

| Psychology 429 - L01 | | Adolescence | | Winter 2013 | |
|----------------------|------------------|---------------------------|--|-------------|--|
| Instructor: | Suzanne Hala | Lecture Location: | SH 280 | | |
| Phone: | 403-220-6476 | Lecture Days/Time: | Tuesday/Thursdays 12:30-1:45 p.m. | | |
| Email: | hala@ucalgary.ca | Lab Instructor: | Lee-Ann McKay | | |
| | | Lab Location: | A248 | | |
| | | Lab days/time | 01: W 9:00 – 10:50 02: F 9:00-10:50 | | |
| Office: | A226 | Office: | A065 | | |
| | | Email: | lamckay@ucalgary.ca | | |

Course Description and Goals

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. There is a required laboratory component in which students will carry out research on topics regarding adolescent development.

Course objectives

- introduce students to the theories, methodologies, issues, and current experimental findings in the field of adolescent development
- encourage students to think critically about conceptual and empirical issues
- provide students with direct experience reading empirical articles and conducting adolescent study techniques (designed and conducted in small groups in the lab)
- provide students with experience in giving oral presentations and in writing research reports

Lectures are intended to highlight and extend, rather than summarize, assigned readings. 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 out (office hours and email are the best ways to contact me).

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. (2011). *Adolescence*, Ninth Edition. NY: McGraw-Hill. This text provides important background reading for the topics covered in this course. It is available at the University Bookstore.

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. A list of the additional required readings is provided later in this outline. All readings are available either on line at www.sciencedirect.com or posted on Blackboard.

Additional references for required reading

- Adams, R. E., Laursen, B., & Wilder, D. (2001). Characteristics of closeness in adolescent romantic relationships. *Journal of Adolescence*, 24, 353-363.
- 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.
- Felton, M. The development of discourse strategies in adolescent argumentation. (2004) *Cognitive Development*, 19, 35-52.
- 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.
- Kuther, T. L. (2000). Moral reasoning, perceived competence, and adolescent engagement in risky activity. *Journal of Adolescence*, 23, 599-604.
- Meeus, W., Iedema, J., Helsen., M. & Vollebergh, W. (1999). Patterns of Adolescent Identity Development: Review of Literature and Longitudinal Analysis. *Developmental Review*, 19, 419-461.
- Meschke, L. L., Bartholomae, S. & Zentall, S. R. (2002). Adolescent Sexuality and Parent-Adolescent Processes: Promoting healthy teen choices. *Journal of Adolescent Health*, 31, 264-279.
- Noom, M. J., Dekovic, M., & Meeus, W. H. J. (1999). Autonomy, attachment and psychosocial adjustment during adolescence: a double-edged sword? *Journal of Adolescence*, 22, 771-783.
- Shucksmith, J., Hendry, L. B., & Glendinning, A. (1995). Models of parenting: implications for adolescent well-being within different types of family contexts. *Journal of Adolescence*, 18, 253-270.
- 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.
- Williams, K. & McGillicuddy-De Lisi, A. (1999). Coping Strategies in Adolescence. *Journal of Applied Developmental Psychology*, 20, 537-54

Evaluation

Students must achieve a passing grade on both the class and lab components to pass this course.

Lecture Component

In-class Exam #1: 20% of final grade/Feb 5

In-class exam # 2: 20% of final grade/Mar 12

In-class exam #3: 10% of final grade/Apr 9

Take-home exam: 15% of final grade -- distributed on Apr 11 – **due on Apr 22st midnight**

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 3 in-class exams and a final take-home exam. Exact material to be covered for each exam will be confirmed and posted on Blackboard a week in advance of the exams. No external study aids are permitted for any of the in-class exams.

In Class Exams 1 & 2 -- each worth 20% : The format will consist of a combination of short answer (approximately 1 -2 paragraph length) and short essay questions.

In Class Exam 3 -- worth 10% -- Format will consist of short answer (approximately 1 to 2 paragraphs)

Take-home exam – worth 15% -- 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. As you have a full 10 days to complete the exam an 11th hour 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. Exact details of length and specific requirements will be distributed with the exam questions. Exact readings required will be announced and posted on Blackboard prior to the exam being distributed

Laboratory component

The lab component is designed to provide students with direct experience with research in Adolescent Psychology. As such, students will actively participate in small group research projects. Students will gain experience in library research, research design, data collection and analyses, writing research reports and presenting the research findings. Students in this course are expected to participate as researchers in lab components that involve research on human subjects. The specific requirements will be described in more detail during the first lab meeting. You will receive a separate course outline for the lab sessions noting assignment descriptions, exact due dates, and methods of submission. Assignments are to be submitted at the beginning of the lab period. A penalty of 10% per day, including holidays and weekends will be levied for late assignments, up to a maximum of 30% or 3 days. No assignments will be accepted

more than 3 days after their due date. Assignments submitted after three days will be assigned a grade of 0%. Presentations missed without a valid reason, as determined in the University Calendar, will be assigned a score of 0%. Final papers are due by 4:30 pm on the due date. No lab final papers will be accepted without valid reason, as determined in the University Calendar.

Evaluation of lab component

The lab component is worth **35%** of the final grade

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|-----------------------------------|--------------------|---------------------------|
| 1st Oral Presentation | 4% of final grade | Feb 6/8 |
| Ethics form | 4% of final grade | Feb 13/15 |
| Article Critique | 3% of final grade | Mar 6/8 |
| 2 nd Oral Presentation | 4% of final grade | Mar 20/22 |
| Research Paper | 20% of final grade | Apr 12 – due by 4:30 p.m. |

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| 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-).

Tentative Lecture Schedule

Topic Schedule:

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

| Date | Topic | Required reading |
|-----------------------|--|---|
| Jan 8 – Jan 31 | <p>Introduction Theoretical and Historical perspectives</p> <p>Transitions 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 Felton article</p> |

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|---|---|--|
| | Social Transitions | Ch 3 – Social Transitions Tilton-Weaver et al. article |
| Feb 5 | EXAM 1 – worth 20% of final grade | |
| Feb 7 – Mar7 <i>Feb 19-21 will be reading break</i> | Contexts of Adolescence Families Peers Work, Leisure and Media Psychosocial Development Identity | Ch 4 -- Families Shucksmith et al. article Ch 5 – Peer Groups Thurlow article Ch 7 – Work, Leisure and Media Ch 8 -- Identity Meeus et al. article |
| Mar 12 | EXAM 2 – worth 20% of final grade | |
| Mar 14 – Apr 16 | Autonomy Intimacy Sexuality Psychosocial Problems | Ch 9 -- Autonomy Noom et al. article Kuther article Byrnes article Ch 10-- Intimacy Adams et al article Ch 11 -- Sexuality Meschke et al. article Ch 13 – Psychosocial Problems Williams & McGillicuddy-De Lisi article |
| Apr 9 | EXAM 3 – IN CLASS worth 10% of final grade | |
| Apr 11 | Exam 4 – TAKE HOME distributed – worth 15% of final grade. Take-home exam due Mon Apr 22 | |

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 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 Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

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.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

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 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.

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 via the Department Office (Admin 275), 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.

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 **Apr 16th, 2012**

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 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 18, 2013**. Last day for registration/change of registration is **January 21, 2013**. The last day to withdraw from this course is **Apr 16th, 2013**.