

PSYCHOLOGY OF ADOLESCENCE (PSY 3140, 31541)
Weber State University, Spring 2010
TR 10:30 – 11:45 a.m., SS 349

PROFESSOR	Dr. Leigh Shaw	OFFICE HOURS	TR 11:45-12:15; by appt.
OFFICE	SS 362	EMAIL	lshaw@weber.edu
PHONE	626-7429	WEBPAGE	http://faculty.weber.edu/lshaw

COURSE DESCRIPTION AND GOALS

Through lectures, discussions, activities, and films, 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, the development of autonomy, identity, morality, peer and dating relationships, sexuality, teen marriage and parenthood, parent-adolescent relationships, and the psychosocial problems of adolescence.

The primary goals of this course are 1) to foster your ability to think critically and creatively about conceptual issues central to the study of adolescent development, 2) 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, and 3) to highlight how developmental concepts and processes can inform practical or “real-life” problems concerning the lives of teenagers. This course is not designed to answer practical questions (e.g., “How do I raise a teenager?”), but practical implications of developmental theories will be drawn throughout the course. This course will be challenging and stimulating. Because psychology as a discipline grows through critical examination and questioning, you are encouraged to delve into course material, to question prevailing assumptions, and to pose thoughtful questions about psychological perspectives on adolescent development.

REQUIRED COURSE MATERIALS

- 1) Steinberg, L. (2008). *Adolescence* (8th ed.). Boston: McGraw-Hill.
- 2) Internet access for online course requirements and enhancements
- 3) #2 Pencils and 30¢ for taking exams (10¢ for each scantron to be purchased at Testing Center)
- 4) A desire to learn and enjoy the class!

GRADING

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

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

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

You have one extra-credit option; its successful completion will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B).

EXAMS

- You will take 3 non-comprehensive exams, each covering about 1/3 of the course material - including lectures, discussions, videos, and assigned textbook chapters. Exams consist of 60 multiple-choice questions. Exams are "closed-book" and "closed-notes". Exam review sheets will be available in the course website.
 - Exams are administered in the Social Sciences Testing Center (SS 036). To take an exam, you must show up with a photo ID on the correct date (see Course Schedule) at the appropriate times. You will not be allowed to take an exam without a photo ID or if you show up after hours (tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).
Monday–Thursday, 7:30 AM–8:00 PM; Friday, 7:30 AM–4:30 PM; Saturday, 9:00 AM–4:30 PM
 - It is your responsibility to take the exam during the period it is administered at the Social Sciences Testing Center. If you have a conflict with the exam schedule, you may take an exam early at no penalty. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. 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. If the exam is not taken during the late period, you will earn a 0 for the exam. You must consult with me before taking a late exam with penalty, and late exams are administered at my discretion. (See the Syllabus Addendum on H1N1 Flu Readiness and Response)
 - **IMPORTANT:** You are responsible for all textbook material even if not discussed in class, and for all class material even not covered in the text. If you miss a class, you must get the notes from another student. Use the space below to write another student's contact information should you miss a class period.
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CHALLENGES

- Exams in this course are restricted, which means that your exam will not be returned to you. However, you are welcome to view your exam during my office hours or by appointment.
- I carefully design exam questions to have only one best answer and conduct statistical analyses to evaluate the validity of each question. However, there occasionally may be a question that you think is open to more than one interpretation. If so, you may submit a challenge to me either 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. I will evaluate and return challenges within 1 week. I encourage you to utilize this option if you feel strongly about a test question.
- Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name, 2) the number of the question that you are challenging and what the question is generally asking, 3) the CORRECT answer (according to me), 4) YOUR answer, and 5) why YOUR answer is as "correct" as the CORRECT answer.
 - * Hint: Good challenges include citations from the lecture notes or text (with page numbers). Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that you know your answer is correct, etc.

CHAPTER HOMEWORK

- For each chapter (except Intro.), you will choose 1 of the 2 short-answer essay options (except Morality which has only 1 option) to complete and submit via the Assignments tool in Vista. Homework must be submitted by **NOON on the due date** (see Course Schedule). You may submit your homework early; no late homework will be accepted.
- Short-answer responses must be in complete sentences (not bullet points). Homework will be graded for completion and accuracy. Each of the 8 essays is worth 10 points, for 80 points overall (~14% of final grade).

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 that states the particular topic you intend to review for instructor review and approval by **Thursday, January 21st**. The proposal must include the keywords (e.g., “self-esteem and ethnic identity”), 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.
 - If you fail to meet this deadline, you will be docked 10% off your final project 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, which consists of the complete article to be included in your poster and the relevant summary form (i.e., 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/scholarlyvspopular>) 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 Summary #3 may be from either an EMPIRICAL/SCHOLARLY or a POPULAR source (e.g., newspaper article, website, magazine).
 - Source Summaries are due by NOON on the due date (see Course Schedule) and are worth 25 points each. Source Summaries will not be accepted via email unless you have obtained instructor approval. Summaries submitted without articles will be docked 30%. Summaries that are not typed will be docked 20%. Late Summaries will be marked down by 10% per 24-hour period, and will not be accepted after the next class period (e.g., if you turn in a Summary at the class period after it was due, the Summary grade will be docked 20%). The three Source Summaries comprise ~63% 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 (17 pts.), and their aesthetics and organization (17 pts.). The final assembled poster and presentation comprise ~33% of your course project grade.
- **Poster Sessions:** Posters will be presented to the class during “poster sessions” held on **April 13th and 15th**. On your 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 assessing the content and organization of six classmates’ posters. Your evaluations of your classmates’ projects comprise ~4% 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	@ 40 points
<u>Evaluation of Classmates’ Posters</u>	<u>@ 5 points (0.83 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 have completed all required assignments for the course. That means that the extra-credit will be counted toward your grade only if you take each of the 3 exams, complete at least 6 of the 8 homework assignments, and all elements of the course project.
- Extra-credit activities are due by Thursday, April 8th by NOON. Early journals will be accepted; late journals will not be accepted. Successful completion of this extra-credit activity will earn you one increment in your final grade (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.
- 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.

COURSE WEBSITE

- To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the "My WSU Online" tab, click on "PSYC 3140". From the course homepage, click on "Start Here", to ensure that your computer has the proper "Software Downloads", to view the e-copy of the syllabus, and to review "How to Contact Your Professor".
- From the course website, you may access the syllabus, PowerPoint handouts to aid in note taking, exam reviews, your homework assignments ("Assignments"), relevant web links, and the textbook website. You also will be able to current with course announcements ("Announcements"), your grades ("My Grades"), and, if you choose, 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 Vista issues, email wsuonline@weber.edu or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

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 last day to withdraw from any individual class and to completely withdraw for the semester is Friday, April 9th (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 engaging in disruptive behavior (e.g., lecture-irrelevant conversations with peers) during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of "E".
- You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the

classroom. Audio recorders are permitted in lecture.

- 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

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Chapter</u>	<u>Assignments (due by NOON)</u>
1	1/5 1/7	Course Overview Historical Perspectives	Introduction	
2	1/12 1/14	Biological Transitions Biological Transitions	1	
3	1/19 1/21	Biological/Cognitive Transitions Cognitive Transitions	2	<i>Biological HW</i> <i>Topic Proposal</i>
4	1/26 1/27-30 1/28	Cognitive Transitions EXAM 1 No Class for Exam 1		<i>Cognitive HW</i>
5	2/2 2/4	Self, Autonomy & Identity Self, Autonomy & Identity	9 (pp. 301-320) & 8	
6	2/9 2/11	Self, Autonomy & Identity Morality	9 (pp. 320-328)	<i>Summary #1</i> <i>Self, Autonomy, Identity HW</i>
7	2/16 2/18	Morality Intimacy & Peer Relations	10 (pp. 333-356) & 5	<i>Morality HW</i>
8	2/23 2/25	Intimacy & Peer Relations Intimacy & Peer Relations		<i>Intimacy & Peer Relations HW</i>
9	2/26-3/2 3/2 3/4	EXAM 2 No Class for Exam 2 Intimacy, Dating & Sexuality	10 (pp. 356-365) & 11	<i>Summary #2</i>
10	3/9 3/11	Intimacy, Dating & Sexuality Intimacy, Dating & Sexuality <i>Video: Nathan’s story...Shaw @ Society for Research in Adolescence meeting)</i>		
11	3/15-19	Spring Break		

Week	Date	Topic	Chapter	Assignments (due by NOON)
12	3/23 3/25	Intimacy, Dating & Sexuality Family Relations	4	<i>Dating & Sexuality HW</i>
13	3/30 4/1	Family Relations Family Relations		<i>Summary #3</i>
14	4/6 4/8	Psychosocial Problems... Psychosocial Problems...	13	<i>Family Relations HW</i> <i>Extra Credit Music Journal</i>
15	4/12-16 4/13 4/15	EXAM 3 Poster Session #1 Poster Session #2		<i>Psychosocial Problems HW</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.