

ADOLESCENT PSYCHOLOGY (PSY 3140, 30185)
WEBER STATE UNIVERSITY, SPRING 2019
TR 10:30– 11:45 AM, LH 204

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	Tues 12-12:30pm or by appointment
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COURSE DESCRIPTION AND LEARNING 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:

- 1) You will understand a core set of content knowledge about adolescent development from a variety of theoretical perspectives and that developmental psychology is a discipline that uses the scientific method and constructs theories to describe and explain human development.
- 2) You will critically apply developmental concepts, principles and research to explain adolescent development and to understand relevant social issues and public policy.
- 3) You will understand psychological values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people), and the nature and sources of variation in developmental trajectories and outcomes for adolescents.
- 4) You will professionally communicate your understanding of developmental terms, concepts, and theories to others in written and/or oral formats.

REQUIRED TEXTBOOK

Steinberg, L. (2014). *Adolescence* (10th ed.). Boston: McGraw-Hill.

- Because I am using a previous edition, the most affordable option is to rent/purchase the text online (e.g., www.half.com, www.chegg.com, www.textbooks.com, www.amazon.com).
- I created a custom, full-color e-book to purchase at <http://create.mheducation.com/shop>. The two versions of the e-book are identical except one version includes the references & name index (ISBN 9781308574080, \$99.45) and the other version does not (ISBN 9781308574097, \$74.99). Purchase the version that suits your needs. Questions? You can reach McGraw-Hill Technical Support: 800-331-5094 (prompts 2, 5, 1) - www.mhhe.com/support

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, handouts, assignments, exam reviews, and relevant web links. You also will be able to stay current with course announcements, your grades, and 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 handouts, is not in your text, and is critical to your success in this class. For assistance with Canvas, email wsonline@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
Homework	90 (6 @ 15 pts. each)	16
Exam #1, #2, #3	360 (3 @ 120 pts. each)	63
<u>Course Project</u>	<u>120</u>	<u>21</u>
<i>TOTAL</i>	<i>572</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%)

RESEARCH SUMMARY HOMEWORK

- I selected six 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).

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.

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, civic engagement, 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., “*adolescent 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/scholarlvspopular>) 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

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 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.
- The cancellation deadline is January 28th; the last day to withdraw for semester classes is March 26th.
- 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 and from texting or using your cell phone 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).

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.

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, whenever you paraphrase another person’s spoken/written words, whenever you 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-style citation when you use another writer’s exact words, even if a short phrase. 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 quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses 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-style **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	1/8	Course Overview		
	1/10	Historical Perspectives	Introduction	
2	1/15	Biological Transitions	1	<i>Syllabus Quiz</i>
	1/17	Biological Transitions		<i>HW 1 Stereotypes of Teens</i>
3	1/22	Biological Transitions		
	1/24	Biological Transitions		<i>Topic Proposal</i>
4	1/29	Cognitive Transitions		<i>HW 2 Teen Brain</i>
	1/31	Cognitive Transitions		
	1/31-2/3	EXAM 1		
5	2/5	Self, Autonomy & Identity	9 (pp. 285-301) & 8	
	2/7	Self, Autonomy & Identity		<i>EX 1 Reviews</i>
6	2/12	Self, Autonomy & Identity		<i>Summary #1</i>
	2/14	Morality	9 (pp. 302-313)	
7	2/19	Morality		
	2/21	Intimacy & Peer Relations	10 (pp. 315-335) & 5	<i>HW 3 Identity & Achievement</i>
8	2/26	Intimacy & Peer Relations		<i>HW 4 Autonomy-Connection</i>
	2/28	Intimacy & Peer Relations		<i>Summary #2</i>
	2/28-3/4	EXAM 2		
9	3/4-8	SPRING BREAK		
10	3/12	Intimacy, Dating & Sexuality	10 (pp. 335-346) & 11	
	3/14	Intimacy, Dating & Sexuality		<i>EX 2 Reviews</i>
11	3/19	Intimacy, Dating & Sexuality		
	3/21	Intimacy, Dating & Sexuality		<i>HW 5 Romantic Relationships</i>
12	3/26	Psychosocial Problems...	13	
	3/28	Psychosocial Problems...		
13	4/2	<i>QPR for Suicide Prevention Training</i>		<i>Summary #3</i>
	4/4	Family Relations	4	<i>HW 6 Puberty & Psychopathology</i>
14	4/9	Family Relations		
	4/11	Family Relations		
	4/11-15	EXAM 3		
15	4/16	Poster Session #1		
	4/18	Poster Session #2		<i>Extra Credit Music Journal</i>
16	4/23-25	<i>FINALS</i>		
	4/26	<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.