

**Psychology of Adolescence (PSYC 3140) (CRN: 22631)**

**Fall 2011**

**Weber State University- Ogden Campus**

**Instructor Information**

Dr. Melinda Russell-Stamp

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Office Hours/ Ogden Campus: Monday 9:30-10:30, Wednesday 1:30-2:30, Friday 11:30-12:30; or by appointment

**Class Meeting Times and Locations:**

Monday, Wednesday, and Friday

8:30-9:20 a.m.

Location: Social Sciences Building- Rm. 378

**Required Readings**

1. Arnett, J.J. (2010). Adolescence and Emerging Adulthood (4th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
2. Access card for Virtual Teen homework. Access may also be purchased on-line. Log-on to <http://www.myvirtualteen.com>. The class ID # is 14471652. The class name is Stamp Fall 2011.

**Course Description**

This course will introduce you to the developmental issues, processes, and transitions encountered during adolescence. Topics will include historical views of adolescence, biological and cognitive transitions, and the development of autonomy, identity, morality, gender, and cultural values. The course will also address the various contexts that influence adolescent development: family relationships, peers and dating relationships, schools, work and the media. Finally, the psychosocial problems that can occur during adolescence will be covered.

**Course Goals**

The primary goals of this course are:

- To foster your ability to think critically and creatively about conceptual issues central to the study of adolescent development
- To help you understand behavioral aspects (what do teenagers do?) and theoretical aspects (how do psychologists describe and explain what teenagers do?) of adolescent development.
- To highlight how developmental concepts and processes can inform practical or “real-life” problems concerning the lives of teenagers.

**Methods of Instruction**

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is an expectation in this class. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These

efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected.

### **Blackboard Enhancement**

This course is Black-board enhanced. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on “Psych 3140”. On the Blackboard site you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<b>Method of Evaluation</b>	<b>Points Possible</b>
Exam 1	60 points
Exam 2	60 points
Exam 3	60 points
Exam 4	60 points
<b>Test Total:</b>	<b>240 points</b>
Virtual Teen Discussions (4 @ 10 pts)	40 points
2 Virtual Teen Written Reactions	40 points
Film Application Paper	80 points
<b>Assignment Total:</b>	<b>160 points</b>
<b>Point Total:</b>	<b>400 points</b>

Final grades will be assigned based on the percent of total points earned as follows:

<b>A</b>	(100-93%)	<b>B-</b>	(82-80%)	<b>D+</b>	(69-67%)
<b>A-</b>	(92-90%)	<b>C+</b>	(79-77%)	<b>D</b>	(66-63%)
<b>B+</b>	(89-87%)	<b>C</b>	(76-73%)	<b>D-</b>	(62-60%)
<b>B</b>	(86-83%)	<b>C-</b>	(72-70%)	<b>E</b>	(59%-0%)

### **Exams**

- There will be four examinations in this class. Each exam is non-comprehensive and will cover approximately 1/4 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 60 multiple choice questions worth 1 point each. Each exam is worth 60 points. Exams are “**closed-book**” and “**closed-note**”
- You will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID. You will not be allowed to take an exam without a photo ID or if you show up after hours. It is

your responsibility to find out what hours the testing center you want to use will be open.

<u>Student Services Building</u>		<u>Davis Campus</u>
Monday-Thursday	7:30 a.m.- 8:00 p.m.	7:30 a.m.-8:00 p.m.
Friday	7:30 a.m.- 4:30 p.m.	7:30 a.m. – 7:00 p.m.
Saturday	9:00 a.m.-4:30 p.m.	9:00 a.m. -4:30 p.m.

- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and /or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, October 14th & Friday, November 4th** . Make-up exams may not be taken on other days. It is your responsibility to let me know if you need to take a make-up exam prior to these dates.

### **Virtual Teen Discussions**

My Virtual Teen is an interactive web site designed for students taking a college-level Adolescence course. The main goal of the program is to provide a means for you to integrate your course work with the practical “experiences” in raising a virtual child through adolescence.

**Dates: September 12<sup>th</sup> (end of age 10)**  
**September 30<sup>th</sup> (end of age 14)**  
**November 7<sup>th</sup> (end of age 16)**  
**December 2<sup>nd</sup> (age 18)**

On the discussion dates, bring 1 page of notes about your child to class. The notes may include relevant information about your child (i.e. report card, life events, medical appointments, etc.), as well as developmental changes that your child has recently undergone. For some discussions, I may recommend specific information that I would like included in your notes. These notes will ensure that you are prepared for discussion and will be turned in at the end of class.

You will be divided into small groups and discuss the following with the other parents:

1. Changes in behavior during the assigned time period and how it relates to the current unit.
2. Problems that particular children or families are having.

3. Recommendations that the parents have for each other on how to approach problems.

A summary sheet of the group discussion will be turned in at the end of class.

### **Virtual Teen Reflections**

At the beginning and end of the semester, you will reflect on the virtual parenting experience. The reflections should be type-written, double-spaced, and proof-read.

#### **Reflection #1 Due: August 24 (10 points) approximately 1 page**

1. What are your expectations for your virtual child?
  - What are your hopes and dreams for your child?
  - What talents and skills do you expect your child to have?
  - What opportunities do you hope to provide for your child?
  - What kind of personality traits do you desire in your child?
  - How do you expect your child to behave during the teen years?
  - What do you expect your child to be like by age 18?

#### **Reflection #2 Due: December 2 (30 points) approximately 2-3 pages**

1. To what degree did your teen meet your expectations from the beginning of the semester? Discuss specific examples.
2. Identify factors that influenced your child's development. Relate these factors back to Urie Bronfenbrenner's terminology (microsystem, mesosystem, exosystem, macrosystem, chronosystem).
3. Describe some specific ways in which your child developed that appeared to be influenced by factors outside of your control.

#### **Final Paper (Movie Analysis- Due November 18<sup>th</sup>)**

- 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” is a documentary that follows the 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.
- 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 follows:

**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 expectation of her parents, two accomplished physicians.

**Amber**, 15, and her mother have a tumultuous relationship. On her 16<sup>th</sup> 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.

**Habinh**, 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.

- You should watch the film and then choose two aspects of your teenager's development (e.g., identity, morality, intimacy, sexuality, friendships, parent-child relationships) to analyze according to the developmental concepts and theories covered in this course.
- For each of the two aspects of your teenager's development you choose, you must:
  1. Clearly identify the aspect of development under analysis and describe in detail the relevant developmental theory. You must define and describe the relevant theory and demonstrate that you fully understand the theory. For example, if you are analyzing your teenager's identity, you will need to define identity and describe Marcia's identity statuses in terms of exploration and commitment, among other issues. In other words, you must do a lot more than simply name the theory: you need to demonstrate that you really understand it and its implications.
  2. Describe in detail one scene or interaction involving your teenager that will serve as an example of the aspects of your teenager's development you are analyzing. Obviously, I have viewed the film, so you don't need to give too much background. Nonetheless, be sure to provide a clear description of the events in the scene you've chosen.
  3. Elaborate on how the scene illustrates the developmental theory and aspect of your teenager's development you are analyzing, as well as any discrepancies between the scene and what the theory might predict. For example, if the

scene is relevant to identity development, you should state which of Marcia's statuses your character seems to exemplify and justify your response with concrete examples from the relevant scene that illustrate the idea of commitment and the idea of exploration. It is very important that you do more than simply say, "This scene illustrates why Corrie is in moratorium." You must be specific as to precisely how and in what form the scene illustrates the identified developmental concept and theory.

- Because the movie is 2 hours in duration, we will view the movie in class on **October 31, November 2, & November 4**. On **November 4**, you will work with students analyzing the same character. This group discussion will allow you to brainstorm issues related to your teenager and to generate ideas for your paper. As you watch the movie, take notes about dialogues, scenes, and interactions involving your teenager – you must have concrete and specific examples to complete your paper.
- Requirements:
  - You must provide at least one scene or interaction involving your teen to serve as an illustration of your arguments regarding each of the two aspects of development under analysis.
  - You must provide at least two references to your textbook and/or course notes for each of the two aspects of development under analysis. Therefore, you must include an APA-style reference list at the end of your paper.
  - You must include a cover page with your name, the title of the assignment, the character you chose to analyze, the due date, and the course name.
  - You should include a short introduction to orient your reader to the goals of your paper, as well as a short conclusion to tie matters together.
  - The text of the paper should be typed and double-spaced with 1-inch margins and 12-pt font. Check your paper for sentence structure, clarity of arguments, grammar, spelling, and inclusions of appropriate references.
  - Your paper should be thoughtful and organized and range from 4-6 pages.
  - The paper is due on Friday, **November 18**. Late papers will be deducted ½ letter grade for each day they are late (including weekends).
- Grading:
  - Introduction = 4 points
  - Developmental Aspect 1 Analysis= 28 points
  - Developmental Aspect 2 Analysis= 28 points
  - Conclusion= 4 points
  - Presentation and APA Style= 6 points

### **Extra Credit Option (20 points maximum)**

A small amount of extra credit is an option. To earn the extra credit you should complete option 1 or 2 below. Each option requires you to interview someone in order to learn more about adolescent development.

#### **Option #1**

We began this course by examining adolescence from a cultural and historical perspective. To learn about the lives of adolescents in previous decades, I would like you to interview someone who is over 70 years old. In your interview, find out how his/her experiences of adolescence were different from the experiences of today's adolescent. Following is a list of some questions—however, feel free to add in some of your own.

1. Did you attend high school? Did you want to? What kinds of subjects did you study? What kind of homework did you have?
2. What was your cultural background? What were the traditions that your family celebrated? How did your cultural background influence you?
3. What was your family life like during your teenage years? What were the expectations for teenagers with their relationships with their family (e.g. mother, father, siblings, grandparents)?
4. Did you work as an adolescent? If yes, where did you work? How many hours a week? Did you contribute to the family income? Did you want to work?
5. What kind of clothes did you wear? What were the “in” styles at that time? Were you concerned about fashion?
6. Who were your friends? How did you and your friends spend your free time? What were the popular teen “hangouts”?
7. What were the problems you confronted as a teenager?
8. What do you think are the critical issues that distinguish teenagers today from teens during your time? What do you think of today's teens?

#### **Option #2**

Your task is to interview two parents (one may be one of your own parents) of adolescents or young adults from different families about their assumptions about effective parenting methods (the “how” of parenting) and their preferences for characteristics that their children will demonstrate as adults (the “goals” of parenting). You will need to compose open-ended interview questions to determine (1) parents' three strongest recommendations about raising adolescents, and (2) the three characteristics parents want their adolescents to achieve and demonstrate as adults.

You should type up the responses to the interview questions as well as your reactions to those responses. For example, were the responses what you expected? What responses did you find interesting or noteworthy and why? Begin your paper with a brief introduction that outlines who you interviewed. You do not need to include their full name.

### **Course Expectations**

1. You are responsible for deciding the level at which you will be engaged in this course. While I will not take daily attendance, you will have opportunities to earn points for completing in-class assignments. However, in my experience, students who do well tend to regularly attend class, and students who do poorly tend to regularly miss class.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments from a class-mate during the next class period (do not wait until the end of the semester).
3. Late papers will be deducted half a letter grade for each day that they are late. Hard copies of papers must be turned in to receive credit. If you are going to miss class on the day a paper is due, you may e-mail me a copy of the paper so that I can verify that the paper is done. However, you will need to provide me with a hard copy of the paper as soon as possible in order to receive credit for the paper.
4. **Class Disruptions**  
Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:
  - Chronic Tardiness.** Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.
  - Early Departures.** Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester.
  - Inappropriate Behavior.** Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".
  - Electronic Gadgetry.** Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.
5. **Reasonable Accommodation.** In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services



due to a disability must contact Services for Students with Disability (SSD) in Suite 281 in the Student Services Building, 626-6413.

([http://departments.weber.edu/ssd/handbook/hb\\_07.htm](http://departments.weber.edu/ssd/handbook/hb_07.htm)). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

6. Students are expected to comply with University standards regarding honesty.

Please refer to <http://documents.weber.edu/ppm/6-22.htm>

Plagiarism is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes:

- Purchasing or borrowing others papers to turn in as your own
- "Cutting and Pasting" material into your paper/presentation
- Failing to Quote or paraphrase material
- Failing to cite the source

Please see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me.

Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

**Course Schedule**  
**3140 Psychology of Adolescence**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
8/22	Syllabus- Course Overview Expectations	
8/24	Introduction- What is Adolescence?	Chapter 1; <b>Virtual Teen Reflection</b>
8/26	Biological Transitions	Chapter 2
8/29	Biological Transitions	Chapter 2
8/31	Cognitive Transitions	Chapter 3
9/2	Cognitive Transitions	Chapter 3
9/5	<b>Labor Day - No Class</b>	
9/7	Cognitive Transitions	Chapter 3
9/8-9/13	<b>Exam 1</b>	
9/12	<b>Discussion Virtual Teen (end of 10)</b>	
9/14	Cultural Beliefs	Chapter 4
9/16	Cultural Beliefs	Chapter 4
9/19	Cultural Beliefs	Chapter 4
9/21	Gender	Chapter 5
9/23	The Self	Chapter 6
9/26	The Self	Chapter 6
9/28	The Self	Chapter 6
9/30	<b>Discussion Virtual Teen (end of 14)</b>	
10/1-10/4	<b>Exam 2</b>	
10/5	Family Relationships	Chapter 7
10/7	Family Relationships	Chapter 7
10/10	Family Relationships	Chapter 7
10/12	Friends & Peers	Chapter 8
10/14	Friends & Peers	Chapter 8
10/17	Friends & Peers	Chapter 8
10/19	Love & Sexuality	Chapter 9
10/21	<b>Fall Break- No Class</b>	

10/24	Love & Sexuality	Chapter 9
10/26	Love & Sexuality	Chapter 9
10/27-11/1	<b>Exam 3</b>	
10/31	Film Viewing- 5 Girls	
11/2	Film Viewing- 5 Girls	
11/4	Film Viewing- 5 Girls	
11/7	<b>Discussion Virtual Teen (end of 16)</b>	
11/9	School	Chapter 10
11/11	School	Chapter 10
11/14	School	Chapter 12
11/16	Media	Chapter 12
11/18	Media	Chapter 12; <b>“Five Girls” Paper Due</b>
11/21	Media	Chapter 12
11/23	Problems & Resilience	Chapter 13
11/25	<b>Thanksgiving Holiday- No Class</b>	
11/28	Problems & Resilience	Chapter 13
11/30	Problems & Resilience	Chapter 13
12/2	<b>Discussion Virtual Teen (18)</b>	<b>Virtual Teen Reflection; Extra Credit Due</b>
12/3-12/8	<b>Exam 4</b>	

**PLEASE NOTE:** This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

## Student Survey

Name: \_\_\_\_\_

Year in School: \_\_\_\_\_

Major: \_\_\_\_\_

What is one thing in the past that teachers have done to help you learn?

What specific topics are you most interested in covering?