Course Description and Syllabus

Course Information

PSY 224 – Psychology of Adolescence
Summer, 2017

Course description: During the twentieth century and continuing into the twenty-first century, adolescence has emerged as an increasingly important period in the human life span. In this course, we will examine the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. In the first section of the course, biological and cognitive transitions of adolescence will be explored. The second section of the course will focus on the role of the family and peers in adolescent development. Finally, the third section of the course will review various aspects of psychosocial development during adolescence. Presentation of the material will be via lectures and assigned readings, as well as online discussions.

Number of credit hours: 3

Prerequisites: PSY 100

URL for Syllabus/Course: bb.courses.maine.edu

Faculty Information

Name: Cynthia A. Erdley, Ph.D.

Phone: 207-581-2040

Fax: 207-581-6128

E-mail address: erdley@maine.edu

Physical Location: 368 Little Hall

Office hours: By appointment. The most effective way to reach me is to contact me by email.
**Instructional Materials**


Other supporting materials: PowerPoint presentations and exam review sheets will be posted on Blackboard.

**Technology Information**

You will need a MaineStreet/UNET account for this class. Information about how to activate this account can be found at [http://umaineonline.umaine.edu/tech-support/getting-started/](http://umaineonline.umaine.edu/tech-support/getting-started/)

This course will be run through Blackboard. You will be able to access the lectures, PowerPoint presentations, discussion board, review sheets, announcements, etc. on this site. You will also take exams using Blackboard ([https://bb.courses.maine.edu](https://bb.courses.maine.edu)).

If you need assistance with technical issues, please contact

*UMaine Online Technical Support*

dlltechhelp@maine.edu

**Toll Free: 1-877-947-4357**

**Local: (207) 581-4591**

Summer Office Hours: 8AM to 4:30PM, Monday-Friday

**Student Learning Outcomes**

Course Goals:

This course will introduce you to adolescence, a unique period of human development. You will learn how and why until the early part of the 20th century, adolescence was not even considered a developmental period. In contrast, today scientists have developed a much more complete understanding the unique aspects of adolescents’ physical, cognitive, social, and emotional development. A major goal of this course is to introduce you to empirical studies of adolescents and to encourage you to be an active and critical consumer of this information. After completing PSY 224, you will be able to describe, identify, and apply principles of physical, cognitive, social, and emotional development during the adolescent years.
Student Learning Outcomes:

1. Describe and identify concepts, facts, and theoretical perspectives related to typical and atypical development across the physical, cognitive, social, and emotional domains of adolescent development.
   
a. Describe the historical perspective of adolescence.
b. Describe the contributions of heredity and environment to adolescent development.
c. Describe the role of culture in adolescent development.
d. Describe the various explanations of adolescent development proposed by cognitive-developmental, social-cognitive, information processing, psychosexual, and psychosocial theorists.
e. Describe developmental processes, periods, transitions, and issues in the physical, cognitive, social, and emotional domains.

2. Describe and identify concepts, facts, and theoretical perspectives related to individual differences in adolescent development.
   
a. Describe the determinants, characteristics, and psychological dimensions of individual differences in puberty.
b. Describe the determinants, characteristics, and psychological dimensions of individual differences in adolescent sexual behavior.
c. Describe the factors that contribute to individual differences in adolescents’ levels of success in their peer relationships.
d. Describe the factors that contribute to individual differences in self-concept, self-esteem, and personal identity in adolescents.
e. Describe the factors that contribute to individual differences in adolescents’ vulnerability to psychosocial problems, including eating disorders, substance use, depression, and suicidal behavior.

3. Describe and identify the basic research and evaluation methods used in the study of adolescent development, including the strengths and weaknesses of each method.
   
a. Assess the strengths and weaknesses of cross-sectional, longitudinal, and sequential research designs.
b. Describe the psychometric approach to individual differences in cognitive ability, achievement, and personality development in adolescence.

c. Describe the methods used by researchers to assess adolescents’ peer experiences.

d. Describe the methods that clinicians use to diagnose psychological disorders in adolescence.

4. Apply principles derived from the study of adolescent development to real-world issues and problems of adolescence.
   a. Evaluate approaches to secondary school education (including standardized assessments) with regard to consistency with principles of cognitive development.
   b. Apply knowledge of parenting styles to real-world and fictional scenarios involving teens and parents.
   c. Apply knowledge of peer relationships experiences to better understand ways to prevent peer victimization and effectively intervene with those having difficulties in the peer world.
   d. Assess the effectiveness of the various approaches to sex education.

Instructional Objectives:

1. Students will gain an understanding of how adolescence emerged as a unique developmental period and why the adolescent period has lengthened in contemporary society.
2. Students will gain knowledge of concepts and research regarding physical, cognitive, social, and emotional development in adolescents.
3. Students will become critical consumers of research findings and how research results are interpreted.
4. Students will be able to make connections across various areas of development and acquire an understanding of how one area of development impacts other areas of adolescent functioning.
5. Students will be able to apply course concepts to their understanding and interpretation of real life situations.
Grading and Course Expectations

Your grade will be determined by your weekly participation in online discussions (25%) and your grades on the three exams (25% each). Each week, I will post two major discussion questions relevant to the upcoming week’s material. You are expected to contribute at least 3 posts to the discussion. At least one of those posts must be a response to another group member’s comments. You will be evaluated based on the quality and quantity of your posts and given a grade that ranges from 0 to 10 points for each week.

Each of the three exams will consist of 60% multiple choice questions and 40% essay questions. More specifically, there will be 30 multiple choice questions (worth 2 points each), and you will have a choice with the essay questions, such that you will be given 5 essay questions, and you will respond to 4 of them (worth 10 points each). The material covered in each exam will be approximately 70% from lecture material and 30% from textbook material. Note that the third exam is not a cumulative exam. Exams will be given at the end of Weeks 2, 4, and 6 of the course. Each exam will be available on Blackboard from 9AM on Thursday to 11PM on Friday. Please see the course schedule for specific scheduling details. You will have one attempt to complete the exam. Once you begin the exam, you will have 75 minutes to work on it. An extra credit opportunity is available, and this is described below.

Grading Distribution

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<tr>
<td>Weekly Discussion/Participation</td>
<td>25%</td>
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<tr>
<td>Exams (3 at 25% each)</td>
<td>75%</td>
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<td>Total</td>
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Extra Credit Opportunity

If you would like to earn extra credit points for this course, you can do so by completing an extra credit project. This project involves locating a recently published (2016, 2017) article that is relevant to the psychology of adolescence. You can look for articles in popular magazines (e.g., Time, Newsweek, parenting magazines, magazines geared for teenagers). Articles that appear online are also appropriate. Topics might include issues such as the pubertal process, parent-adolescent relations, peer relationships in adolescence, school violence, dating, teen pregnancy, eating disorders, substance abuse,
juvenile delinquency, depression, suicide, etc. Please summarize the major points of the article. Then, discuss how the content of the article fits in with material contained in class lectures and/or your textbook. Is the information in the article consistent with what we have covered in class or not? What new information have you learned? Do you agree with the approach of the article (e.g., is appropriate research cited, does the article seem to be objective or subjective in nature)?

Your paper should be 2-3 pages, typed. Also, please submit a copy of the article (or a link to the article, if it is available online) along with your summary/critique. This assignment is worth up to 10 points. These points will be added to the TOTAL number of points you earn in the course. Final grades are determined by this equation (Discussion/Participation Points + Exam 1 score + Exam 2 score + Exam 3 score + extra credit points)/4. All extra credit papers are due on Friday, June 23, 2017 by 11PM. This assignment should be submitted to me electronically (erdley@maine.edu).

Assignment of Final Grades

Final grades will be based on the total number of points earned on the three exams, participation points, and the extra credit paper. The basic distribution for the final grades will be:

- 93% to 100% = A
- 90% to 92.9% = A-
- 87% to 89.9% = B+
- 83% to 86.9% = B
- 80% to 82.9% = B-
- 77% to 79.9% = C+
- 73% to 76.9% = C
- 70% to 72.9% = C-
- 67% to 69.9% = D+
- 63% to 66.9% = D
- 60% to 62.9% = D-
- 59.9% or lower = F

Incomplete grades will be given only under special circumstances and must be discussed with the instructor prior to the last week of class (i.e., by June 19, 2017).
Class Participation/Discussion

Although this course gives you flexibility in completing the requirements, you are expected to adhere to the weekly schedule. It is extremely important that you view the lectures during the week in which they are scheduled. To encourage more active engagement with the course material, you are required to contribute at least three posts in response to the two major discussion questions I will post at the beginning of each week. I would like you to respond to my questions (at least one post in response to each question), and at least one of your posts should be in response to comments/questions posed by others in your discussion group. It is critical to be civil in your comments and to be respectful of others’ comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your participation. Also, within your comments, please do NOT reveal the identity of specific individuals (e.g., “When a friend of mine experienced early puberty... and NOT “When my friend Jane Doe experienced early puberty...”). Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing.

In terms of due dates/times, you need to make at least one post by 5PM on Thursday of the particular week. This is so that your discussion group members will have time to post a response. All contributions for a specific week (a total of at least three) must be made by Friday at 11PM of the week. Class participation for a particular week cannot be made up at a later time.

Make-up exams

Arrangements for an alternative time to take the exam will be considered only if you notify the instructor before the scheduled time of the exam.
Academic Honesty

Academic honesty is very important. **It is dishonest to cheat on the exams by consulting your notes, textbook, or other materials.** It is also dishonest to copy papers, to submit papers written by another person, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with Disabilities

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course Schedule

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:
For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000. For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/
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<th>Date</th>
<th>Topics</th>
<th>Reading Assignment</th>
<th>Work due</th>
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| May 15-19       | Introduction, Biological Transitions        | Introduction of Steinberg text, Ch. 1 and 3   | **May 18** – at least 1 post to class discussion  
|                 |                                             |                                               | **May 19** – at least 2 additional posts to class discussion          |
| May 22-May 26   | Cognitive Transitions, Schools, Achievement Motivation | Ch. 2, 6, and 12                             | **May 25** – at least 1 post to class discussion  
|                 |                                             |                                               | **May 26** – at least 2 additional posts to class discussion          |
|                 |                                             |                                               | **May 25 at 9AM to May 26 at 11PM – EXAM 1** |
| May 29-June 2   | Family, Peer Relationships                  | Ch. 4                                         | **June 1** – at least 1 post to class discussion  
|                 |                                             |                                               | **June 2** – at least 2 additional posts to class discussion          |
|                 |                                             |                                               | **June 8 at 9AM to June 9 at 11PM – EXAM 2**  |
| June 5-9        | Peer Relationships                          | Ch. 5 and 10                                  | **June 8** – at least 1 post to class discussion  
|                 |                                             |                                               | **June 9** – at least 2 additional posts to class discussion          |
| June 12-16 | Work and Leisure, Sexuality | Ch. 7 and 11 | **June 15** – at least 1 post to class discussion  
**June 16** – at least 2 additional posts to class discussion |
|--------------|-----------------------------|-------------|--------------------------------------------------|
| June 19-23   | Psychosocial Problems       | Ch. 11      | **June 22** – at least 1 post to class discussion  
**June 23** – at least 2 additional posts to class discussion  
**June 22** at 9AM to **June 23** at 11PM – **EXAM 3**  
**June 23 by 11PM** – extra credit papers due |

Final date for all work to be in, unless other arrangements have been made with instructor:

*June 23, 2017*