



Psychology 429 – L01	Adolescence	Winter 2017
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Instructor:	Suzanne Hala	Lecture Location:	SH288
Phone:	403-220-6476	Lecture Days/Time:	TuTh 12:30 – 1:45
Email:	hala@ucalgary.ca	Lab Instructor	TBA
		Lab Location	AD248
		Lab days/time	Lab 1 T 9:00 – 10:50 Lab 2 R 9:00 – 10:50

Office: A226

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

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	PLO(s)	Level(s)
Describe and critically evaluate theories of adolescence and adolescent development	1,2,4,5	A,
Critically evaluate primary research articles	2, 4, 5	A
Propose, conduct and convey research that could further our understanding of adolescent development	2, 3, 4, 6,	A, C
Synthesize material from several sources (articles, textbook and lectures) to formulate appropriate debates and conclusions regarding adolescent development	1, 2, 4, 5	A, C
Deliver an effective oral presentation of 1) critique of journal article and 2) findings from a research project on adolescent development conducted as part of the lab component	4, 5	A, C
Write a convincing research report based on the findings from the lab research project on adolescent development	4, 5,1	A

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 background 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. A list of the additional required readings is provided later in this outline. 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

- 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., 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.
- 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.
- 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.
- 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.
- 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.

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 7
In-class exam # 2	20% of final grade	Mar 9

Take-home exam	25% of final grade	Distributed Apr 4 -- Due Apr 13 - - midnight
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Lab Component:

Article critique – written submission (individual student)	3% of final grade	Jan 31/ Feb 2
Ethics form – written submission (individual student)	5 % of final grade	Feb 14/ Feb 16
Article presentation and discussion – oral in class (individual student)	3% of final grade	Feb 28/Mar 2
Oral presentation of results of project (group)	4 % of final grade	Mar 28/ Mar 30
Final research paper – written submission (individual)	20 % of final grade	Due by 4:30 Tuesday Apr 11 at Psychology Main Office

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 outline 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 20%. 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.

Take-home exam – worth 25%. The take-home exam provides an opportunity for students to further demonstrate their critical thinking and master of the course material. The exam will be distributed 9 days prior to the due date for submission of the completed exam. That is, students will have 9 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. 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.

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. Final papers are due by 4:30 on the due date. 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%.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

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-).

Tentative Lecture Schedule

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 contact me via email.

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

Date	Topic	Required reading
Jan 10 – Feb 2	Introduction Theoretical and Historical perspectives Transitions Biological Transitions Cognitive Transitions Social Transitions	Introduction (text) Dubas et al. article Ch 1—Biological Transitions Kaltiala-Heino et al. article Huon et al. article Ch 2 – Cognitive Transitions Felton article Ch 3 – Social Transitions Tilton-Weaver et al. article

F Jan 20	Last day to drop Winter Term half-courses.	
M Jan 23	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
Feb 7	EXAM 1 – worth 20% of final grade	In-class exam
Feb 9 – Mar 7	Contexts of Adolescence Families Peers Work, Leisure and Media Psychosocial Development Identity	Ch 4 – Families Moilainen et al. article Ch 5 – Peer Groups Thurlow article Ch 7 – Work, Leisure and Media Ch 8 -- Identity Meeus et al. article
<i>Feb 19-26 will be reading break</i>	No lectures. University open (except Family Day).	
Mar 9	EXAM 2 – worth 20% of final grade	In-Class exam
Mar 14 – Apr 11	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 Valiente et al. article
Apr 4	Exam 3 – TAKE HOME distributed – worth 25% of final grade.	Take- home exam due Thursday April 13 midnight

W Apr 12	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half	
F Apr 14	Good Friday. No Classes. University Closed	
Apr 15-26	Winter Term Final Examinations.	

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; no reappraisal of term work is permitted after the 15 days. 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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 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-review-and-makeup-exams>. 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. Under no circumstances will this be accommodated by the department.

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. Under no circumstances will this be accommodated by the department.

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.

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 **April 12, 2017**.

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:
Student Union Faculty Rep.:

Phone: 403-220-3911

suvpaca@ucalgary.ca
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 **January 20, 2017**. Last day for registration/change of registration is **January 23, 2017**. The last day to withdraw from this course is **April 12, 2017**.