

Developmental Psychology: Adolescence

Psych 321, Section 1
Fall Semester, 2009
8:00-9:15am T/TH, 270 SWKT

Instructor

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Teaching Assistants

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Emily Phipps
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Consultations

- If you need to contact me, it is best that you contact me before or after class, or come to my office during my office hours.
- The next best way to contact me is via email. I will try to respond fairly promptly.
- PLEASE AVOID POP-IN VISITS to my office (unscheduled visits not during my office hours) if at all possible, especially if the door is closed, as that generally means I am busy working on research.

Required Materials

- *Adolescence* (12th Edition; John W. Santrock)
- *Supplemental Readings* (additional readings will be posted on Blackboard for each day of class. You are responsible for retrieving these readings from Blackboard)

Helpful Resources

- *FHSS Writing Lab* – To get help with assignments, go to the FHSS Writing Lab in 1051 JFSB to meet one-on-one with a peer advisor. For more information go to fhsswriting.byu.edu, or email fhss-writinglab@byu.edu.
- *Student Companion Website* – www.mhhe.com/santrocka12
- *Child and Family Web Guide* – www.cfw.tufts.edu
- *Google* – Google any key terms from the course to get more information (which may or may not be good).

Course Description

This is a course on adolescent development and psychology. Generally adolescence is the period from about 12-19 years of age, give or take a few years. This spans the time of middle school and high school, and maybe a bit beyond. In this course we will learn about various domains of adolescent development, various contexts of adolescent development, and the ways typical (and in some cases atypical) adolescents think, feel, and behave. We will draw on three sources of knowledge to help us understand adolescence and adolescents: (1) your own life experiences and those of others, (2) revealed gospel truths, and (3) scientific theory and research. Additionally, we will try to use knowledge gained from these sources to address real life issues.

Course Learning Objectives

1. Students will understand and remember the basic developments that occur during adolescence, the basic patterns of thought, emotion, and behavior characteristic of adolescents, and the important individual and contextual influences on adolescent development and functioning.
2. Students will understand the key concepts and theories that are predominant in the literature on adolescent development and functioning.
3. Students will be able to more competently read, interpret, and evaluate scientific journal articles and book chapters.
4. Students will be able to learn from, critically evaluate, and integrate three different sources of knowledge about adolescence: life experiences, revealed gospel truths, and scientific theories and research, and desire to do so.
5. Students will be able to more effectively communicate verbally and in writing about adolescence, using the three sources of knowledge.
6. Students will be able to analyze and critically evaluate ideas, arguments, and points of view about adolescence in light of life experiences, revealed gospel truths, and scientific theories and research, and desire to do so.
7. Students will be able to apply knowledge of adolescence gained from life experiences, revealed gospel truths, and scientific theories and research, to address real world problems, and desire to do so.
8. Students will thoughtfully reflect on and gain new insight regarding their own adolescent experience based the life experiences of others, revealed gospel truths, and scientific theories and research.

Course Design

Assessments

Study Guides. For each day class you will have a set of readings. I will furnish a series of questions for each set of readings. You are to write up concise answers to these questions as you go through the readings, and then you will turn these write-ups in, and receive credit based primarily on completion. To get credit they must be turned in at the start of class as the point is for this to help you prepare for class. If you will miss class, email your study guide for the day to Rachel before class.

Writing-to-Learn Activities. Throughout the course you will be given the opportunity to participate in a number of short writing activities designed to help you better learn and be able to apply the course material. These will largely take place in class. Each of these activities will be worth just a couple of points, and will primarily be graded based on completion. These will also provide a reward for class attendance. As such, there are no opportunities to make these up if you miss class.

Research Paper. The major writing assignment for this course will be a research paper. Details for this paper are attached on a separate sheet of paper. Basically, with this assignment I am trying to recreate for you the process that scholars typically go through when trying to publish in scientific journals. Thus, you will receive peer-review feedback, and respond to that feedback in a cover letter that will be submitted with the final version of the paper.

Exams. You will have three exams throughout the semester that will cover the assigned readings and the material discussed in lecture. Each exam will be partly multiple choice, and partly short answer and essay questions. All exams will be partly comprehensive. In other words, when answering essay questions in particular, you should be able to draw on knowledge from all you have learned to that point about adolescence.

Extra Credit

You can get up to 9 points extra credit. At present I am only offering extra credit for bringing in applied examples of course content. These can be newspaper articles, magazine articles, excerpts from novels, lyrics from popular music, video clips from TV shows or movies, pamphlets from organizations or programs, or anything like that. You can only do one applied example per exam period, and you get 3 points each. To get the points, you must bring the example to class and take about 3 minutes to present it to the class. You do not need to email me first. Just bring your example to class, and I'll let you know if we have time for it. Then, you must email Emily a write-up of the example that discusses how the example relates to course content (should generally be no more than 1 page, single-spaced).

Grading

***Grades will be posted and frequently updated on the course page on Blackboard. Please go there often to make sure you are getting the credit you deserve, and alert the TA if anything is missing or incorrect.

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

Below is a potential breakdown of the course point system:

<i>Source of Points</i>	<i>How Many</i>	<i># Points Each</i>	<i>Total Points</i>
Study Guides	25	3	75
Writing-to-Learn Activities	25	1	25
Research Paper – Initial Draft	1		30
Peer Review of Another Paper	1		15
Research Paper – Cover Letter	1		5
Research Paper – Final Submission	1		50
Exams	3	100	300
Total Course			
Points:			500

Expected Learning Outcomes of Psychology BS Program

- (1) Be able to demonstrate that they understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.
- (2) Be able to use computers and other research-related technology to competently collect, access, and manage information, communication, and other purposes.
- (3) Be able to express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.
- (4) Be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology.

University Policies & Procedures

Honor Code Standards

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.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

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.

Statement on Academic Honesty

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at honorcode.byu.edu)

It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other 378 students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Statement on Sex 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

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.

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Tentative Course Outline

<i>Date</i>	<i>Topic/Activity</i>	<i>Text Chapter (page #)</i>
Sep 1 (T)	Introduction to Course	
Sep 3 (Th)	History of Adolescence	Chap 1 (5-40)
Sep 8 (T)	Puberty	Chap 2 (54-84)
Sep 10 (Th)	Brain; Cognition	Chap 3 (92-96)
Sep 15 (T)	Cognition	Chap 3 (96-126)
Sep 17 (Th)	Moral Personality	Chap 7 (240-254)
Sep 22 (T)	Fostering Moral Development	Chap 7 (255-260)
Sep 24 (Th)	Terrance Olson visit – An Alternative Approach to Moral Ed	
Sep 29 (T)	Religion & Spirituality	Chap 7 (260-267)
Oct 1 (Th)	Gender	Chap 5 (170-191)
Oct 6 (T)	Exam I	
Oct 8 (Th)	Self	Chap 4 (134-145)
Oct 13 (T)	Identity (Initial Paper Draft Due)	Chap 4 (146-162)
Oct 15 (Th)	Teen Sexuality	Chap 6 (198-214)
Oct 20 (T)	Teen Pregnancy	Chap 6 (214-232)
Oct 22 (Th)	Parenting (visit from my mom, Janis Hardy)	Chap 8 (274-299)
Oct 27 (T)	Household Composition, etc. (Peer Review Due)	Chap 8 (299-311)
Oct 29 (Th)	Peers & Friendship	Chap 9 (318-338)
Nov 3 (T)	Dating and Romantic Relationships	Chap 9 (338-350)
Nov 5 (Th)	Adolescent Problems	Chap 13 (465-503)
Nov 10 (T)	Problem Prevention and Intervention (Randy Hyde visit)	Chap 13 (503-505)
Nov 12 (Th)	Exam II	
Nov 17 (T)	Culture (Final Paper & Cover Letter Due)	Chap 12 (428-448)
Nov 19 (Th)	Media	Chap 12 (448-457)
Nov 24 (T)	NO CLASS – Friday Instruction Instead	Party!!
Nov 26 (Th)	NO CLASS – Thanksgiving Holiday	Eat!!
Dec 1 (T)	School (visit from Mr. Sam Ray, from Provo High & “Faye” Cai, my Chinese student)	Chap 10 (358-365, 367-373, 375-381)
Dec 3 (Th)	School Challenges	Chap 10 (365-367, 373-375, 381-387)
Dec 8 (T)	Achievement	Chap 11 (394-407)
Dec 10 (Th)	Work; Mentoring	Chap 11 (408-421)
	FINAL EXAM Friday, December 18th, 2:30-5:30pm	