



PSYC 429-01	Adolescence	Winter 2018
--------------------	--------------------	--------------------

Instructor:	Suzanne Hala	Lecture Location:	ICT116
Phone:	403-220-6476	Lecture Days/Time:	TuTh 12:30- 13:45
Email:	hala@ucalgary.ca	Lab 1	T 9:00-10:50 AD 248
		Lab 1 Instructor	TBA
		Lab 2	R 9:00-10:50
		Lab 2 Instructor	TBA
Office:	AD 226		

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	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, Article critique presentation Research articles required reading for all exams	2, 4, 5	A
Propose, conduct and convey research that could further our understanding of adolescent development	Lab component – design research project, complete ethics form, create data set, present research, final written research report	2, 3, 4, 6,	A,C
Synthesize material from several sources (articles, textbook	In class essay portion	1, 2, 4,	A,C

and lectures) to formulate appropriate debates and conclusions regarding adolescent development	of exams and final take-home exam	5	
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	In lab Individual presentations for article Group presentations for Research Project	4, 5	A,C
Write a convincing research report based on the findings from the lab research project on adolescent development	In lab Final Written Research Report	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 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. 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

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.

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.

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.

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.

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

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

Lecture Component

Lecture Component

In-class Exam #1	20% of Final Grade	Feb 8
In-class Exam #2	20% of Final Grade	Mar 13
Take-home exam	25% of Final Grade	Distributed Apr 5 – Due Apr 14 midnight via email

Lab Component

Worth 35% of Final Grade

Article critique – written submission (individual student)	12% of lab grade	Lab 1 Jan30 Lab 2 Feb1
Ethics form – written submission (individual student)	12% of lab grade	Lab 1 Feb 13 Lab 2 Feb 15
Article presentation and discussion – oral in class (individual student)	12% of lab grade	Lab 1 Feb 27 and Mar 6 Lab 2 Mar 1 and Mar 8
Oral presentation of results of project (group)	12% of lab grade	Lab 1 Mar 27 Lab 2 Mar 29
Final research paper – written submission (individual)	52% of lab grade	Apr 10 – midnight to be submitted electronically in Drop Box on 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 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% 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 25% 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 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. 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.

Laboratory component – worth 35% of final grade

The lab component is designed to provide students with 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 composition and analyses, writing research reports and presenting the research findings. The specifics of the lab assignments will be described in greater detail in the labs. In general they comprise the following:

- **Article Critique – worth 12% of the lab 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.

- **Ethics Form – worth 12% of the lab grade**

Individual written assignment

Each student will submit a completed version of an ethics form (the form will be posted). Note that students will not actually test adolescent participants but, later, will be creating mock data sets. Because students will not be testing real participants this form will only be submitted to your lab instructor. Though real participants will not be tested understanding ethical guidelines and the appropriateness of procedures are important components of research training. Students are to complete the form, including the project summary, individually and without collaboration with their group members.

- **Article presentation and Discussion—worth 12% of lab grade**
Individual Presentation and discussion lead
Each student will present a summary and critique of an article focusing on adolescence. The article should be relevant to your group project but must be different from the one used in the Article Critique assignment and different from articles chosen by other members of the group.
- **Oral Presentation of Project – worth 12% of lab grade**
Group presentation
Each group will present their project to the lab. 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 52% of lab grade**
Individual written assignment
Each student will write an individual research report based on their proposed research and the analyses of the mock data they constructed. While the mock data 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 finale write-up that is submitted.

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 electronically by midnight on the due date. 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%.

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 9 – Feb 1	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 19	Last day to drop Winter Term half-courses.	
M Jan 22	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.	
F Jan 29	Fee payment deadline for Winter Term fees.	
Feb 8	EXAM 1 – worth 20% of final grade	In-class exam
Feb 13 – Mar 13	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 18-25 will be reading break</i>	No lectures. University open (except Family Day Feb 19).	
Mar 13	EXAM 2 – worth 20% of final grade	In-Class exam
Mar 15 – Apr 10	Autonomy Intimacy Sexuality Psychosocial Problems	Ch 9 -- Autonomy Van der Giessen et al. article Vera-Estay et al article Byrnes article Ch 10-- Intimacy Appel & Shulman article Ch 11 -- Sexuality Meschke et al. article Ch 13 – Psychosocial Problems Valiente et al. article

Apr 3	Exam 3 – TAKE HOME distributed – worth 25% of final grade.	Take- home exam due electronically April 14 midnight
Apr 13	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half	

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 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.

Absence From A Test/Exam

Makeup tests/exams require 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. 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. 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 **April 13, 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 [suyvaca@ucalgary.ca](mailto:suypaca@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 **January 19, 2018**. Last day for registration/change of registration is **January 22, 2018**. The last day to withdraw from this course is **April 13, 2018**.

