/Commencement*			_____/653

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our agreement detailing our responsibilities to each other. Announcements made in class or online "count" as much as policies outlined in the written syllabus.