

**Psychology 3140  
Spring 2010**

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|--|--|---------------------------------|
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| <b>Office</b> SS 301 Fax: 6275   | <b>Office Hours</b> MWF 9:30 a.m.; By appointment    |                                 |
| <b>Course Website</b> <a href="http://online.weber.edu">http://online.weber.edu</a> Wildcat username and password needed |  |                                 |
| <b>Text</b> Adolescence and Emerging Adulthood 3 <sup>rd</sup> Ed. J.J. Arnett   |  |                                 |

This course is designed to familiarize students with the development of adolescents from puberty to the beginning of the young adult stage. It is believed that development is best understood as a synthesis of biological, social, cognitive, and psychological processes within cultural contexts. Practical, theoretical, and research orientations to questions are explored with attention to controversial societal issues and practices impacting the development of adolescents. These include the following issues: malnutrition, poverty, aggression, identity, ethnicity, gender, class, and disability. This course is designed to help students do the following:

1. Critically think about the theoretical approaches
  - a. Gain an insight and appreciation for the influences of development, and socio-cultural theoretical frameworks of psychology in adolescent behavior
2. Understand psychology as a science
  - a. Learn about how psychologists conduct research
  - b. Learn about ethics in psychology
3. Learn how to collaborate and communicate with others
4. Apply concepts in everyday life

**Course Structure**

Through lecture, text, activities, film, two papers, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text, attending/participating in class lectures/discussions, taking notes, completing assignments, taking quizzes/exams on time are critical to student success. As such, it is the student's responsibility to make sure s/he is familiar with the syllabus, to be aware of changes announced in class or through email, and to get copies of note/lecture material through classmates on missed days.

*Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor's note) may justify alternative accommodations, but students are responsible for work they miss. If you are ill, you must send an **email the day of your illness** and continue to keep me informed in order to make alternative arrangements for assignments missed. Failure to contact will result in failing grades for missed assignments.*

**Website** <http://online.weber.edu>

This course is web-enhanced. At the wsuonline website, you will find: a copy of the syllabus, powerpoints for lecture material, information about assignments, assessments, and study guides (available 1 week before the test date).

**Powerpoints** (Found on the course website)

Click on the chapter links to connect to the powerpoints within the powerpoint folder.

### **Appropriate Classroom Behavior**

As learning in this course is a community endeavor, respect for one another is required. This includes freedom from harassment and dishonesty, respect for others' personal space, and respect for others' appropriate questions and comments in the quest for learning.

This course recognizes the value of collaboration and communication in fostering a productive learning community. To this end, appropriate dialogue with your colleagues is expected. Additionally, beepers, cell phones, texting, social chats, and inappropriate noise may result in student dismissal.

### **Entradas/Salidas**

At least once a week students will be asked to list 2–3 important points from lecture and something they may want to discuss further. Entradas occur at the beginning of class. Salidas occur at the end of a class. Students can earn 1 point for these per week. These exercises afford students the opportunity to process material from that week's lectures.

### **Discussions**

Students write a thorough, critically-examined response to a total of 3 discussion questions posed. You and your assigned group will respond to the question with critical thought. Each member of the group will support her/his thoughts with *citations from the chapter* and submit these to the peer asynchronous discussion on **Thursday/Friday** of the assigned week.

Group members will each respond initially to the question and then to each other's responses.

Responses need to reflect critical thought and be supported by the Arnett text theory and research. This is not a forum for unsupported personal opinion, but rather critical inquiry. PLEASE NOTE: "I agree" or "I disagree" are not appropriate responses. Additionally, group members need to be respectful of each others' appropriate responses in the quest for learning.

There should be at least 2 responses made by each group member; 1 to the question; 1 to another group member's response.

Successful submissions will contain the following:

- 1) Evidence of critical thinking & thoughtful consideration of the question (e.g., multiple view-points considered, evidence is evaluated, a logical argument is presented, fact & opinion are separated);
- 2) Content as it reflects material and concepts covered in the course (e.g., multiple appropriate citations from the text and class discussions are included to support the argument;
- 3) Quality and degree of comprehensiveness. All aspects of the question are adequately addressed.

### Discussion Rubric

| 10 Points  | 5 Points   | 0 Points  |
|--|--|---|
| <p>Critical thinking and thoughtful consideration of the question evidenced, Major issues addressed</p> <p>Content as it reflects material and concepts covered in the course (e.g., multiple appropriate citations from the text and class discussions are included to support the argument.</p> <p>Thorough and comprehensive answer to the question</p> | <p>Some evidence of critical thought</p> <p>Content as it reflects material and concepts covered in the course with limited citations</p> <p>Some comprehensive answer to the question</p> | <p>Lack of critical thought, citations, and comprehension</p> <p>Turned in late</p> <p>Failed to turn in at all</p> |

### Assessments/Quizzes

Assessments are taken weekly in class. They consist of 5 True/False questions related to the chapter to be covered.

Missed assessments cannot be replaced. They generally occur in the beginning of class, so it is important to not be late.

### Exams

There are a total of 5 *non-comprehensive exams*. All exams cover material from the text and class. Each exam is worth 100 points and consists of multiple choice questions. All exams are taken at any of the WSU Testing Centers. Testing Center hours:

Mon 7:30am - 8:00pm Tue 7:30am - 8:00pm Wed 7:30am - 8:00pm

Thurs 7:30am - 8:00pm Fri 7:30am - 4:30pm Sat 9:00am - 4:30pm

**It is your responsibility to know if the Testing Center hours change.**

If you know of a conflict with the exam schedule, you may take ANY exam early; however, **no exam may be taken late. There are no make-up exams.** You can drop the lowest score you obtain on any exam. Study guides are available 1 week before the test due date and can be viewed through wsuonline i.e., the website for this course.

All exams are taken through <https://chitester.weber.edu/> on designated dates at WSU Testing Centers or through a **proctor** if you live too far from the testing centers. Students need to go to <https://wsuonline.weber.edu/students/testing/onetest.htm> to set up a proctor for distant testing if you live too far from the Testing Centers.

You will need photo identification in order to be admitted into the Testing Centers and you need to arrive on time. Testing Centers give the last test 1 hour before closing. If you are late, you will not be admitted.

Multiple choice test results are available to you immediately after you take the exam. You can review your test errors for two days *after* the test run ends. Reviews can be done from *ANY* site including your home computer. As all of your tests run from **Monday – Tuesday**, all of your reviews are Wednesday – Thursday.

Test questions are not chosen randomly, but are based on material covered in class with support from the text and/or additional research. If you think a test response is incorrect, you can email me the *question with the response* you think is correct and the *text citations* that support your response by Monday of the week after the test was taken.

### Assignments

Assignments, papers, etc. completed well on assigned dates have the potential to receive 100%.

If assignments, papers, etc. are completed **1 day after** the assigned date, the score earned will be 20% less than if completed on time. If they are completed **2 days late**, the score earned will be 30% less than if completed on time. If they are **more than 2 days late**, the score earned will be 0% less than if completed on time. *e.g., a score of “100” on the assigned date would actually be a score of “80” if 1 day late and a score of “70” if 2 days late. If completed more than 2 days past the due date, then a score of 100 is now “0”.*

### Paper

You will have one Annotated Bibliography **group paper** due on a *topic relevant to adolescent development* (100 points) and one **group poster** due on *exploring adolescent themes in a film* (100 points).

Your papers must be done in APA 5<sup>th</sup>/6<sup>th</sup> Edition format. **Free APA format address:** <http://owl.english.purdue.edu/owl/resource/560/01/> You can also find an earlier edition APA format in Wordperfect and Microsoft Word programs.

## Paper Process Evaluation

### Group Process Rubric

| Group Action                                 | Points     |
|--|------------|
| Initial Contact email                        | 5          |
| Selected Topic email (1 per group)           | 5          |
| Each Member's 5-10 Refereed Journal Articles | 15         |
| Group Outline                                | 15         |
| Final Group Paper                            | 50         |
| Group Synopsis of Each Member's Effort       | 10         |
| <b>TOTAL POINTS POSSIBLE</b>                 | <b>100</b> |

Evidence of **initial contact** w/ assigned fellow group members done on time. If a group member does not respond within the week, forward your emails to the professor ASAP.

Discussion w/ group members leading to selection of **topic** that is submitted to professor on time

NOTE: Each group member must contribute their writing about (5-10) refereed journal articles relevant to the topic agreed upon by the group. *If you are unsure if the article is scholarly/refereed, please check it at this site:* <http://libguides.weber.edu/scholarlvspopular>) Ex., If the group has selected the topic: "Adolescent Risk Behaviors" then member A might choose refereed journal articles addressing drinking and adolescence, member B might choose refereed journal articles addressing adolescent sexual behavior, member C might choose refereed journal articles addressing causes of adolescent risk behavior, and member D might choose refereed journal articles addressing successful programs for adolescent risk behaviors.

There needs to be a cover page, introductory section, sections reflecting integration of the journal articles and a final section summarizing the findings and suggesting recommendations and/or further discussions. Students must work together on the paper that reflects each member's journal findings.

Student will submit their **refereed journal** information to the professor on time.

Students will submit a group **outline** to the professor on time.

Students will submit one **paper**, written by the entire group, to the professor on time.

Students must submit a **final synopsis of the group effort** on time. If there are problems in the group, each member must submit an individual synopsis of the group effort. I need to know what *each* member contributed and which article they were responsible for.

## Group Poster Process Rubric

### Adolescent Themes in Film

| Group Action                                 | Points |
|--|--------|
| Initial Contact email                        | 5      |
| Selected film email (1 per group)            | 5      |
| Each member's proposed theme coverage        | 5      |
| Group Outline/Poster w/ supporting citations | 15     |
| Final Group Poster Presentation              | 15     |
| Group Synopsis of Each Member's Effort       | 5      |
| <b>TOTAL POINTS POSSIBLE</b>                 | 50     |

The purpose of this assignment is to give students the opportunity to identify theoretical and socio-cultural developmental themes in adolescent-focused films. Students get to select a film to watch in groups, divide the adolescent theoretical concepts found in the film between the group members, and jointly write an outline containing the adolescent themes found in the film. Group members will include citations of theory/research within the outline body and will present their findings to the class in the form of a poster.

Group members must **contact** each other in a timely fashion. If a member does not respond within the week, forward your emails to the professor ASAP.

Discussion w/ group members leading to selection of **the film** that is submitted to professor on time

NOTE: Each group member must contribute her/his thoughts about adolescent **themes** they will cover in the poster and presentation e.g., gender identity, self identity, ethnic identity, peer and/or parent relationships, dating/sexual relationships, etc. These thoughts are based on the film as well as on research from text and refereed journals.

Students must work together on the outline that reflects each member's theme & theory/research findings.

Students will submit a group **outline** w/ research/theory citations, written by the entire group, to the professor on time.

Students will present their findings to the class in poster form.

Students must each submit a **final synopsis of the group effort** on time. If there are problems in the group, contact me ASAP. I need to know what *each* member contributed and which article they were responsible for.

## **PLAGIARISM AND CHEATING (Shaw's Document, 2004)**

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) 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 turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the quotations. Consider the following hypothetical response as an example.

Sociology and social psychology are distinct disciplines. Sociologists "study groups, from small to very large" (Myers, 2003, p. 6). Social psychologists, by contrast, "study average individuals - how one person at a time thinks about others, is influenced by them, relates to them" (Myers, 2003, p. 6).

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism 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). Please refer to the following website for a complete listing of infringements that constitute cheating:

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

### Grading Tables

| GRADING TABLE |         | ACTIVITY                                | POSSIBLE POINTS | POINTS EARNED |
|---------------|---------|---|-----------------|---------------|
| A             | 93-100% | Entradas/Salidas                        | 13              |               |
| A-            | 90-92%  | 3 Discussions                           | 30              |               |
| B+            | 87-89%  | 5 Exams (1 drop)                        | 360             |               |
| B             | 83-86%  | 14 Chapter Assessments                  | 70              |               |
| B-            | 80-82%  | Annotated Bibliography<br>Paper Process | 100             |               |
| C+            | 77-79%  | Group Film Poster Presentation          | 50              |               |
| C             | 73-76%  | <b>Total Points Possible</b>            | <b>623</b>      |               |
| C-            | 70-72%  |   |                 |               |
| D+            | 67-69%  |   |                 |               |
| D             | 63-66%  |   |                 |               |
| D-            | 60-62%  |   |                 |               |
| E             | 0-59%   |   |                 |               |

### Important Dates

|                     |                                |
|---------------------|--------------------------------|
| Monday, January 18  | Martin Luther King Jr. Holiday |
| Monday, February 15 | President's Day Holiday        |
| March 15 - 21       | Spring Break                   |

*"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 if necessary."*

**This syllabus serves as a guide. On the rare occasion a change is made, announcements will be made in class. It is your responsibility to attend class and to know about the changes.**



### Course Schedule

| Week Of      | Chapter | Material  | Activity  |
|--------------|---------|---|---|
| Jan 4        | 1       | Introduction  | A1 Due  |
| Jan 11       | 2       | Biological Functions  | A2 Due AB Topic Due   |
| Jan 18       | 3       | MLK Holiday Monday;<br>Cognitive Foundations                                    | A3 Due Discussion A<br>Due Group Contact                          |
| Jan 25       | 4       | Cultural Beliefs  | A4 Due Exam 1<br>Chapters 1 – 3 Due<br>M/TFilm Topic due          |
| Feb 1        | 5       | Gender  | A5 Due Annotated<br>Bibliography Due                              |
| Feb 8        | 6       | The Self  | A6 Due Exam 2<br>Chapters 4 – 6 Due<br>M/T Film Theme<br>Coverage |
| Feb 15       | 7       | President's Day Holiday<br>Monday; Family<br>Relationships                      | A7 Due Discussion B<br>Due  |
| Feb 22       | 8       | Friends and Peers   | A8 Due AB Outline<br>Due  |
| Mar 1        | 9       | Dating, Love and Sexuality  | A 9 Due Exam 3<br>Chapters 7 – 9 Due<br>M/T                       |
| Mar 8        | 10      | School  | A10 Due Discussion<br>C Due                                       |
| Mar 15       |         | SPRING BREAK  |   |
| Mar 22       | 11      | Work  | A11 Due AB Paper<br>Due   |
| Mar 29       | 12      | Media   | A12 Due Exam 4<br>Chapters 9 – 11 Due<br>M/T                      |
| Apr 5        | 13/14   | Problems/ Adolescent &<br>Emerging Adulthood in<br>the 21 <sup>st</sup> Century | A13 Due Film Outline<br>Due M/T                                   |
| Apr 12       |         | Poster Presentations  | A14 Due Film Poster<br>Presentations Due                          |
| Apr<br>19/20 |         | Final Exam  | Exam 5 Chapters 12 –<br>14 Due by Wed                             |