

**Adolescent Psychology
PSYC 332
Fall 2012**

Instructor: Emily Cook, PhD

Office Hrs: T 10-12am; Wed 9-11am (317 HM)

Class: T/Th 4-5:50pm Tu/Thur

Phone: 401-8672

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Location: Craig Lee 231

Required Books

Steinberg, L. *Adolescence*. 9th edition. New York: McGraw Hill. ISBN: 978-0-07-353203-5

Rye, B. J., & Drysdale, M. (2009). *Taking Sides: Clashing Views in Adolescence*. 2nd edition. New York: McGraw Hill. ISBN: 978-0-07-351536-6

Blackboard

Information for this course will be available through Blackboard (<https://blackboard.ric.edu>). If you need assistance accessing BB, please contact the Blackboard Student Help Desk at (401) 456-8803. Blackboard contains a copy of the syllabus, student grades on assignments, overhead slides, study guides, assignments, and any other relevant documents to the content of this class. Please note that the information provided on Blackboard is meant to *serve as a supplement, rather than an alternative*, to regular class attendance and participation. You are still responsible for all information presented during class time.

Text Website

I encourage you to use the many tools that the text publisher's website provides. The web address is http://highered.mcgraw-hill.com/sites/0073532037/student_view0/chapter1/.

Course Description

PSYC 332 is intended to introduce students to concepts, theories, and empirical findings that investigate developmental processes during adolescence. This course places a primary emphasis on the role that context plays in both directly and indirectly influencing adolescent development. Special attention will be paid to family, peer, and school influences on adolescent development.

Course Goals: By the end of the course, I expect that you will

1. Identify patterns of normative and problematic development during adolescence.
2. Identify and explain the basic concepts and themes within the field of adolescent development.

3. Be able to think critically and evaluate the methods used and conclusions drawn from developmental research.
4. Gain an understanding of biological, cognitive, psychological, and social aspects of adolescent development.
5. Understand the effect that social contexts have on adolescent development.
6. Recognize and celebrate the diversity that exists among individual development.

Learning Environment

To achieve the goals of this course we must work together. My role as instructor is to come to class prepared and provide a learning environment that is meaningful and challenging. I recognize that we all have different learning styles, and thus every attempt will be made to present class material through various mediums. Class will be conducted in lecture/presentation format, with some time devoted to group discussion and small group work. Lectures and in-class activities will highlight key information from the text, but new information **not** covered in the text will be presented.

Your role as a student is to attend class, pay attention, participate in class discussion and activities, complete all class assignments and exams, and read your textbook. I also expect that you will respect the class by **turning off your cell phones** and IPODS during the lecture and not bringing outside reading material into class. Laptops are permitted in class but should only be used for taking notes. If laptops are used for other activities (e.g., facebook) then I will no longer allow you to use your laptop. Furthermore, please do not come to class late or leave early without letting me know. Lastly, if the behavior of another classmate is somehow inhibiting your ability to feel comfortable in the learning environment please come and see me.

Course Policies

1. **Attendance:** The concepts and skills covered in this course are advanced and challenging. It is virtually impossible for students to complete assignments for PSYC 332 unless they are present and actively engaged in each and every scheduled class. Accordingly, students are expected to **be present during all classes** and to **arrive on time**. Each student will be allotted **four** “excused” absences over the course of the semester. I assume that all of these five absences will be for legitimate reasons. Accordingly, there is no need to (i.e., please do not!) explain or document (e.g., doctor’s notes) absences. Additionally, please do not come late to class. Three lates will count as one absence. For every absence over four, **two points will be deducted from your final** grade points, up to a total of twelve points. This penalty is in addition to any quizzes or in-class assignments missed on the day of the absence. Students will be responsible for all material presented during classes they miss. In other words, **the professor will not “re-teach” material missed during class absences during individual appointments.**
2. **Academic Integrity** is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or

citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam or a failing grade for the entire course.

3. **Plagiarism** has become an increasing problem. Anyone who plagiarizes on a paper will at the very least receive an F on that paper. Please go to the following website to review plagiarism policies. (<http://ric.libguides.com/content.php?pid=96224&sid=720434>)
4. **Disability Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office, located in room 127 in Craig Lee (456-8061). To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

Course Requirements

1. Students will complete assigned readings prior to class.
2. Students will attend all lectures and participate in class discussions and activities.
3. Students will complete four exams. **The final exam is not cumulative.**
4. Students will complete 10 discussion board points throughout the course of the semester.
5. Students will complete six worksheets designed to assess your comprehension of chapters from *Taking Sides*.
6. Students will complete a 4-5 page paper to be handed in on Nov 29th.

In Class Activities. In-class activities will take a variety of forms including group activities and writing assignments in class. If you are absent the day an activity takes place, you **will not** have an opportunity to make up these points. There will be a total of 6 **graded** in-class assignments, with each one being worth 5 points. Class activities **will not** be announced prior to class. Your **two** lowest in-class assignment grade will be dropped. Please realize that in-class activities are an **excellent way for you to improve your grade** and thus it is **very important for you to attend class**.

Exams. You will be required to take four exams in this class. The last exam will be your final. The final is not cumulative. Exams may consist of multiple-choice, short answer, fill-in-the-blank items, and application questions. You will be tested on information presented during lectures, class discussions, and on your assigned readings. **There will be no excuses or make-ups if you miss one of the exams.** If you must miss for emergency, you must contact me before the test and make an appointment to take it before you return to class. You will not receive full credit for your make-up test if you do not follow this procedure.

Research Paper. You will be required to complete one 4-page paper. Papers are due on **Nov 29th**. Specific instructions for the paper will be posted on Blackboard under course documents. **Papers should not be handed in late.** Any late paper will result in a letter grade off the final paper grade for each day it is late. Please see me as soon as possible if you have any questions regarding

expectations for the paper.

Discussion Board Posting. Within the book several questions are posed by the author (*Food for Thought*) to stimulate thinking about adolescent development. During the course of the semester, you will be asked to post a comment on-line in response to a *Food for Thought* question for every chapter we read. Questions will be posted one week prior to the lecture on a given chapter. Responses to questions must be posted by 5pm the day before the class when the chapter will be covered. You may miss three postings throughout the course of the semester meaning that you must post a response 10 times. Postings should be about a paragraph in length.

Worksheets Taking Sides. During the course of the semester you will be asked to complete worksheets (posted on blackboard) designed to assess your understanding of readings from *Taking Sides*. We will read 6 chapters throughout the course of the semester **and you will be required to complete 6 worksheets based on these chapters.**

Grading

Final grades will be computed as follows:

Worksheets Taking Sides (5 points each)	30 points
In-Class Activities (5 points each)	20 points
Discussion Board Posting	30 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	40 points
Paper	75 points

Total **345 points**

Points will be converted to a traditional 100 point grading scale for assignment of grades:

A (94% and higher)	A- (90-93.99)
B+ (87-89.99)	B (84-86.99)
B- (80-83.99)	C+ (77-79.99)
C (74-76.99)	C- (70-73.99)
D+ (67-69.99)	D (64-66.99)
D- (60-63.99)	F (less than 60)

Note: The instructor reserves the right to change the syllabus as necessary. **You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.**

Course Calendar

*** Please complete all readings before coming to class**

Aug 28	Introduction to Course and the Study of Adolescent Development
Aug 30	Introduction: The Study of Adolescent Development
Sept 4	Biological Transitions: Steinberg Chapter 1
Sept 6	Biological Transitions: Taking Sides Issue 4 (pg. 69)
Sept 11	Cognitive Transitions: Steinberg Chapter 2
Sept 13	Social Transitions: Steinberg Chapter 3
Sept 18	Social Transitions: Taking Sides Issue 3 (pg. 41)
Sept 20	Exam 1 (Chapters Introduction, 1, 2, & 3)
Sept 25	Families: Steinberg Chapter 4
Sept 27	Families: Taking Sides Issue 12 (pg. 253)
Oct 2	Peer Groups: Steinberg Chapter 5
Oct 4	Peer Groups: Steinberg Chapter 5
Oct 9	Intimacy: Steinberg Chapter 10
Oct 11	Intimacy: Taking Sides Issue 13 (pg. 277)
Oct 16	Sexuality: Steinberg Chapter 11
Oct 18	Sexuality: Taking Sides Issue 9 (pg. 169)
Oct 23	Exam 2 (Chapters 4, 5, 10, & 11)
Oct 25	Identity Development: Steinberg Chapter 8
Oct 30	Autonomy Development: Steinberg Chapter 9

- Nov 1 Achievement and Schools: Steinberg Chapter 6 and Chapter 12
- Nov 6 NO CLASS – Election Day – GO VOTE!
- Nov 8 Achievement and Schools: Steinberg Chapter 6 and Chapter 12
- Nov 13 Catch- Up Day
- Nov 15 Exam # 3
(Chapter 8, 9, 6, & 12)
- Nov 20 Work and Mass Media: Steinberg Chapter 7
- Nov 22 No Classes Thanksgiving
- Nov 27 Work and Mass Media: Taking Sides Issue 19 (pg. 410)
- Nov 29 Psychosocial Problems: Steinberg Chapter 13
Final Papers Due
- Dec 4 Psychosocial Problems: Taking Sides Issue 15 (pg. 326)
- Dec 6 Prevention and Intervention Programs (Article to Read)

To follow RIC Exam Schedule: Final (Chapters 7, 13, and Readings)