

Psychology 3140 Online Spring 2010

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Course Website http://online.weber.edu Wildcat username and password needed		
Text Adolescence and Emerging Adulthood 3 rd 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, day care, 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 Support Website <http://online.weber.edu>

This is an online course. 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). All of your course work will take place through wsuonline with only **exams being taken through chitester**. Go to:

<http://online.weber.edu/webct/> Use your wildcat name and password to access it.

Course Structure

Through text, activities, film, papers, and discussions students will have an opportunity to learn theory and apply it to everyday life. Reading the text, participating in class 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 through email and website, and to ask questions for clarification from the instructor. In addition to email, students can also visit the instructor during office hours or call the instructor at her office.

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.*

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.

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 from *any site* including your home. They are taken through wsuonline and are open book/open note. Each assessment consists of about 30 questions that you will have *20 minutes* to complete. They are due by Friday of the assigned week.

There are 14 assessments over the chapters. They are there solely to help you learn about the style of the exams. Since they are designed to help you study, you must take them at least once, but may take them twice. Please note that there is a possible score of **1 point per chapter assessment** which is figured into your grade. They must be taken by their **due dates**. **They cannot be replaced.**

Exams

There are a total of 5 *non-comprehensive exams*. All exams cover material from the text and class. Each exam is worth 90 points and consists of 30 multiple choice questions. *The lowest exam score can be dropped.* 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 the exams. 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 chosen randomly, based on material covered in powerpoints 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 group Annotated Bibliography **paper** due on *a topic relevant to adolescent development* (175 points).

Your papers must be done in APA 5th/6th 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.

Group AB Paper Process Evaluation

Group Action	Points
Initial Contact email	5
Selected general topic email (1 per group)	5
Each member's proposed theme coverage	5
5-10 Refereed Journal Articles per group member	25
Group Outline w/ supporting citations	35
Final Group Outline w/ Citations	40
Final APA Style Paper (7 pages long) including Title & Reference Pages	50
Group Synopsis of Each Member's Effort	10
TOTAL POINTS POSSIBLE	175

The purpose of this assignment is to allow students to further study adolescent themes of interest to them. Successful students will do the following:

Choose a **topic, w/i assigned groups**, and submit it to the professor on time. Topics must pertain to developmental research and or theoretical processes in adolescence. Check your text for ideas or think about questions you may have about adolescents that you wish answered in greater detail. 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.

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/scholarlyvspopular>)* 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** w/ research/theory citations, written by the entire group, to the professor on time. Students must work together on an outline that reflects each member's theme & theory/ research findings.

.Students will submit one APA style **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.

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>

Important Dates

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

Grading Tables

GRADING TABLE		ACTIVITY	POSSIBLE POINTS	POINTS EARNED
A	93-100%	3 Discussions	30	
A-	90-92%	5 Exams	360	
B+	87-89%	14 Chapter Assessments	28	
B	83-86%	Annotated Bibliography Paper Process	175	
B-	80-82%	Total Points Possible	593	
C+	77-79%			
C	73-76%			
C-	70-72%			
D+	67-69%			
D	63-66%			
D-	60-62%			
E	0-59%			

"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 online. It is your responsibility to be aware of those changes.

3140 Online Calendar At-A-Glance

Week Of	Chapter	Material	Activity
Jan 4	1	Introduction	A1 Due
Jan 11	2	Biological Functions	A2 Due
Jan 18	3	MLK Holiday Monday; Cognitive Foundations	A3 Due AB Topic Due Group Contact and topic
Jan 25	4	Cultural Beliefs	A4 Due Discussion A Due
Feb 1	5	Gender	A5 Due Exam 1 Chapters 1 – 3 Due M/T
Feb 8	6	The Self	A6 Due Annotated Bibliography Due
Feb 15	7	President's Day Holiday Monday; Family Relationships	A7 Due Exam 2 Chapters 4 – 6 Due M/T
Feb 22	8	Friends and Peers	A8 Due Discussion B Due
Mar 1	9	Dating, Love and Sexuality	A9 Due AB Outline Due
Mar 8	10	School	A10 Due Exam 3 Chapters 7 – 9 Due M/T
Mar 15		SPRING BREAK	
Mar 22	11	Work	A11 Due Discussion C Due
Mar 29	12	Media	A12 Due AB Paper Due
Apr 5	13	Problems	A13 Due Exam 4 Chapters 10 – 11 Due M/T
Apr 12	14	Adolescent & Emerging Adulthood in the 21 st Century	A14 Due Final Group Participation Synopsis Due
Apr 19/20		Last Class Day	Exam 5 Chapters 12 – 14 Due M/T