



**Department of Psychology**  
**Psychology 429(L01) –Adolescence**  
**Winter 2011 – Course Outline**

---

<b>Instructor:</b>	<b>Dr Suzanne Hala</b>	<b>Lecture Location:</b>	SH157
<b>Phone:</b>	403-220-6476	<b>Lecture Days/Time:</b>	MWF
<b>Email:</b>	hala@ucalgary.ca	<b>Lab instructor:</b>	Lee-Ann McKay
		<b>Lab Location:</b>	A248
		<b>Lab days/time</b>	01: T 9:00 02: Th 11:00
<b>Office:</b>	A226	<b>Office</b>	A065
<b>Office Hours:</b>	TBA	<b>Email:</b>	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 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 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](http://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 20<sup>th</sup> 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, 537-549.

## Evaluation

### Lecture Component

Component	Date	% of Final Grade
In-class Exam #1	Feb 7	15%
In-class exam # 2	Mar 14	15%
Final exam	Scheduled by Registrar	35%
Lab	Various	35%

### 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. The format will consist of a combination of short answer (approximately paragraph length) and short essay questions. Note that there are **two** in-class examinations and one final scheduled by the registrar. 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 exams.

### 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. 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%.

### Evaluation of lab component

1<sup>st</sup> Oral Presentation - 3% of final grade

Ethics form - 3% of final grade

Article Critique - 3% of final grade

Popular media article critique - 3% of final grade

2<sup>nd</sup> Oral Presentation - 3% of final grade

Final Research Paper - 20% of final grade  
**Total 35% of final grade.**

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

**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-).

**Tentative Schedule:**

Date	Topic	Required reading
<b>Jan 10 – Feb 7</b>	<p><b>Introduction</b> Theoretical and Historical perspectives</p> <p><b>Transitions</b> Biological Transitions</p> <p>Cognitive Transitions</p> <p>Social 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> <p>Ch 3 – Social Transitions Tilton-Weaver et al. article</p>
<b>Feb 9</b>	<b>EXAM 1</b>	
<b>Feb 21 – 25 will be reading break</b>	<p><b>Contexts of Adolescence</b> Families</p> <p>Peers</p> <p>Work, Leisure and Media</p> <p><b>Psychosocial Development</b></p>	<p>Ch 4 -- Families Shucksmith et al. article</p> <p>Ch 5 – Peer Groups Thurlow article</p> <p>Ch 7 – Work, Leisure and Media</p> <p>Ch 8 -- Identity</p>

	Identity	Meeus et al. article
<b>Mar 14</b>	<b>EXAM 2</b>	
	Autonomy	Ch 9 -- Autonomy Noom et al. article Kuther article Byrnes article
	Intimacy	Ch 10-- Intimacy Adams et al article
	Sexuality	Ch 11 -- Sexuality Meschke et al. article
	Psychosocial Problems	Ch 13 – Psychosocial Problems Williams & McGillicuddy-De Lisi article
<b>To be scheduled by registrar</b>	<b>FINAL EXAM</b>	

### **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**

Students who miss a term test due to a valid and documented official University reason (illness, domestic affliction, or religious conviction) have 48 hours to contact AND schedule a makeup test with the instructor. The onus is on the student to have a makeup test approved and scheduled within 48 hours, or the makeup test option is forfeited. The same process applies to missed makeup tests. At the instructor's discretion, the makeup test may differ significantly in form and/or content from the missed test. However, the makeup test cannot differ in weight (% of final grade) from the missed test. Except in extenuating circumstances (a documented official University medical excuse), a makeup test must be written within 2 weeks of the missed test. Absence from a final exam, and deferral of a final exam, are handled by Enrolment Services (see [http://www.ucalgary.ca/registrar/deferred\\_final](http://www.ucalgary.ca/registrar/deferred_final)). Students absent from a final exam must notify the instructor within 48 hours and must then apply for an official deferred final exam no later than the deadline indicated in the Examinations Schedule.

### **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 an individual's final grade. **To get 2%** added to the final grade in a full-year course, like this one, you have to acquire **a total of 4 bonus credits** towards the course. These credits may be acquired in the Fall and/or the Winter Session. 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 14<sup>th</sup>, 2011**.

### **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 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombuds 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](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **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 **Jan 21<sup>st</sup>, 2011**. Last day for registration/change of registration is **Jan 24<sup>th</sup>, 2011**. The last day to withdraw from this course is **Apr 15<sup>th</sup>, 2011**.