

# PSYCH 321-Developmental Psychology: Adolescence

Winter Semester 2009; Monday, 4:30-7:00 PM; 262 SWKT

## Instructor

Professor Jonathan Skalski

## Contact Information

jskalski@byu.edu

Office hours: Tues 11am-12pm or by appointment

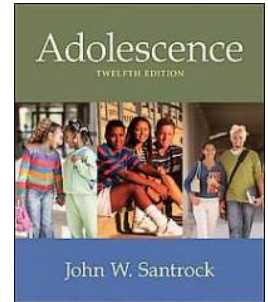
1063 SWKT, Moral Personality Research Laboratory (please knock)

Cell phone (847) 980-4816 (If you are unable to reach me by email)

## Required Materials

-John W. Santrock, *Adolescence*, 12th, McGraw-Hill, 2008

-You may receive some supplemental materials by email or blackboard



## Objectives

- To better understand adolescent developmental themes
- To critically evaluate adolescent developmental themes and research in terms of their assumptions and implications
- To consider the relevancy of adolescent developmental themes to our own experience, religious faith, and assumptions

## Transition

Our class discussion about the format for this class was necessary to understand activities and expectations up until this point in the semester. I have considered your contributions to our discussion while considering how I can use my own skills and resources to best facilitate a worthwhile learning experience for the class. I determine to proceed with the course in the manner that is outlined in this syllabus. Please accept the following syllabus as the format for this course:

## Evaluation

**Quizzes-** There will be an undisclosed number of pop-quizzes on the assigned reading.

**Write-up Assignments-** You will have two write-up assignments. The first will be a scientific write-up assignment (that you have already completed). The second assignment will be discussed further in class.

**Examinations-** There will be a midterm and a final examination in the course.

**Midterm:** The midterm examination will evaluate your basic understanding of the course material from the chapters you have studied thus far. The first examination will be fairly straightforward, and I will be flexible with some of the items. There will also be a review to

help you prepare for this examination. Most of the items for the examination will be multiple choice questions. The examination will be in the testing center the week of March 2<sup>nd</sup>

*Final:* The final examination will evaluate your understanding of the material covered since the midterm. This examination will be more comprehensive and involve more essay questions that encourage your critical thinking. When we discuss a topic in class that might make a good essay test question, I intend to draw your attention to the question (e.g. I might say to the class, “This is the kind of question I might put on the final exam as an essay question.”). The final will take place Monday, April 20, 5:45pm to 7:45pm.

*Final Project-* You are asked to construct a final project for this course. The structure for this project will be quite flexible. You must meet with me and have a conversation with me about your intended project so that I can give you some guidance. All projects require my approval. Please select something that interests you and will help you to apply course material.

You may elect to interview an adolescent and present your findings as a paper or as a presentation to the class (as some of you have already completed interviews). Some of you may want to write a paper on a topic related to our course material. You may request to work individually or in groups.

The evaluation of this project is flexible.

*Participation-* This class will involve active participation and learning. You should be familiar with the assigned material and make efforts to contribute to class discussion. If it is difficult for you to participate in class discussion, you might consider meeting with me after class or during office hours to discuss the material. You will not receive a formal evaluation of your participation but your efforts will be considered when making some grade determinations (e.g. your final grade is an 89.5%)

*Extra Credit-* Some extra credit opportunities may become available.

## **Grading**

|               |         |
|---------------|---------|
| Quizzes       | 50 pts  |
| Write-ups (2) | 50 pts  |
| Midterm       | 100 pts |
| Final         | 150 pts |
| Final Project | 150 pts |

Total                      500 pts

100%-93% A, 93-90% A-, 89-87% B+, 86-83% B, 82-80% B-, 79-77% C+, etc

## **Psychology Program Purpose**

Psychology is a traditional discipline in the liberal arts and sciences and is rooted in the Western intellectual tradition. Since its founding in the late nineteenth century, psychology has distinguished itself primarily as a science with a wide scope of interests in understanding behavior. Many psychologists also provide treatment for a broad range of disorders, and others work to solve pressing social issues. The diverse world community of academic and professional psychologists is devoted to expanding our understanding of individual and collective behavior and applying that understanding toward improving the human condition.

*The Department's Purpose:* The department joins students and faculty together to make a scientific and applied contribution to the discipline of psychology. Its faculty members and administrators are committed to an educational experience that excites learning and understanding in personal and collaborative settings. At the same time, the department honors the restored gospel as vital for psychological theory, as a guide for professional conduct, and as a source of unique insight. Aware of the history of psychology and as active participants therein, faculty members hold students to high standards of individual and collective performance and understanding. Students are expected to respond to multiple styles of teaching and broad opportunities for engagement in research and application with serious and sustained interest and effort. In this way the department distinguishes itself as a community of scholarship, moral principle, and devotion to the elevation of humankind.

The psychology major is a gateway to professional employment and to advanced study in psychology. Psychologists engage in a variety of academic roles as teachers, researchers, and administrators and also provide counseling, clinical, and consulting services to individuals and organizations. Psychologists are employed by colleges and universities, public and private schools, clinics, and hospitals. They work in private practice and for corporations and government entities. The study of psychology has particular value for family life and for civic and cultural roles generally. The psychology major provides a well-informed perspective for occupations in law enforcement, law, or business.

Most professional positions require a master's or doctoral degree, although a bachelor's degree may suffice to gain employment in mental health care, detention and probation services, auxiliary social work, personnel, or human resources. Further, the psychology major gives students particularly strong background leading to graduate study in business, law, or medicine.

## **Statement on Learning Objectives**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [FHSS@byu.edu](mailto:FHSS@byu.edu).

## **Statement on Academic Honesty**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

## **Statement on Discrimination**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

## **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

## Tentative Schedule

|        |                                                  |                     |
|--------|--------------------------------------------------|---------------------|
| Feb 23 | Ch 6                                             |                     |
| Mar 2  | Ch 5                                             | Midterm Begins      |
| 9      | Ch 4 Identity                                    |                     |
| 16     | Ch 8 Families                                    |                     |
| 23     | Ch 10 Schools                                    | Guest Speaker       |
| 30     | Ch 11 and 12 Achievement, Work, Careers, Culture |                     |
| Apr 6  | Ch 13/Make-up Day (problems)                     | Second Write-up Due |
| 13     | Presentations                                    |                     |
| 20     | Final 5:45pm to 7:45pm                           |                     |