

Developmental Psychology: Adolescence

PSYCH 321 | Section 001 | Fall 2018 | MWF 9:00-9:50 AM

Instructor

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TA

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Office Hours

I offer office hours each week on Monday, Wednesday and Friday by appointment. Please talk with me if you would like to set up an appointment. If you have any questions, concerns, or issues with the course, feel free to contact me in person or by email.

Course Description

This course covers adolescent development (ages 10-12 and ends in the late teens). This is a transitional period between childhood and adulthood in which individuals go through significant biological, cognitive, and socioemotional changes. The course will cover this developmental period focusing on relevant adolescent development theories, its research support, and the importance of contextual factors in how adolescent development is defined. As you learn about theories you will develop a better understanding of the normal progression of adolescence (how they think, feel, and behave at different times in this developmental period). The course will draw from scientific research, personal experiences, and societal perceptions to enhance your understanding of adolescence. Be prepared to critically evaluate the resources used in class and to engage in open, non-judgmental class discussions.

Course Outcomes:

1. Understand and remember the basic developments in adolescence

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 psychology and development.

Measurement: Multiple choice and short essay questions.

2. Understand key concepts in adolescent psychology literature

Students will understand the key concepts and theories that are predominant in the literature on adolescent psychology and development.

Measurement: Multiple choice and short essay questions.

3. Effectively communicate about adolescent psychology

Students will be able to more effectively communicate verbally and in writing about adolescence.

Measurement: Passion Project and Weekly Questions

4. Analyze and critically evaluate ideas about adolescence

Students will be able to analyze and critically evaluate ideas, arguments, and points of view about adolescence.

Measurement: Research paper

5. Apply knowledge of adolescent psychology to real-world issues

Students will be able to apply knowledge of adolescence to address real-world issues.

Measurement: Weekly Questions and Passion Project

Required Text

Santrock, J. W., (2015). *Adolescence*, (16th Ed.) Boston: McGraw-Hill. ISBN-13: 9780078117183

Assignments

Quizzes (10 points each)

Before each class, there will be a brief 10-question quiz for each chapter (1 point/question). Quizzes will be administered through Learning Suite and will be available one week prior to the due date of the respective chapter. The quizzes will close one hour before the start of that chapter's class. These quizzes are open-book and designed to be straight-forward for those who have read the material carefully. There is a 30-minute time limit for completing each quiz.

Weekly Questions (2 points each)

During class I will have you submit a question regarding the topic we are covering each week a chapter is due. These questions will be collected randomly once a week and are each worth 2 points. I will drop the lowest score for this assignment. I encourage students to attend the class and engage with the material, and these questions will serve as a way to guide the class' learning.

Passion Project Presentation (20 points) and Passion Project Paper (20 points)

Students will learn to consume research literature by finding at least three current research articles on a topic of their choosing, presenting their findings to the class, and writing a short research paper. Students can choose any topic from the reading that they find particularly interesting, from chapters 2-13. Topics should be fairly specific, but broad enough to find at least 3 articles that cover the topic. The presentation should be 4-5 minutes long (and no longer) and should succinctly describe the topic to the class and present the relevant research findings. The presentation should be given during the week the topic's readings are due. Late presentations will not be accepted. Students will also write up a 2-page research paper on their topic, citing at least three articles, describing their methods and findings, and drawing conclusions about the broader topic from this research. No more than one chosen article can be directly cited in the textbook—students must find at least 2 articles on their own. The paper will be due on the last day of class, though students may choose to turn it in at any time after their presentation. Drafts can be turned in early for brief feedback before being graded. Further instructions will be given in class.

Midterm (50 points)

The midterm will be in the testing center and will be available from Thursday, October 11th at 8:00 am

to Saturday, October 13th at 3:00 pm. Late fees will start on Friday, October 12th at 7:00 pm. It will cover material from the textbook, lectures, and class discussions during the first half of the semester (Ch. 1-6). The exam will consist of multiple-choice questions and will be closed-book, closed-note.

Final (50 points; non-comprehensive)

The final will cover readings, lectures, and discussions from the second half of the semester (Ch. 7-13) and will be on the class exam day (Monday, December 17th, 7:00 AM-10:00 AM). The exam will consist of multiple choice questions and will be closed-book, closed-note.

Extra Credit (up to 9 points)

You can earn up to 9 points of extra credit by living a healthy lifestyle through doing three the following five things (three points per activity): exercise regularly, set and achieve a goal for healthier eating, get enough sleep at least six times a week, read a praiseworthy book, or find a way to serve others regularly. These may be self-reported via survey at the end of the semester to earn the extra credit.

Format

All papers should be 12-point font and double-spaced, with one-inch margins. Please use an easy to read font. All papers should be free of spelling and grammatical errors and formatted in accordance with the Publication Manual of the American Psychological Association, Sixth Edition. The writing center is located at 3322 HBLL or 1049 JFSB.

Due Dates

Assignments are due at 11:59 pm MT on the day they due unless otherwise specified.

Grading Scale

Final grades are not rounded.

A 93%	C 73%
A- 90%	C- 70%
B+ 87%	D+ 67%
B 83%	D 63%
B- 80%	D- 60%
C+ 77%	E 0%

Course Policies

Late Policy

No late work will be accepted. Please plan accordingly to complete your assignments on time.

Honor Code

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 every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801-422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 801-422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. 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 but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional... I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another" (President Cecil O. Samuelson, Annual University Conference, August 24, 2010).

Electronic Devices

Laptops and tablets may be used in class, but only if they are used for class-related reasons. Please refrain from using your phone during class.

Assistance

If at any point, you become overwhelmed in either you coursework, feel free to come talk with me. I am willing to work with you to resolve any issues.

Disclaimer

I reserve the right to make changes to the course, and this syllabus is subject to change without prior notice; however, any changes will be announced in class or through email.

Schedule

See Learning Suite for the most up-to-date schedule.

Date	Chapter Due	Assignment Due
September 4-7	1: Course Introduction	
September 10-14	2: Puberty, Health and Biological Functions	Chapter 1/2 Quiz Chapter 2 Question
September 17-21	3: The Brain and Cognitive Development	Chapter 3 Quiz Chapter 3 Question
September 24-28	4: The Self, Identity, Emotion and Personality	Chapter 4 Quiz Chapter 4 Question
October 1-5	5: Gender	Chapter 5 Quiz Chapter 5 Question
October 8-12	6: Sexuality	Chapter 6 Quiz Chapter 6 Question
October 11-13		Midterm Exam (Ch. 1-6) at Testing Center
October 15-19	7: Moral Development, Values, and Religion	Chapter 7 Quiz Chapter 7 Question
October 22-26	8: Families	Chapter 8 Quiz Chapter 8 Question
October 29-November 2	9: Peers, Romantic Relationships and Lifestyles	Chapter 9 Quiz Chapter 9 Question

November 5-9	10: Schools	Chapter 10 Quiz Chapter 10 Question
November 12-16	11: Achievement, Work and Career	Chapter 11 Quiz Chapter 10 Question
November 19-20		No class. Work on assignments, extra credit goals, etc.
November 26-30	12: Culture	Chapter 12 Quiz Chapter 12 Question
December 3-7	13: Problems in Adolescence and Emerging Adulthood	Chapter 13 Quiz Chapter 13 Question
December 12		Last day for Passion Project Presentation, Passion Project Paper, Extra Credit Survey
December 14	Exam Prep Day	
December 17 7:00 am- 10:00 am		Final Exam (Ch. 7-13) in 122 MARB
