



Psyc 429	Adolescence	Fall 2018
Instructor: Suzanne Hala	Lecture Location: EDC 284	
Phone: 403-220-6476	Lecture Days/Time: TuTh 12:30-13:45	
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Course Description

This course is intended to provide an in-depth examination of the physical, cognitive, emotional and social changes occurring during adolescence, drawing upon history, theory, and relevant research.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe and critically evaluate theories of adolescence and adolescent development	In Class Essay and Short Answer Exams (2) Final Take-Home Essay exam	1,2,4,5	A
Critically evaluate primary research articles	Written Article critique Research articles required reading for all exams	2, 4, 5	A
Critically evaluate and summarize previous empirical studies in adolescent development.	literature review for chosen research question summary including annotated bibliography	1,2,4,5	A,C
Propose and convey ethically sound research that could further our understanding of adolescent development	Final written research proposal	2,3,4,5,6	
Synthesize material from several sources (articles, textbook and lectures) to formulate appropriate debates and conclusions regarding adolescent development	In class essay portion of exams and final take-home exam	1, 2, 4, 5	A,C
Deliver an effective oral presentation of the main components	Group presentations	4, 5	A,C

of your group research proposal	of proposed Research Project		
Apply theoretical and empirical knowledge to review and assess popular conceptions of adolescent development	Written evaluation of article on any aspect of adolescent development that appears in popular media.	1,2,4,7	A,C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psyc 205 – Principles of Psychology or Psyc 200 & 201

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

Psyc 351 – Developmental Psychology

Required Text

Steinberg, L. *Adolescence*, 11th Edition (2017), NY: McGraw-Hill. This text provides important required reading for the topics covered in this course. It is available at the University Bookstore. Also available on-line from the publisher <http://www.mheducation.com/highered/product.M1259567826.html>.

In order to best fulfill the needs of the course the remainder of the required course readings will be drawn from several sources, including original journal articles. **Additional required readings** are listed below. All readings are available either on line through the U of C library or, if not available there, posted on D2L.

Additional references for required reading

- Appel, I. & Shulman, S. (2015). The role of romantic attraction and conflict resolution in predicting shorter and longer relationship maintenance among adolescents. (2015). *Archives of Sexual Behavior*, 44, 777-782.
- Byrnes, J. P. (2002). The development of decision making. *Journal of Adolescent Health*, 31, 208-215.
- Dubas, J. S., Miller, K., Petersen, A. C. (2003) The study of adolescence during the 20th century. *History of the Family*, 8, 375 –397.
- Eslinger, P.J. & Long, M. (2016). Biopsychosocial influences that promote and impede social brain maturation. *Journal of Infant, Child, and Adolescent Psychotherapy*, 15, 179-187.
<http://www.tandfonline.com/doi/full/10.1080/15289168.2016.1214449>
- Huon, G. Lim, J., & Gunewardene, A. (2000). Social influences and female adolescent dieting. *Journal of Adolescence*, 23, 229-232.
- Kaltiala-Heino, R., Marttunen, M., Rantanen, P., & Rimpela, M. (2003). Early puberty is associated with mental health problems in middle adolescence. *Social Science & Medicine*, 57, 1055 – 1064.
- Vera-Estay, E., Dooley, J.J., Beauchamp, M.H., (2015). Cognitive underpinnings of moral reasoning in adolescence: The contribution of executive functions. *Journal of Moral Education*, 44, 17-33.
- Meeus, W., van deSchoot, R., Keijsers, L. & Branje, S. (2012). Identity statuses as developmental trajectories: A five-wave longitudinal study in early-to-middle and middle-to-late adolescents. *Journal of Youth and Adolescence*, 41, 1008-1021.

Moilainen, K.L., Rasmussen, K.E., Padillia-Walker, L.M. (2015). Bidirectional associations between self regulation and parenting styles in early adolescence. *Journal of Research on Adolescence*, 25,246-262.

Van der Giessen, Branje, & Meeus, W. (2014). Perceived autonomy support from parents and best friends: Longitudinal associations with adolescents’ depressive symptoms. *Social Development*, 23, 537-555.

Thurlow, C. (2002), 25, 341-349. High schoolers’ peer orientation priorities: a snapshot. *Journal of Adolescence*, 25, 341-349.

Tilton-Weaver, L. C., Vitunski, E. T., & Galambos, N. L. (2001). Five images of maturity in adolescence: what does “grow up” mean? *Journal of Adolescence*, 24, 1453-158.

Valiente, C., Eisenberg, N., Fabes, R.A., Spinrad, T.L., & Sulik, M.J. (2015). Coping across the transition to adolescence: Evidence of interindividual consistency and mean-level change. *Journal of Early Adolescence*, 35, 947-965.

Assessment Methods

Examinations

In-class Exam #1	18%	Oct 4
In-class Exam #2	18%	Nov 8
Take-home exam	24%	Distributed Nov29 – Due Dec 9 midnight via email

Course Work

Article critique – written submission (individual student)	5%	Sep 27 – due midnight in dropbox D2L
Proposal summary and annotated bibliography (individual student)	5%	Oct 16 - due midnight in dropbox D2L
Popular press article critique (individual student)	5%	Oct 25 - due midnight in dropbox D2L
Oral presentation of group project (group)	10%	Nov 27 and 29 in class
Final research proposal – written submission (individual)	15%	Dec 4 - due midnight in dropbox D2L

Examination Format

Examinations will be based on material from both the readings (textbook and additional assigned readings) and the lectures. Students are responsible for assigned readings even when not covered in lectures unless the instructor explicitly states otherwise. Examinations will take a variety of forms as outlined below. Note that there are 2 in-class exams and a final take-home exam. Exact material to be covered for each exam will be confirmed and posted on D2L a week in advance of the exams.

- **In-class Exams – each worth 18% of final grade.**
The format will consist of a combination of short answer (approximately 1-2 paragraph length) and short essay questions. No external study aids are permitted for any of the in-class Exams – i.e. no electronic devices, books or notes during the exams.
- **Take-home exam – worth 24% of final grade.**
The take-home exam provides an opportunity for students to further demonstrate their critical thinking and mastery of the course material. The exam will be distributed 10 days prior to the due date

for submission of the completed exam. That is, students will have 10 days to complete the exam. The exam will be essay in format. Exams must be submitted to me electronically by the end of the day (midnight) on the due date as noted in the schedule. A penalty of 10% per day, including weekends and holidays, will be levied for exams handed in late. Please ensure you are vigilant about backing up your files. A last-minute computer malfunction will NOT be accepted as a valid reason for failure to submit a completed exam on time. Collaboration on take home exams is NOT permitted – Students are to submit independent completed exams. No consultation with other students is permitted. Exact details of length and specific requirements will be distributed with the exam questions. Exact readings required will be announced and posted on D2L prior to the exam being distributed.

Course assignments

Course assignments are designed to provide students with experience in several aspects of research in Adolescent Psychology as well as experience in evaluating common perceptions of Adolescent Psychology. A main objective of the course is to understand, evaluate and extend empirical and theoretical claims regarding adolescent psychological development. To help foster development of these skills students will carry out a number of related assignments culminating in completing a brief research proposal. Students will actively participate in small group research design projects. Students will gain experience in library research, research design, writing a research proposal and orally presenting the group project to the class. Course assignments are summarized below. More detailed instructions will be provided nearer the assignment submission date.

- **Article Critique – worth 5% of final grade**

Individual written assignment

Students will find, summarize, and critique a journal article focusing on adolescence. It is best to select an article that is relevant to your group project topic. Each student will be responsible for finding their own article and each group member must submit a different article.

- **Brief proposal summary and annotated bibliography – worth 5% of the final grade**

Individual written assignment

Each student will submit a brief summary of the proposed research accompanied by an annotated bibliography. Students will work with their group to collect appropriate articles and to decide on the design of the research proposal. Both the summary and the annotated bibliography, however, must be individually written and completed by each student without collaboration from group members.

The summary is to be abstract format no more than 250 words. The summary should briefly outline your research objective and justification, as well as the proposed method.

The bibliography should contain articles that will form the basis of your literature review. The articles used for your earlier article critique may be included in this assignment. The bibliography should contain the appropriate article reference as well as a very brief synopsis of each article.

- **Critique of article from the popular press—worth 5 % of final grade**

Individual written assignment

This assignment is designed to provide students with experience in applying their course knowledge in evaluating claims about adolescence that are made in the media.

Each student will find, summarize and provide a written critique of a brief article from the popular press regarding adolescent development. Students may choose an article that reflects any content covered in the course – just make sure to support your evaluation with material from the course.

- **Oral Presentation of Project – worth 10% of final grade**

Group presentation

Each group will present their research proposal to the class. The presentation is to be a collaborative effort with each member participating. Please note that although this is a group presentation individual grades will be assigned.

- **Final Research paper – worth 15% of final grade**

Individual written assignment

Each student will write an individual research proposal comprised of a relevant literature review, rationale and justification for the proposed research, ethically sound methodology (including proposed participants and procedures), and potential impact of the proposed research. While the design of the research will be constructed as a collaborative effort in the group the final report is to be the student's own work and no group collaboration is permitted for the final write-up that is submitted.

All assignments are to be submitted electronically to the course D2L dropbox by midnight of the day that they are due. A penalty of 10% per day, including holidays and weekends will be levied for late assignments. Presentations missed without a valid reason, as determined in the University Calendar, will be assigned a score of 0%.

Tentative Lecture Schedule

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Class attendance is strongly advised as material not included in the readings will be incorporated. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture.

Discussion is highly encouraged and questions are invited during lectures. If you have questions or concerns please raise them – either in class or contact me via email.

This schedule is a guideline only. Specific lecture topics may vary from time to time.

Date	Topic/Activity	Required reading/Due Date
Sep 6 – Oct 2	<p>Introduction</p> <p>Organize groups for project and decide on research topic</p> <p>Theoretical and Historical perspectives</p> <p>Transitions</p> <p>Biological Transitions</p> <p>Cognitive Transitions</p>	<p>Introduction (text) Dubas et al. article</p> <p>Ch 1—Biological Transitions Kaltiala-Heino et al. article Huon et al. article</p> <p>Ch 2 – Cognitive Transitions Eslinger & Long article</p>
R Sep 13	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
F Sep 21	Last Day to Add Classes	
F Sep 21	Fee payment deadline for Fall Term full and half courses.	
R Sep 27	Article critique Due	Submit electronically by midnight

R Oct 4	EXAM 1 – worth 18% of final grade	In-class exam
M Oct 8	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Oct 9 – Nov 6	<p>Transitions continued</p> <p>Social Transitions</p> <p>Contexts of Adolescence Families</p> <p>Peers</p>	<p>Ch 3 – Social Transitions Tilton-Weaver et al. article</p> <p>Ch 4 – Families Moilainen et al. article</p> <p>Ch 5 – Peer Groups Thurlow article</p>
T Oct 16	Proposal Summary and Annotated Bibliography due	Submit electronically by midnight
R Oct 25	Popular Press Article Critique Due	Submit electronically by midnight
R Nov 8	EXAM 2 – worth 18% of final grade	In-Class exam
Nov 11-17	Reading Days. No lectures.	
M Nov 12	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	

<p>Nov 20 – Dec 6</p>	<p>Psychosocial Development</p> <p>Identity</p> <p>Autonomy</p> <p>Intimacy</p> <p>Psychosocial Challenges</p>	<p>Ch 8 -- Identity Meeus et al. article</p> <p>Ch 9 -- Autonomy Van der Giessen et al. article Vera-Estay et al article Byrnes article</p> <p>Ch 10-- Intimacy Appel & Shulman article</p> <p>Ch 13 – Psychosocial Problems Valiente et al. article</p>
<p>T-R Nov 27 – 29</p>	<p>Group Oral Presentations in class</p>	
<p>R - Nov 29</p>	<p>Exam 3 – TAKE HOME distributed – worth 24% of final grade.</p>	<p>Take- home exam due electronically Dec 9 by midnight</p>
<p>T Dec 4</p>	<p>Final Research Proposal Due</p>	<p>Submit electronically by midnight</p>
<p>F Dec 7</p>	<p>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half</p>	
<p>Dec 9</p>	<p>Final Take-home exam due</p>	<p>Submit electronically by midnight</p>

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making

any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7, 2018**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS).

They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.