

ADOLESCENT PSYCHOLOGY (PSYC 3140-20454)
WEBER STATE UNIVERSITY, FALL - 2019
MWF 12:30 – 1:20 PM, WSU MAIN CAMPUS, LINDQUIST HALL RM. 280

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| Professor: Dr. Cade Mansfield | Office Hours: 1:30 to 3:30 M, W and 1:30 to 2:30 F |
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| Email: cademansfield@weber.edu (best way to contact me) | |

Course Description and Objectives

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. By means of reading, completing assignments, and participating in class students will work toward 5 learning goals.

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 adolescent developmental phenomena, 2) demonstrate psychological literacy, 3) engage in integrative thinking and problem solving as it applies to adolescent psychology, 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. (2016). *Adolescence* (12th ed.). Boston: McGraw-Hill. ISBN 9781260058895.

Be sure to get the version with access to the *Connect* program. You may simply use the e-text provided through McGraw-Hill. Note that you can buy the e-text as part of buying access to the SmartBook assignments (see page 2 on the syllabus under "SmartBook"). Questions? You can reach McGraw-Hill Technical Support: 800-331-5094 (prompts 2, 5, 1) - www.mhhe.com/support. You can also check out the video here to help you set up the *Connect* program <https://vimeo.com/album/5316669/video/281874940>

Course format

Class will consist of lecture and note taking as well as a large amount of discussion. In class we will talk through the topics that we read about in the text. *I expect you to participate in your learning experience. You will receive points for attendance and participation.* The BEST way to learn, and get your money out of this class, is to be actively engaged. The lectures will often cover material that supplements your reading (rather than duplicates the reading). **IMPORTANT:** You are responsible for learning *all* assigned readings and lecture material 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 and contact your professor to talk over any unclear concepts.

Canvas

Many course resources will be posted on Canvas. I may also post announcements on canvas so you should be familiar with how it works and check Canvas often. 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, handouts, assignments, and any relevant web links. You also will be able to stay current with course announcements, your grades, and you will be able to email your professor and peers. The material in Canvas is provided as a courtesy to facilitate comprehension of course material: it is *NOT* a substitute for attending class. You will be provided with information in class that is *not* sufficiently elaborated in the powerpoints or handouts, and may *not* in your text, but may be critical to your success in this class. You are responsible for learning the lecture material and the text material. For assistance with Canvas, email wsuonline@weber.edu or call 626-6499.

Learning Activities and Course Grading

1. **Syllabus Quiz** – You will answer 10 questions from the syllabus. You must obtain a perfect score (5/5) to ensure your comprehension of course policies and assignment guidelines. Note - You cannot unlock any course content/modules until you complete the syllabus quiz.
2. **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). All exams will be administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>) and will be available in the following testing centers: Social Science, Science, Student Services, Union, Davis Campus, Marriott Health, Morgan, 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/> (*most sites MTWR 8:30am-6:30pm, F 8:30am-4:30pm, Sat 10am-4:30pm, closed Sunday*). 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. You may not take multiple exams early. To take an exam early you must 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.
 - a. **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 for exams 1 and 2 only:
 - With your textbook and notes, log-in to Chitester to review your exam.
 - For each missed item, write down:
 1. the **item # (as it appears for you and your professor – not doing this will cost you points)**.
 2. The **correct response** (*figure it out – use your textbook & notes! DO NOT USE GOOGLE*). Do not write out the questions or the responses; simply provide the letter (a, b, c, d) of the correct response.
 3. a statement of exactly **where you found the correct response** (page # in text, slide X from lecture notes on topic z...)
 4. 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!
 - 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 review via the assignment in Canvas by **11:59 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. I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on this exam. I believe in your ability to succeed in this course and I am willing to help you learn from your mistakes and learn about adolescent development in the process.
3. **SmartBook Homework Assignments**– The text that I have chosen for you 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 over the major learning objectives to test your comprehension as you read. Thus, the number of questions asked each student will differ depending on how quickly and how well the student masters the reading. On average, each of these assignments should take about 60 to 90 minutes (some people will take longer some will take less time). Each assignment is worth 12 points.

- a. You will access the SmartBook assignments through the assignments link in Canvas. The first time that you access one of these assignments you will need to register with McGraw-Hill the text publisher. You will need an access code to do so. This should have come with the text that you purchased in the bookstore. Alternatively, you can skip the bookstore's hardcopy and simply buy access through McGraw-Hill that first time that you try an assignment.
 - b. You are encouraged to continue to answer the questions until you get 100% on the SmartBook assignments (equal to 1 exam score). The assignments are considered "complete" on their due date. Thus, if at the due date you have only attained a 50% on that chapter, you will have 50% recorded as your final score. See the course schedule and keep up with your reading please! The learn smart assignments for each exam are all due just before the exam date. However, I STRONGLY encourage you to create a schedule and do the assignments in correspondence to when we are covering those topics in class. You will get MUCH better reinforcement of the ideas if you tie the learn smart reading assignments 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. Please note that **These assignments cannot be completed late.**
4. **Term paper: "movie analysis"**- In addition to entertaining us, movies offer detailed portrayals of human social behavior and interactions. Your task for this paper is to analyze in-depth -- from a developmental perspective -- one of the teenagers depicted in the PBS POV (Point of View) film, "Five Girls" (2001). "Five Girls" is a documentary that follows that lives of five thoughtful and articulate girls from diverse backgrounds over a two-year period. Your task is to carefully consider and analyze the experiences of Corrie, Toby, Amber, Aisha, *or* Haibinh in terms of what you have learned in this course about adolescent development. This project is comprehensive: I encourage you to bring any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed.
- a. Part of your grade will depend on your participating in a group discussion revolving around the developmental concepts portrayed in the movie. You will get more information about this component later in the semester. I will also take role on the days that we watch the video in class. You will lose points if you are not present on those days or if you are late. Sorry no exceptions.
 - b. Your task is to choose one of the teenagers depicted in "Five Girls" and discuss two aspects of her development in relation to course concepts. Brief "character sketches" of each teenager are below. Those and more details about the assignment will be provided on the course Webpage in the last half of the class.
 - **Corrie**, 17, is openly bisexual, a fact that her father has difficulty accepting in light of his Christian beliefs. Corrie's passion for politics and human rights sometimes alienates her from her peers, leaving her, at times, lonely. However, Corrie finds support through other outlets, including her mother to whom Corrie has become very close since her parents' divorce.
 - **Toby**, 13, is growing up in a well-to-do area of Chicago. As Toby says in the film, she "doesn't have huge problems": she goes to an excellent school, where she studies music and art and runs on the cross-country team. But, Toby does have the problems that every adolescent deals with...finding her place, making friends, planning and working hard to achieve a goal, and trying to live up to the expectations of her parents, two accomplished physicians.
 - **Amber**, 15, and her mother have a tumultuous relationship. On her 16th birthday, Amber and her mother have an argument which ends with Amber leaving home and moving to Chicago's west side. Although she is on her own and living in less than ideal circumstances, Amber stays on the honor roll and is accepted to college, thanks to her own motivation and the help of a mentor.
 - **Aisha's** parents are divorced and she lives with her father Derek, who pushes her for success on the basketball court and elsewhere. But, at age 16, Aisha has dreams of her own -- dreams of boys, basketball, and independence -- therein lies the conflict between these two strong willed individuals.
 - **Haibinh**, 15, moved from Vietnam to the US at age 10. Her parents left behind their country to give their daughters a better education. She has learned to navigate between Vietnamese and American cultures, but longs to visit her native country.
 - o There is an extra credit option associated with this assignment however, to complete the extra credit option you must have successfully completed at least 75% of the course materials (that includes the exams, homework assignments, and in class assignments, etc.). If you have not completed those (that means you turned them in on time) you cannot complete the extra credit. Late extra credit assignments will not be accepted.

5. **In and Out of Class Assignments** - You will periodically receive unannounced in-class assignments to complete. Most of these will be in the form of papers that you hand in to me although some may have an online component. For example, at the start of some classes you will be asked to write (from memory, not notes) some key ideas from the previous lecture or your readings. **So, please review your notes after every class.** Other times you will be asked to summarize the most important concepts from the day's lecture – again, from memory, not your notes. . These exercises are meant to motivate you keep up with the reading materials, pay attention in class, and to retrieve previously encoded concepts. If you are not in class you may NOT make up these points but I will drop your lowest score at the end of the course. Depending on timing we will have approximately 50 to 75 points from these assignments. Each will be graded on a 3-point scale (0 absent/incomplete; 3 = Avg. response with some of the details but missing something important or has problems with written expression; 5 complete, well-articulated answer). You will also have at least two brief out of class review and reflection assignments to complete.

Grade Sources Summary:

| Source | Possible Points |
|--|-----------------|
| 1. Syllabus Quiz | 5 |
| 2. Exams (3 @ 120 pts. each) | 360 |
| 3. Learn Smart Homework (10 @ 12 pts. each) | 120 |
| 4. 5-Girls Developmental Analysis Paper | 110 |
| 5. In and out of class assignments (Approximate points depending on timing.) | 70 |
| Total Possible Points | 665 |

Class Grading Scale

| Grade | Percentage Cutoff | Grade | Percentage Cutoff |
|-------|-------------------|-------|-------------------|
| A | 93 – 100% | C | 73 – 76.9% |
| A- | 90 – 92.9% | C- | 70 – 72.9% |
| B+ | 87 – 89.9% | D+ | 67 – 69.9% |
| B | 83 – 86.9% | D | 63 – 66.9% |
| B- | 80 – 82.9% | D- | 60 – 62.9% |
| C+ | 77 – 79.9% | F | Below 59.9% |

Course Policies:

These policies are in place to ensure that the classroom is an environment in which you can learn. Not following these policies creates a distracting environment in which I cannot teach in as effectively and in which you and your peers cannot optimally learn.

- **Respect for Persons:** We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just 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 will 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 class, to be 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.
- The university prohibits all forms of violence, discrimination and harassment, in accordance with university

policy. Such behavior may take many forms and include sexual harassment, sexual violence, rape, sexual assault, dating violence, domestic violence, stalking and sexual exploitation.

- **Specifically, sexual harassment** is a type of discriminatory harassment involving unwelcome conduct of a sexual nature directed against a person based on that person's sex, sexual orientation or their gender identity/expression. **Sexual harassment** can range from unwelcome compliments, invitations or requests for sexual favors, sexual advances or other verbal or nonverbal conduct of a sexual nature, to the other more serious behavior such as sexual assault, rape, sexual exploitation, domestic violence, dating violence and stalking. No person may engage in sex-based harassment that creates a hostile environment. This includes harassment which is so severe or pervasive that it denies or limits a student's ability to participate in or benefit from the university's program, unreasonably interferes with an employee's work performance or creates an intimidating or offensive work environment. Both subjective and objective factors are considered when evaluating whether a hostile climate exists. Students who experience or become aware of any form of violence, sexual violence or sexual harassment are encouraged to immediately report such behaviors. To report any crime or emergency, call 911 or *University Police* at 801-626-6460, 3734 Dixon Parkway. For help responding to non-emergency situations, call any of these offices:
 - *Title IX Officer and Director of Affirmative Action/Equal Opportunity*, Barry Gomberg, at 801-626-6240, Miller Administration 101, bgomberg@weber.edu
 - *Dean of Students*, Jeff Hurst, at 801-626-6256, Student Services Center, jhurst@weber.edu
 - *Department of Human Resources*, 801-626-6032, Miller Administration 111
 - *University Housing*, 801-626-7275, 1375 Village Loop Road
 - *Weber State's Women's Center* 801-626-6090, Shepherd Union 322
 - If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website:
<http://departments.weber.edu/aaeeo/>

- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. Refrain from side conversations. 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).
- Research evidence indicates that students who text in class get lower grades (Gingerich & Lineweaver, 2014)...don't get a lower grade just because your annoying friend texts you at the wrong time. **Please turn your cell phones off when you come in to class and put them away.** No phone calls, no text messages, no tweets, no games during class. Please. Texting during class is distracting to me and your peers. If you think that some unique situation requires you keeping your cell phone on during class, please talk to me about this before class begins for permission. Please remove your headphones upon entering the classroom.
- Students who will be absent while representing the University in officially recognized University 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.
- **Important:** Students will practice effective, professional communication with their professor and each other. Below I provide a template that you should follow when emailing your professor, other professors, administrators at Weber or anyone else who requires a formal email. I include this because emailing is NOT like texting. In emails to people like those listed above, you want to appear competent and somewhat formal. This is just basic protocol of the professional world that you are now in as a college student. Start the body of your email wherever the comma leaves off. The first line should include your class's title (e.g. Psych. 1010) and the class number. After the body of your text you should have a closing. You can use closings like "Best, Best Regards, Sincerely, Thank you, Have a good day, etc. Then type your name and you will usually use your first and last name unless you know that the person knows you well. For example:

Dear Professor Mansfield,

I am in your Psychology 3140 class (course # 20417). I am writing to let you know that I will not be able to be in class on Monday because ENTER A GOOD REASON HERE. I plan to get notes from a classmate and just wanted to let you know. Whatever else you want to say goes here....

Sincerely,

Bob Smith

- The cancellation deadline is September 16th; the last day to withdraw for semester classes is November 5th. IMPORTANT: ceasing to participate in class is not the same as withdrawing. If you are no longer going to be in the class please formally withdraw through the registrar's office! Formal withdrawal will result in a W grade on your transcript whereas not formally withdrawing could mean that you end up with an F.

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>).

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). Finally, WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course requires that all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company's database.

Tips for Success

- Make sure you plan your time! You'll need about **6-9 hours per week, in addition to classroom time**, if you hope to be successful. These should be times when you are awake, alert, and free of distractions (e.g., phone, TV, kids).
- Don't miss class / don't fall behind and Don't Text in Class
- Read your text and any additional materials I post! Read those materials slowly and think about what you are reading. Check to see how well you understand what you have read by quizzing yourself.
- Figure out a reading schedule / time of day that works well for you and stick with it.
- After you have read a section take notes about the key concepts especially noting their definitions and key research findings associated with the concept
- Engage in the material and ask questions of your fellow students and your instructor. What you put in will help determine what you get out of the course.
- Please come to class on time and prepared. The class is short (50 minutes) so if you are 10 minutes late and it takes you 10 minutes to get settled in you effectively missed half the class. I don't consider that being present. So please come to class on time.
- The classroom is a community of scholars engaged in pursuing knowledge. Please be civil and respectful towards others, even when you disagree, you must do so in a tactful, polite, respectful manner. That is part of professional behavior.
- Laptops are welcome in class. However, I expect that you will use them for class-related work. Facebook, Twitter, email, blogs, games, etc. are not class-related work! If you are playing with those apps you are wasting your time and potentially distracting others. I will ask you to leave the class.
- I will use the Turnitin originality check software. As such, assignments submitted to the Dropbox will be

automatically sent to the world's largest academic database, which Turnitin maintains for improper citation or potential plagiarism checking. The purpose of Turnitin is to help students improve their academic writing skills, learn how to properly cite source material and avoid potential plagiarism.

COURSE SCHEDULE

| | Date | Class Days and Learning Topics | Readings |
|---------------------|-----------------------|---|------------------|
| Exam 1 Materials | 8/26/19 (Week 1) | Course Overview | |
| | 8/28/19 (Week 1) | The Study of Adol. Devel. | Intro. Steinberg |
| | 8/30/19 (Week 1) | The Study of Adol. Devel. | Intro. Steinberg |
| | 9/4/19 (Week 2) | Biological transitions | Ch. 1 Steinberg |
| | 9/6/19 (Week 2) | Biological transitions | Ch. 1 Steinberg |
| | 9/9/19 (Week 3) | Biological transitions | Ch. 1 Steinberg |
| | 9/11/19 (Week 3) | Biological transitions | Ch. 1 Steinberg |
| | 9/13/19 (Week 3) | Cognitive Transitions | Ch. 2 Steinberg |
| | 9/16/19 (Week 4) | Cognitive Transitions | Ch. 2 Steinberg |
| | 9/18/19 (Week 4) | Cognitive Transitions | Ch. 2 Steinberg |
| 9/20/19 (Week 4) | Cognitive Transitions | Ch. 2 Steinberg | |
| Exam 2 Materials | 9/23/19 (Week 5) | Family Relations | Ch. 4 Steinberg |
| | 9/25/19 (Week 5) | Family Relations | Ch. 4 Steinberg |
| | 9/27/19 (Week 5) | Family Relations | Ch. 4 Steinberg |
| | 9/30/19 (Week 6) | Family Relations | Ch. 4 Steinberg |
| | 10/2/19 (Week 6) | Peer Relations | Ch. 5 Steinberg |
| | 10/4/19 (Week 6) | Peer Relations | Ch. 5 Steinberg |
| | 10/7/19 (Week 7) | Peer Relations | Ch. 5 Steinberg |
| | 10/9/19 (Week 7) | Peer Relations | Ch. 5 Steinberg |
| | 10/11/19 (Week 7) | Identity & Self (Out of Class Assignment) | Ch. 8 Steinberg |
| | 10/14/19 (Week 8) | Identity & Self | Ch. 8 Steinberg |
| | 10/16/19 (Week 8) | Identity & Self | Ch. 8 Steinberg |
| | 10/21/19 (Week 9) | Identity & Self | Ch. 8 Steinberg |
| | 10/23/19 (Week 9) | Identity & Self | Ch. 8 Steinberg |
| | 10/25/19 (Week 9) | Autonomy & Self | Ch. 9 Steinberg |
| | 10/28/19 (Week 10) | Autonomy & Self | Ch. 9 Steinberg |
| | 10/30/19 (Week 10) | Autonomy & Self | Ch. 9 Steinberg |
| 11/1/19 (Week 10) | Autonomy & Self | Ch. 9 Steinberg | |
| Exam 3 Materials | 11/4/19 (Week 11) | Intimacy. p. 261-276 | Ch. 10 Steinberg |
| | 11/6/19 (Week 11) | Intimacy. p. 261-276 | Ch. 10 Steinberg |
| | 11/8/19 (Week 11) | POV: "Five Girls" Video | |
| | 11/11/19 (Week 12) | POV: "Five Girls" Video | |
| | 11/13/19 (Week 12) | Five Girls Discussion Day | |
| | 11/15/19 (Week 12) | Sexuality | Ch. 11 Steinberg |
| | 11/18/19 (Week 13) | Sexuality | Ch. 11 Steinberg |
| | 11/20/19 (Week 13) | Sexuality | Ch. 11 Steinberg |
| | 11/22/19 (Week 13) | Sexuality | Ch. 11 Steinberg |
| | 11/25/19 (Week 14) | Psychosocial Problems in Adol. | Ch. 13 Steinberg |
| | 11/27/19 (Week 14) | Psychosocial Problems in Adol. | Ch. 13 Steinberg |
| | 12/2/19 (Week 15) | Psychosocial Problems in Adol. | Ch. 13 Steinberg |
| | 12/4/19 (Week 15) | Psychosocial Problems in Adol. | Ch. 13 Steinberg |
| | 12/6/19 (Week 15) | Catch up / Review Day | Exam 3 material |
| | 12/9 - 12/12 | Finals Week | |

Assignment Schedule: Most of the Major Assignments are listed here but we will have more

| Assignment | Due Date |
|---|-----------------|
| Syllabus Quiz | 8/30/19 |
| SB Intro. to Adolescence | 9/22/19 |
| SB Biological Transitions | 9/22/19 |
| SB Cognitive Transitions | 9/22/19 |
| Exam 1 (Posts Monday 8AM 9/23) | 9/26/19 |
| (Optional) Exam 1 Item Reviews | 10/1/19 |
| Narrative Identity Reflection Paper (out of class assignment on Identity. Hand in via Canvas) | 10/11/19 |
| SB The Family Ch. 4 | 11/3/19 |
| SB Peers Ch. 5 | 11/3/19 |
| SB Identity Ch. 8 | 11/3/19 |
| SB Autonomy Ch. 9 | 11/3/19 |
| Exam 2 (Posts Monday 8 AM 11/4) | 11/7/19 |
| (Optional) Exam 2 Item Reviews | 11/12/19 |
| SB Intimacy Ch. 10 | 12/8/19 |
| SB Sexuality Ch. 11 | 12/8/19 |
| SB Psychosocial Problems in Adolescence Ch. 13 | 12/8/19 |
| Five Girls Term Paper (and optional extra credit work) | 12/8/19 |
| Exam 3 (Posts Monday 8 AM 12/9) | 12/12/19 |

***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.