

PSYCHOLOGY OF ADOLESCENCE (PSY 3140, 21978)
WEBER STATE UNIVERSITY, FALL 2012
TR 10:30 – 11:45 a.m., SS 349

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	MWF 11:30-Noon; by appt.
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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, the development of autonomy, identity, morality, peer and dating relationships, sexuality, teen marriage and parenthood, parent-adolescent relationships, and the psychosocial problems of adolescence. By means of reading, completing assignments, and participating in class, you will:

- 1) understand behavioral aspects (what do teens do?) and theoretical aspects (how do psychologists explain what teens do?) of adolescent development. Specifically, you will learn the basic methodologies, theories and findings that are the foundation of developmental science with a focus on adolescence.
- 2) apply developmental principles and research to understand adolescents and broader social issues and public policy bearing on adolescent development.
- 3) understand key psychological values (e.g., skepticism, intellectual curiosity, respect for human diversity), the limits of psychological knowledge and skills, the necessity of ethical behavior in all aspects of the science and practice of psychology, and global differences in development.
- 4) will engage in critical thinking about adolescent development and exhibit skills to professionally communicate that understanding to others via written and oral formats.

REQUIRED TEXTBOOK

Steinberg, L. (2011). *Adolescence* (9th ed.). Boston: McGraw-Hill.

- I created a custom, full-color e-book to purchase for \$67.13 at www.mcgrawhillcreate.com/shop. Instructions for how to purchase and access the custom e-book are available in the course website.
- If you would prefer to rent or purchase a “hard copy” of the textbook, search online for your most affordable option (e.g., www.chegg.com, www.textbooks.com, www.amazon.com, www.half.com).

COURSE WEBSITE

- To access the course website in Canvas, go to <https://weber.instructure.com/login>. Log-in with your Wildcat username and password. From the “Courses” tab, click on “PSYC 3140”. You will be able to access the syllabus, PowerPoint handouts to aid in note taking, assignments, video guides, 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 available online is provided as a courtesy to facilitate note taking and 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 Power Points, is not provided in your text, and is critical to your success in this class. I *strongly advise* you to bring to class the relevant handouts to elaborate with in-class information.
- For assistance with Canvas issues, email wsuonline@weber.edu or call 626-6499. For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

GRADING

	<u>Points</u>	<u>~ % of Total</u>
Exam #1	120	21.4
Exam #2	120	21.4
Exam #3	120	21.4
Chapter Homework	80 (8 activities @ 10 pts. each)	14.3
<u>Course Project</u>	<u>120</u>	<u>21.4</u>
<i>TOTAL</i>	<i>560</i>	<i>100</i>

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

A	(100 - 93%)	B-	(82.9 - 80%)	D+	(69.9 - 67%)
A-	(92.9 - 90%)	C+	(79.9 - 77%)	D	(66.9 - 63%)
B+	(89.9 - 87%)	C	(76.9 - 73%)	D-	(62.9 - 60%)
B	(86.9 - 83%)	C-	(72.9 - 70%)	E	(59.9 - 0%)

EXAMS

- You will take 3 non-comprehensive exams, each covering about 1/3 of course material - including lectures, videos, small-group activities, discussions, and assigned readings. Exams consist of 60 multiple-choice questions. Exams are "closed-book" and "closed-notes". Exam review sheets will be available online.
- 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, Natural 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). The testing center hours are listed at <http://www.weber.edu/TestingCenter/> (currently listed as 7:30am-8pm MTWR, 7:30am-4:30pm F, 9am-4pm S, 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. To do so, 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 a class, you must get the notes from another student.

CHALLENGES

- Missed exam items may be reviewed via Chitester after the exam period closes.
- I carefully design exam questions to have only one answer and review test outputs to evaluate the validity of each question. However, there may be a question that you think is open to more than one interpretation. If so, you may submit a challenge to me in writing (typed, double-spaced) or via email. Challenges must be submitted *at least 1 day* before the next exam period and must explain how the question could be interpreted so that the answer you chose is as "correct" as my answer.
- Your challenge must include the following (challenges missing *any* of these components will receive *no credit*): 1) your name, 2) the item number you are challenging, 3) the CORRECT answer (according to me), 4) YOUR answer, and 5) why YOUR answer is as "correct" as the CORRECT answer.
 - * Good challenges include citations from the lecture notes or text (w/page #s). Challenges are not granted for arguments based on your life experience or your assertion that you know your answer is correct.

CHAPTER HOMEWORK

- For each assigned topic, you will complete a short-answer essay homework assignment (you will have 2 options for all topics, except Morality). All homework will be completed and submitted via Canvas. Homework must be received by **12:00 pm/NOON on the due date** (see Course Schedule). Once assignments are released in Canvas, you may submit your homework early. No late homework will be accepted.
- Responses must be in complete sentences (not bullet points) and will be graded according to a rubric (80% accuracy, 20% writing style). Each homework is worth 10 points, for 80 points overall (~14% of total).

COURSE PROJECT: POSTER ON DEVELOPMENTAL ISSUES IN ADOLESCENCE

Goals and Requirements

- The course project 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, working models and dating, civic engagement, bullying, suicide, career development, effects of media exposure) and is related to course material.
- Your poster will consist of articles relevant to your topic collected from EMPIRICAL/SCHOLARLY and POPULAR sources. To find your empirical/scholarly sources, you will need to use PsycINFO, a web-based search engine available through the Stewart Library, to find the publication details and abstracts of psychology articles from the 1800s to the present day. 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. However, 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 **Tuesday, September 18th**. The proposal must include the keywords (e.g., “attachment and parenting”), author names, titles and so on you have used in a preliminary literature search on your topic in 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.
- **Source 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 Source 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 Source Summary #1 and #2 must be from an EMPIRICAL/SCHOLARLY 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 or scholarly, review the links online (e.g., <http://libguides.weber.edu/scholarlvspopular>) and/or consult Dr. Shaw. If you do not submit an empirical source for Summary #1 or #2, you will be docked 50% of the 25 summary points.
 - The article summarized for Source Summary #3 may be from *either* an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine). Choose the correct summary type (Empirical or Popular) and complete that assignment in Canvas (submit one article).
 - Source Summaries are due **by 12:00 pm/NOON on the due date** (see Course Schedule) 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 Source Summaries comprise 62.5% of your course project grade.
- **Final Poster:** Your final poster should be assembled on a piece of poster board and must include a title that conveys your poster topic, your name, and course name. Final assembled 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 assembled poster and presentation comprise 30% of your course project grade.
- **Poster Sessions:** Posters will be presented during “poster sessions” held on **December 4th and 6th**. On your assigned presentation day, you are required to post and stand by your poster to answer classmates’ questions.
- **Peer Evaluations:** On the day you are not scheduled to present, you are required to complete a detailed 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
Evaluation of Classmates’ Posters	@ 9 points (1.5 points for each of 6 evaluations)
TOTAL	= 120 points (~20% 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 6 of the 8 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 eight 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 adequate connections between your psychological analysis of each song’s theme(s) to course content and the inclusion of at least one reference to course notes or your textbook.
- Adolescent music journals must be typed and may be organized into a folder or 3-ring notebook or simply stapled together. 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 give you no extra-credit points.
- Extra-credit journals are due no later than **Tuesday, December 4th by 12:00 pm/NOON**. Early journals will be accepted; late journals will not be accepted.

ATTENDANCE

I do not take daily attendance; you are responsible to decide the level at which you will be engaged in this course. In my experience, attendance is positively related to course success.

EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES

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.

DROPPING THE COURSE

The cancellation deadline is September 17th; the last day to withdraw from any individual class and to completely withdraw for the semester is November 6th (see Catalog for details and instructions).

CLASS CONDUCT AND COURTESY

- Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. If you anticipate being late for or leaving early from class on a regular basis, see me immediately to explain the reasons for your tardiness or early departures. You also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when you arrive or leave.
- Please refrain from talking during class unless you are participating in class discussion.
- Please turn off cell phones and other electronic devices in class. It is inappropriate and rude to text or use your cell phone during class. Audio recorders and computers are permitted in class for course purposes.
- Any 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 prior permission.
- Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

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 room 181 of the Student Service Center (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.

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in oral presentations, must be properly documented. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. 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.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

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's theory was similar to Freud's theory in that it proposed that "internal, biological developments moved the individual from one developmental stage to the next" (Steinberg, 2008, p. 15). However, Erikson's theory differed from Freud's theory in the sense that it "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 another writer's ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), 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**. Unacceptable paraphrasing is plagiarism because it you are only 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.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. 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). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It 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; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

COURSE SCHEDULE

Week	Date	Topic	Chapter	Assignments (by 12:00 pm/NOON)
1	8/28 8/30	Course Overview Historical Perspectives	Introduction	
2	9/4 9/6	Biological Transitions Biological Transitions	1	
3	9/11 9/13	Bio/Cog Transitions Cognitive Transitions	2	<i>Biological HW</i>
4	9/18 9/20 9/18-20 EXAM 1	Cognitive Transitions No Class for Exam 1 EXAM 1		<i>Cognitive HW; Topic Proposal</i>
5	9/25 9/27	Self, Autonomy & Identity Self, Autonomy & Identity	9 (pp. 277-294) & 8	
6	10/2 10/4	Self, Autonomy & Identity Morality	9 (pp. 294-303)	<i>Self...HW</i>
7	10/9 10/11	Morality Intimacy & Peer Relations	10 (pp. 305-325) & 5	<i>Summary #1</i> <i>Morality HW</i>
8	10/16 10/18	Intimacy & Peer Relations Intimacy & Peer Relations		<i>Peers HW</i>
9	10/18-23 EXAM 2 10/23 10/25	No Class for Exam 2 Intimacy, Dating & Sexuality	10 (pp. 325-334) & 11	
10	10/30 11/1	Intimacy, Dating & Sexuality Intimacy, Dating & Sexuality		<i>Summary #2</i>
11	11/6 11/8	Intimacy, Dating & Sexuality Family Relations	4	<i>Dating HW</i>
12	11/13 11/15	Family Relations Family Relations		<i>Summary #3</i>
13	11/20 11/22	Psychosocial Problems... No Class: Thanksgiving Holiday	13	<i>Family HW</i>
14	11/27 11/29 11/27-29 EXAM 3	Psychosocial Problems... No Class for Exam 3 EXAM 3		<i>Problems HW</i>
15	12/4 12/6	Poster Session #1 Poster Session #2		<i>Extra Credit Music Journal</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.