

PSYC103 Adolescent Development

Spring 2012

Section 03 11:15 – 12:05 MWF

Section 04 12:20 – 1:10 MWF

Robinson Hall, Room 318

Instructor: Dr. Erin A. Kennedy

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Office: 305 Robinson Hall

Phone: 570-484-2433

Note: If you come to my office and I'm not there, please look at the sign on my door.

Office Hours: Monday/Wednesday

2:30 – 4:00

Tuesday/Thursday

9:30 – 10:30 *and by appointment!*

Textbook:

- Arnett, J. J. (2007). *Adolescence and emerging adulthood: A cultural approach*. (4th Edition). Upper Saddle River, NJ: Prentice-Hall. (Required)
- Bound note packet available at bookstore for a small fee. (Required)

Course Overview

This course will explore topics in developmental psychology from puberty to emerging adulthood. The course will be loosely divided into three sections. First, we will discuss foundations of development in adolescence and emerging adulthood. Second, we will discuss various contextual influences on development. Finally, we will discuss some issues and challenges faced by adolescents and emerging adults. Students will be given the opportunity to examine the period of adolescence from both a personal and a theoretical perspective. Additionally, students will learn research methods used to study issues facing adolescents.

| Course Learning Outcomes (Objectives) | Program Student Learning Outcomes | University-level Student Learning Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------|
| Upon successful completion of this course, students will be able to: | | |
| 1. Demonstrate the ability to identify, recognize, distinguish between, and apply the principal concepts within each of the major content areas covered in the course. | Knowledge Base of Psychology | Knowledge: Social Sciences |
| 2. Demonstrate the ability to identify the relationships between scientific method and the study of adolescent development. | Knowledge Base of Psychology; Research Methods in Psychology | Knowledge: Social Sciences |
| 3. Demonstrate the ability to describe and analyze current controversies among researchers and theorists concerning significant issues relating to adolescent development. | Knowledge Base of Psychology; Critical Thinking in Psychology | Knowledge: Social Sciences; Critical Thinking |
| 4. Demonstrate the ability to apply key research findings, theoretical perspectives, and concepts to hypothetical or real-world examples of situations involving adolescents in modern society. | Knowledge Base of Psychology; Application of Psychology | Knowledge: Social Sciences |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
| 5. Demonstrate the ability to recognize and illustrate ways in which the behavior of adolescents (and societal expectations for their behavior) may differ from one cultural context or historical period to another. | Knowledge Base of Psychology; Sociocultural and International Awareness | Knowledge: Social Sciences; Multicultural |
| 6. Demonstrate the ability to recognize and explain the relationships between genetic and environmental factors as they relate to the development of adolescents in a variety of individual and social contexts, including family, school, social relationships, work, and society. | Knowledge Base of Psychology | Knowledge: Social Sciences |
| 7. Demonstrate the ability to distinguish between and explain major intervention approaches used with adolescents who display developmental problems. | Application of Psychology | Knowledge: Social Sciences |
| 8. Demonstrate the ability to illustrate how the major domains of adolescent development (e.g., physical, cognitive, social, and emotional domains) combine interactively to influence the developmental trajectories of adolescents in various contexts. | Knowledge Base of Psychology | Knowledge: Social Sciences |

Americans with Disabilities

No qualified disabled student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular or other post-secondary program or activity offered or sponsored by this University.

Disability Services for Students Office

The Office for Disability Services assists with a variety of academic needs. The office also assists students with reasonable accommodations. Students with learning, visual, hearing, and mobility impairments and other disabilities have used the office for the following: course selection, registration assistance, counseling, liaison with state rehabilitation agencies, obtaining books on tape, note taker and reader service, test accommodations, and advocacy.

Students in need of disability services are urged to make their needs known early as some services require considerable advance planning and coordination. Contact Dr. Rey Junco at 570-484-2926 if you have any questions.

Emergencies

If you are experiencing an EMERGENCY situation at any time 24 hours a day:

Call Public Safety 570-484-2278 or Call 711 from any campus phone or 911 from any off-campus phone.

Course requirements

1. Class attendance/participation:

Attendance and promptness are expected and, by university policy, required. Although I will not take daily attendance, and do not have a specific attendance policy, you will not do very well in this class if you do not show up. If you must miss class, you are responsible for the material you missed (please do not copy notes during class time). I will not give you the missed information (but I will help you understand it) so make some friends today! I make every effort to begin class on time and I expect the same from you. Please enter the room quietly if you must be late. If you must leave early, please notify me in advance and sit near the door to minimize disruption.

You are expected to participate in class and group discussions. Participation includes making comments, asking questions, requesting clarification, and sharing relevant personal experiences as necessary. Participation can include occasional one-on-one time with me (e.g., during office hours).

2. Writing Assignments:

You must choose a single question from **6 of the 13** chapters. The purpose of these writing assignments is to give you the opportunity to think more deeply about specific topics. Doing so will also aid in cementing your understanding of the material. Assignments will be turned in online only. See the separate assignment sheet for more information, including due dates.

3. Exams:

There will be a total of *five* multiple choice exams, including one scheduled during the final exam period. Exam material will be drawn primarily from the textbook and lecture, but there may also be questions on videos or discussions from class.

Missed Exam Policy:

- If you know in advance that you will miss an exam, you must notify me at least 7 days before the exam and make arrangements to take an early exam.
- If you unintentionally miss an exam, you must contact me within 48 hours after the start of the exam. If you have a documented excused absence (e.g., illness accompanied by a visit to the Glennon Health Services or your family doctor), you will be permitted to make up the exam within 7 days of the original exam date. Excused absences will be at my discretion.
- If you miss an exam without notifying me, or with an unexcused absence (e.g., oversleeping, illness without seeing a doctor), you will be required to take the make-up exam immediately following the final exam. Only one make-up exam will be permitted.
- If you miss the final exam, you must contact me within 12 hours after the start time of the exam. If I do not hear from you within 12 hours, you will not be permitted to make up the exam.

4. Classroom Behavior:

Students and faculty share responsibility for maintaining an appropriate learning environment in the classroom. Civility and respect create a safe and productive atmosphere in which students can achieve. Disruptive behavior hinders the educational process and is unacceptable at Lock Haven University of Pennsylvania.

The definition of disruptive behavior is at the reasonable discretion of the faculty member teaching the class, and determination of whether a specific behavior is disruptive resides within the authority of the faculty member. Examples of disruptive behavior include, but are not limited to, the following:

- a) Showing disrespect for and displaying poor manners toward any faculty member or other students
[Poor manners include doing other schoolwork, looking out the window, sleeping, eating stinky or loud food, and leaving garbage behind.]

- b) Disruptive or inappropriate use of technology and electronic devices in the classroom, such as cell phones, computers, pagers, and MP3 players. *[NO TEXTING!]*
- c) Persistent speaking without being recognized or interrupting other speakers *[Do not talk to your neighbor during class. You think you are quiet enough, but you are probably not.]*
- d) Persistently entering class late or leaving early without an excuse or the faculty member's permission *[Sometimes you have to be late – please use your judgment as to when you should enter the classroom. Please do not pack up to leave until I give you a signal.]*
- e) Threats, harassment, or personal insults of any kind directed toward any faculty member and other students *[Our campus values diversity – please help make our community a pleasant one for all.]*

Faculty have the discretion to impose sanctions for disruptive behavior in their classrooms. Some of the sanctions may include a formal apology, dismissal from the class in which the disruptive behavior occurs, or referral to Student Affairs for resolution of the situation, which could result in dismissal from the University.

5. Academic honesty:

A portion of LHUP's Academic Honesty Policy is provided below. Academic dishonesty will result in an automatic *zero* for the assignment or exam. If you have questions, please see me.

Preamble

Lock Haven University endeavors to promote an appreciation of the values of fairness and intellectual honesty and to establish a climate of academic freedom within which students learn. Any breach of trust may undermine academic freedom and diminish the integrity of the University's mission. The University has established means of discouraging academic dishonesty and has established procedures to protect every student's right to fair treatment and due process.

Instructors share the expectation that students demonstrate their mastery of subject matter in an honorable and straightforward manner. Violations of ethical norms are very serious.

Policy

Lock Haven University forbids academic dishonesty. Students who commit acts of academic dishonesty shall be subject to the sanctions outlined below. This policy applies to all students registered at Lock Haven University during or after their enrollment. Students may contest only (1) whether or not academic dishonesty has occurred or (2) whether a penalty was given capriciously.

For more information, please see your student handbook or go to <http://www.lhup.edu/student-handbook/Student%20Handbook%2011%20-%2012.pdf>.

Grade Breakdown (you can keep track!) – grades will also be on Desire2Learn

| <i>Exams</i> (5 x 50 points each) | <i>Writing Assignments</i> (choose 6) (6 x 5 points each) | <i>Other Assignments</i> |
|--------------------------------------|------------------------------------------------------------------|---------------------------------------------|
| 1. _____ out of 50 | Ch 1. _____ out of 5 <input type="checkbox"/> did not do | Syllabus Quiz _____ out of 10 |
| 2. _____ out of 50 | Ch 2. _____ out of 5 <input type="checkbox"/> did not do | |
| 3. _____ out of 50 | Ch 3. _____ out of 5 <input type="checkbox"/> did not do | |
| 4. _____ out of 50 | Ch 4. _____ out of 5 <input type="checkbox"/> did not do | |
| 5. _____ out of 50 | Ch 5. _____ out of 5 <input type="checkbox"/> did not do | |
| | Ch 6. _____ out of 5 <input type="checkbox"/> did not do | Turnitin.com homework _____ out of 10 |
| | Ch 7. _____ out of 5 <input type="checkbox"/> did not do | |
| | | |
| | | Day of Scholarship paper _____ out of 10 |
| <i>Subtotal</i> = _____ out of 250 | <i>Subtotal</i> = _____ out of 30 | <i>Subtotal</i> = _____ out of 30 |
| <i>Extra Credit</i> _____ out of 8 | <i>COURSE TOTAL</i> = _____ + _____ / 310 (see below) (extra) | |

Grading Scale

| | | | | |
|------------------|------------------|------------------|------------------|----------------|
| A 93% ↑ | B+ 87-89% | C+ 77-79% | D+ 67-69% | E 59% ↓ |
| A- 90-92% | B 83-86% | C 73-76% | D 60-66% | |
| | B- 80-82% | C- 70-72% | | |

Note: I round mathematically – if the decimal points are between .50 and .99, you will get the higher grade. If the decimals are between .01 and .49, I will use my discretion about giving you the higher grade, based on things like class participation, attendance, and effort.

Daily Schedule (Note: This schedule is subject to minor alterations as necessary)

| <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------|
| January 23, 25, 27, 30 | Introduction to course, syllabus, and each other and <u>Chapter 1: Introduction</u> | 1/30: Syllabus quiz on D2L (do it by midnight) |
| February 1, 3, 6 | <u>Chapter 2: Biological Foundations</u> | 2/1: Homework (see p. 9) 2/3: Chapter 1 writing |
| February 8 (Wed.) | *EXAM 1 (Chapters 1 & 2) | |
| February 10, 13, 15 | <u>Chapter 3: Cognitive Foundations</u> | 2/13: Chapter 2 writing |
| February 17, 20 | <u>Chapter 4: Cultural Beliefs</u> | 2/20: Chapter 3 writing |
| February 22 (Wed.) | *EXAM 2 (Chapters 3 & 4) | |
| February 24, 27 | <u>Chapter 5: Gender</u> | 2/27: Chapter 4 writing |
| February 29 March 2, 5 | <u>Chapter 6: The Self</u> | 3/2: Chapter 5 writing |
| March 7, 9 | <u>Chapter 7: Family Relationships</u> | 3/9: Chapter 6 writing |
| <i>March 12-16</i> | <i>Spring Break ☀</i> | |
| March 19 | <u>Chapter 7, cont.</u> | |
| March 21 (Wed.) | *EXAM 3 (Chapters 5, 6, & 7) | |
| March 23, 26 | <u>Chapter 11: Work</u> | 3/26: Chapter 7 writing |
| March 28, 30 April 2 | <u>Chapter 12: Media</u> | 3/30: Chapter 11 writing |
| April 4, 6, 9, 11 | <u>Chapter 13: Problems</u> | 4/6: Chapter 12 writing |
| April 13 (Fri.) | *EXAM 4 (Chapters 11, 12, & 13) | |
| April 16, 18, 21 | <u>Chapter 8: Friends and Peers</u> | 4/18: Chapter 13 writing |
| April 23, 25*, 27, 30 *Celebration of Scholarship (COS) | <u>Chapter 9: Dating, Love, and Sexuality</u> | 4/23: Chapter 8 writing 4/27: COS paper due |
| May 2, 4 | <u>Chapter 10: School</u> | 5/2: Chapter 9 writing |
| May 7 (Mon.) | | 5/7: Chapter 10 writing |
| FINAL EXAM (Chapters 8, 9, & 10) SECTION 03 (11:15 class) → TUESDAY MAY 8 10:00 – 11:50 SECTION 04 (12:20 class) → THURSDAY May 10 2:00 – 3:50 | | |

