

ADOLESCENT PSYCHOLOGY (PSY 3140, 20481)
WEBER STATE UNIVERSITY, FALL 2019
TR 10:30– 11:45 AM, LH 280

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	TR 11:45am-12:15pm, by appointment
OFFICE	LH 377	EMAIL	lshaw@weber.edu (class work: Canvas)
PHONE	626-7429	WEBPAGE	http://weber.edu/lshaw

COURSE DESCRIPTION

This course presents an introduction to the developmental issues, processes, and transitions encountered during adolescence. We will cover topics in the areas of historical views of adolescence, biological and cognitive transitions, autonomy, identity, morality, peer and dating relationships, sexuality, family relationships, and psychosocial problems.

COURSE LEARNING GOALS AND OUTCOMES

Through reading, completing assignments, and participating in class, you will attain these learning goals and outcomes:

Goal 1: Knowledge Base. You will 1) describe key concepts, principles, and overarching themes in developmental psychology, 2) develop a working knowledge of developmental psychology's content domains, and 3) describe applications of psychology.

Goal 2: Scientific Inquiry and Critical Thinking. You will 1) use scientific reasoning to interpret developmental phenomena, 2) demonstrate psychological literacy, 3) engage in integrative thinking and problem solving, 4) interpret developmental research, and 5) incorporate sociocultural factors in your scientific inquiry.

Goal 3: Ethical & Social Responsibility in a Diverse World. You will 1) apply ethical standards to evaluate psychological science, 2) build interpersonal relationships, and 3) adopt values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) that build community.

Goal 4: Communication. You will 1) demonstrate effective writing for different purposes, 2) exhibit effective presentation skills for different purposes, and 3) interact effectively with others.

Goal 5: Professional Development. You will 1) exhibit self-efficacy and self-regulation, 2) and refine project management skills.

REQUIRED TEXTBOOK

Steinberg, L. (2020). *Adolescence* (12th ed.). Boston: McGraw-Hill.

- You want the Loose-leaf version with the Connect program. OR, you may use the e-text through McGraw-Hill. You can buy the e-text with access to the SmartBook assignments (see "SmartBook Chapter Quizzes").
- Questions? Contact McGraw-Hill Technical Support (800-331-5094, prompts 2, 5, 1) or <https://mhedu.force.com/CXG/s/> Registration assistance (see handout in Canvas Course Resources Module and <https://vimeo.com/album/5316669/video/281874940>).

CANVAS

- Go to <https://weber.instructure.com/login> and log-in with your Wildcat username and password. From the "Courses" tab, click on "PSY 3140". You will be able to access the syllabus, PowerPoints, assignments, exam reviews, and support material, as well as stay current with course announcements and grades. The material in Canvas is provided as a courtesy to facilitate your comprehension: it is NOT a substitute for attending class. You will be provided with information in class that is not sufficiently elaborated in the handouts, is not in your text, and is critical to your success in this class. For assistance with Canvas, email wsuonline@weber.edu or call 626-6499.
- You cannot unlock any course content/modules until you complete the syllabus quiz (20 questions, due in week 2) with a perfect score (2/2) to ensure your comprehension of course policies and assignment guidelines.

GRADING

	<u>Points</u>	<u>~ % of Total</u>
Syllabus Quiz	2	0.3
Exam #1, #2, #3	360 (3 @ 120 pts. each)	59.3
SmartBook Chapter Quizzes	80 (10 @ 8 pts each)	13.2
Homework	45 (3 @ 15 pts. each)	7.4
<u>Course Project</u>	<u>120</u>	<u>19.8</u>
<i>TOTAL</i>	<i>607</i>	<i>100</i>

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%)

EXAMS

- 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 "closed-book" and "closed-notes" and consist of 60 multiple-choice questions (worth 2 pts. each). Exam review sheets will be available in Canvas.
- All exams will be administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and are available in the following testing centers: *Social Science, Tracy Hall, Library, Student Services, Union, Davis, Morgan, Hub, and West*. All exams are proctored and require a student ID check. To take an exam, you must show up with your student ID on the correct date (see Course Schedule) at the appropriate times for the testing center you choose. You will not be allowed to take an exam without your ID or if you show up after hours (tests are issued until the closing time listed; you may remain for one hour after that time to complete your exam). Testing center hours are listed at <http://www.weber.edu/TestingCenter/>.
- It is your responsibility to know the testing center's hours of operation and to take the exam during the exam period. If you have a conflict with the exam schedule, you may take an exam early at no penalty. Discuss your conflict with me so we can make arrangements. 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 **20% penalty**. You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.
- EXAM REVIEW SHEETS will be available online 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

- Because my goal is to help you learn the course material and foster your ability to think about adolescence like a scientific psychologist, it is important for you to reflect on your mistakes. If you choose to learn the course material, to improve your exam score, and to gain insight into your test preparation, you may do the following:
 - 1) With your textbook and notes, log-in to Chitester to review your exam.
 - 2) For each missed item, write down:
 - a) the **item #**
 - b) the **correct response** (*figure it out – use your textbook & notes!*). Do not write out the questions or the responses; simply provide the letter (a, b, c, d) of the correct response.
 - c) a statement of exactly **where you found the correct response** (page # in text, slide from lecture notes...)
 - d) a **2-3 sentence HONEST explanation for why you chose one of the incorrect responses**. Perhaps you misread the question, didn't study or misunderstood the concept, didn't read the textbook, second-guessed yourself, and/or you just spaced out! This is an opportunity for you to learn from your mistakes!
- Submit your item review via the assignment in Canvas by **1 pm on the due date** (see Course Schedule). Early reviews are encouraged; late reviews are not accepted. Reviews that do not include the required elements are not considered. Exam item reviews can be completed **only** for exams 1 and 2.
- 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%).
- 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.

SMARTBOOK (SB) CHAPTER QUIZZES

- The Steinberg (2020) textbook includes an online reader that is considered a "smart text". 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 of the reasons for this is because the online software quizzes you on the major learning outcomes to test your comprehension as you read. Thus, the number of questions asked of each student will differ depending on how quickly and how well the student masters the reading. Each quiz should take ~40-45 minutes (some students will be faster and others slower).

- You will access the Smartbook (SB) quizzes through the Modules or Assignments tab in Canvas. The first time that you access a SB quiz you will need to register with McGraw-Hill (publisher). You will need an access code, which came with the text purchased in the WSU bookstore. Alternatively, you can skip the WSU bookstore's hardcopy and simply buy access through McGraw-Hill that first time that you try a quiz.
- You are encouraged to answer the questions until you get 100% on the SB quiz. 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. Thus, it is critical that you keep up with your reading.
- SB quizzes are due just before the exam date on the topic. However, 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 do you try to cram them all in just before the exam. **SB quizzes cannot be completed late.**

RESEARCH SUMMARY HOMEWORK

- I selected three brief articles that expand on course material (see Modules and Assignments tabs in Canvas). For each article, you will respond to a set of questions. These homework give you the opportunity to read and summarize the main ideas of recent research on adolescent development.
- Homework will be completed and submitted via Canvas by **1 pm on the due date** (see Course Schedule). Once assignments are released in Canvas, you may submit your homework early. Late homework will be marked down by 10% per 24-hour period, and will not be accepted after 48 hours/2 days late (-20%).
- Responses must be in complete sentences (not bullet points), in your own words or with direct quotes that include proper references. Responses will be graded according to a rubric (80% accuracy, 20% writing style). Each homework is worth 15 points, for 90 points overall (~16% of total).

COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN ADOLESCENCE

Goals and Requirements

- 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 empirical and popular information on a topic of your choice related to adolescent development. The project is intended to foster depth, rather than breadth, in your understanding of a particular developmental issue. Please be creative and choose a topic that interests you (e.g., *ethnic identity, brain development, working models and dating, bullying, risky behavior, effects of 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.
- Your poster will consist of articles relevant to your topic collected from EMPIRICAL and POPULAR sources. To find your empirical sources, you will need to use OneSearch and/or PsycINFO (web-based search engines available through Stewart Library, <https://library.weber.edu/node>) to find the publication details and abstracts of psychology articles. You can use it to look up the full reference details and abstracts of psychology journal articles.
 - Your poster may be a collection of articles and images, or a collection of articles. Your poster cannot merely be a presentation of images. Because you may cut out and glue the information for your final poster, you must have a copy of or own the material presented in your poster!

Components

- Topic Proposal: You must submit a topic proposal assignment (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 must include detailed description of your topic, the keywords (e.g., "*brain development and alcohol use*"), author names, titles, etc. used in a preliminary search on your topic in OneSearch/PsycINFO and the first page of the results list you generated.
 - Successful completion of the topic proposal will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory proposal) will be reflected by a red "X". In the grade book, unsuccessful completion will result in 12 points (10% of the 120 points for the project) being docked from the "*Assembled Poster & Presentation*" grade.
- Summaries: The content of your final poster will be derived from your three sources (and any other relevant information). At three points in the term (see Course Schedule), you will submit a Summary assignment (via Canvas) that consists of (1) the complete article to be included in your poster and (2) your responses to the relevant summary questions (e.g., Empirical or Popular).
 - Articles summarized for Summary #1 and #2 must 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). If you are uncertain whether your sources are empirical, review the links online (<http://libguides.weber.edu/scholarlyvspopular>) and/or consult Dr. Shaw. Failure to submit an empirical source for Summary #1 or #2 will result in a 50% penalty.

- 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*).
- For further clarification of the assignment guidelines, see the assignment details in Canvas and consult the example summaries (A-quality) from previous students available in the Course Poster Project module, Poster & Writing Resources link.
- Summaries are due **by 1 pm on the due date** and are worth 25 points each. Summary responses must be complete sentences (not bullet-points) and will be graded according to a rubric (~64% analysis, 20% article & reference, 16% writing style). Summaries submitted without articles will be docked 20%. Late Summaries will be marked down by 10% per 24-hour period, and will not be accepted after 5 days late (including weekends). The three Summaries comprise 62.5% of your course project grade.
- **Final Poster:** Your final poster should be assembled on a poster board and include a title that conveys your poster topic, your name, and course name. Only students who submit at least two summaries for a grade are allowed to present a final poster. Final posters will be evaluated on their inclusion of the required three articles with appropriate references (6 pts.), the clarity, readability, and educational value of presented material (15 pts.), and their aesthetics (15 pts.). The final poster and presentation comprise 30% of your course project grade.
- **Poster Sessions:** Posters will be presented during “poster sessions” held during week 15. On your assigned presentation day, you are required to post and stand by your poster to answer classmates’ questions.
- **Peer Evaluations:** On the days you are not scheduled to present, you are required to complete a poster evaluation form (available in Canvas) assessing the content and organization of six classmates’ posters. Your evaluations of your classmates’ projects comprise 7.5% of your course project grade.
- If you are going to be absent for any due date or for a “poster session” period, notify me in advance so that we can work out an alternative arrangement to ensure your full participation.

EVALUATION OF COURSE PROJECT

Weekly Article Summaries	@ 75 points (25 points for each of 3 summaries)
Assembled Poster and Presentation	@ 36 points
<u>Evaluation of Classmates’ Posters</u>	<u>@ 9 points (1.5 points for each of 6 evaluations)</u>
TOTAL	= 120 points (~21% of course grade)

EXTRA CREDIT: “I WANT MY MTV!” ADOLESCENT MUSIC JOURNAL

- You may complete the extra-credit activity only if you take each of the 3 exams, complete at least 4 of the 6 homework, and complete all elements of the course project.
- Music plays a vital role in the lives of adolescents. “*Between Grades 7 and 12, the typical adolescent spends over 10,000 hours listening to music, an amount of time similar to that spent in class by the time they graduate from high school*” (Schwartz & Fouts, 2002, p. 205). Although many adults complain about the corrupting influence of music, “*it forms the background of car rides and social gatherings, and it also informs the adolescent about the adult world through the lens of the artists’ lives, language, and role modeling*” (The Brown University Child and Adolescent Behavior Letter, 2003). In addition, musical preference is one of the most obvious areas in which teenagers separate themselves from adults.
- Your task is to create an “adolescent music journal”. To create your journal, you will need to find **TEN (10)** songs (e.g., “I Wanna Hold Your Hand” by the Beatles, “Papa Don’t Preach” by Madonna), from previous decades and/or from the current teenage “rage”. For each song in your journal, include the title, artist, year, and lyrics (see www.lyrics.com, www.songlyrics.com, or other similar websites).
 - Then in *one to two paragraphs*, write a psychological (not personal) analysis of each song in terms of *at least one* of the following themes: (1) identity exploration and confusion, (2) intimacy, love, and sexuality, (3) friendship and peer relations, (4) family relations, (5) conflict or rebellion, (6) social-political themes, and (7) adolescent preoccupations (e.g., love, cars, surfing).
 - Extra credit is contingent upon explicit and ample connections between the psychological analysis of each song’s theme(s) to course content and inclusion of *at least 1 relevant reference* to course notes/textbook. For example, if you analyze a song in terms of identity exploration and discuss a concept like moratorium or false-self, you need to define and discuss the concept, include a reference, and then connect the concept to the lyrics in a clear and thorough analysis.

- Adolescent music journals may be typed and submitted in a folder or 3-ring notebook, or assembled and formatted in Adobe Spark, PowerPoint, or Word and submitted in Canvas. Be creative and have fun exploring the meaning and importance of music in the lives of adolescents and how the music industry represents adolescent issues.
- Successful completion of this extra-credit activity will be reflected by a green checkmark in the grade book column; unsuccessful completion (i.e., fail to meet deadline, submit an unsatisfactory journal) will be reflected by a red "X". Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will result in no extra-credit points.
- Extra-credit journals are due no later than **1 pm on the due date**. Early journals will be accepted at any point in the semester; late journals will not be accepted.

COURSE POLICIES

Course policies ensure that the classroom is a safe environment in which you can learn. Failure to follow these policies creates a distracting environment in which I cannot effectively teach and your peers cannot effectively learn.

RESPECT FOR PERSONS

- We will treat each other with respect during this course. Course content requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as differences of opinion among members of the class. I appreciate everyone complying with these simple rules. We are all adults and one of the most important parts of our own development while taking college courses is learning to fully understand what others are saying and then being able to agree or respectfully disagree with that person.
 - I will be respectful of each of you and your time. You can expect me to be on time to and present and focused in class, to be considerate of your workload as full-time students, and to work with you to help you learn the materials in the course and succeed. I will typically answer your emails within 24 hours, except for on the weekends. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.

DISCRIMINATORY HARASSMENT

- Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect. (see https://www.weber.edu/ppm/Policies/3-32_DiscriminationHarassmentandSexualMisconduct.html)

REASONABLE ACCOMMODATION

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD's website for more information (<http://weber.edu/ssd>).

ATTENDANCE AND CLASS CONDUCT

- I do not take daily attendance. In my experience, attendance is positively related to course success. Students who will be absent while representing WSU in officially recognized activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.
- If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
- The cancellation deadline is September 16th; the last day to withdraw for semester classes is November 5th.
- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation. Refrain from side conversations and from texting during class. Disruptive behavior will be addressed

immediately, and if the behavior does not cease you will be asked to leave the class. No adult or child visitors are allowed in class without instructor approval. Audio recorders and computers are allowed for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).

ACADEMIC DISHONESTY

As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “*the unacknowledged (uncited) use of any other person’s or group’s ideas or work.*” Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). Enrollment in this course requires that your papers be submitted to Turnitin, an electronic database that anonymously retains and verifies the originality of student work.

FAQs about Plagiarism, Quotations and Paraphrasing

- *How can I avoid plagiarism?* You must give credit to the original source whenever you use another person’s actual spoken/written words, paraphrase another person’s spoken/written words, use another person’s ideas, concepts, or theories, as well as facts/statistics/graphs/drawings that are not common knowledge.
- *When should I quote material?* You must use quotation marks and an APA citation when you use another writer’s exact words. It must be clear to your audience which words are your own and which words are another writer’s.
- *How do I quote material?* For direct quotes, you must enclose the quoted material in quotation marks AND include an APA citation at the end of the quote. Consider this example:
 Erikson and Freud proposed that “internal, biological developments moved the individual from one developmental stage to the next” (Steinberg, 2008, p. 15). Yet unlike Freud, Erikson “stressed the psychosocial, rather than the psychosexual, conflicts faced by the individual at each point in time” (Steinberg, 2008, p. 15).
- *What is paraphrasing, and how do I do it right?* Paraphrasing is rewriting an author’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words, and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA **citation**. Merely changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts is plagiarism.

COURSE SCHEDULE

Week	Date	Topic	Chapter	Assignments (by 1:00 pm)
1	8/27	Course Overview		
	8/29	Historical Perspectives	Introduction	
2	9/3	Biological Transitions	1	<i>Syllabus Quiz</i>
	9/5	Biological Transitions		
3	9/10	Biological Transitions		
	9/12	Biological Transitions		<i>Topic Proposal</i>
4	9/17	Cognitive Transitions	2	<i>HW 1 Amazing Teen Brain</i>
	9/19	Cognitive Transitions		<i>Smartbook Quizzes (Intro, Bio, Cog)</i>
	9/19-23	EXAM 1		
5	9/24	Autonomy & Identity	9 (pp. 246-259) & 8	
	9/26	Autonomy & Identity		<i>EX 1 Reviews</i>
6	10/1	Autonomy & Identity		<i>Summary #1</i>
	10/3	Morality	9 (pp. 260-271)	
7	10/8	Morality		
	10/10	Intimacy & Peer Groups	10 (pp. 272-290) & 5	<i>HW 2 Identity & Achievement</i>
8	10/15	Intimacy & Peer Groups		
	10/17	NO CLASS: FALL BREAK		
9	10/22	Intimacy & Peer Groups		<i>Summary #2</i> <i>Smartbook Quizzes (Autonomy, Identity, Morality, Intimacy, Peer Group)</i>
	10/22-26	EXAM 2		
	10/24	Intimacy, Dating & Sexuality	10 (pp. 291-303) & 11	
10	10/29	Intimacy, Dating & Sexuality		
	10/31	Intimacy, Dating & Sexuality		<i>EX 2 Reviews</i>
11	11/5	Intimacy, Dating & Sexuality		
	11/7	Psychosocial Problems...	13	
12	11/12	Psychosocial Problems...		
	11/14	QPR for Suicide Prevention Training		<i>Summary #3</i>
13	11/19	Family Relations	4	
	11/21	Family Relations		<i>HW 3 Puberty & Psychopathology</i>
14	11/26	Family Relations		<i>Smartbook Quizzes (Dating, Sexuality, Problems, Family)</i>
	11/28	NO CLASS: THANKSGIVING BREAK		
	11/26-12/2	EXAM 3		
15	12/3	Poster Session #1		
	12/5	Poster Session #2		<i>Extra Credit Music Journal</i>
16	12/9-12	<i>FINALS</i>		
	12/13	<i>Graduation/Commencement</i>		

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 contract: it details your obligations to me, and mine to you. Announcements made in class or online “count” as much as policies outlined in the written syllabus.