**PSY 331-01 –** Adolescent Development\*

Tu/Th 10:00 to 11:15 LOH 178

Winter 2023

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Please put “*Psych 331*” in the subject line of your email. I will do my best to respond to emails within 48 hours if they are received Monday-Friday. Send me a gentle reminder if you didn’t receive a reply after two days. See me during office hours if you have any questions/concerns that may require a lengthy response.

\*This syllabus is subject to change. Changes (if any) will be announced in class or posted on Blackboard. Students are responsible for keeping informed of any such notices.

***Office hours in person or on Zoom:*** Tuesdays & Thursdays, 11:15 to 12:30 or by appointment.

https://gvsu-edu.zoom.us/j/9308966369?pwd=NVV2Z2tBbTR3a1RhcDJqakhmWVlYZz09

Meeting ID: 930 896 6369

Passcode: 6CYPA5

***Textbook****:* Arnett, J. J. (2018, 6th ed). *Adolescence and Emerging Adulthood. A Cultural Approach*. Pearson Education, Inc. Your course is participating in the GVSU SAVE program. This means your course material will be delivered to you via a link on the course’s Blackboard page. Your required course materials will be available prior to the first day of class through your BlackBoard account. You will be charged for the course materials via your GVSU student account and a “GVSU SAVE Charge” will appear on your student bill. **The deadline to opt-out of the SAVE program is Friday, January 20**. Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at:

<https://lakerstore.gvsu.edu/gvsusave>

**Course Overview:**

Development happens on multiple levels (biologically, cognitively, socially, and emotionally) and in multiple contexts (family, school, community, media, culture, peers, and friendships). In this course, you will learn that adolescent development is not simply more of the processes and development of childhood, but is functionally and qualitatively different. In addition to considering the typically defined stage of adolescence, this course will consider the evidence for a new developmental stage “emerging adulthood,” as an extension of adolescence. Throughout the semester, we will look at how the research is done in this developmental field.

**Course Format:**

Classes will be a mixture of lecture and discussion, with stronger focus on lecture. In order to be fully engaged and to participate in class, it is essential that you read and think about the material to be covered before you come to class. In the beginning of each week, materials for every new chapter will be posted on Blackboard: lecture notes, videos you need to watch on your own, additional readings, etc. At the end of every week (Bb link open from Friday morning to Monday night), there will be an online multiple-choice quiz covering material from the textbook, additional readings or documentary assigned for that particular week.

**Course Objectives:**

* To gain a better understanding of the effects of a variety of physical/environmental influences, culture, and life changes on youth development and psychological well-being,
* To understand how our current knowledge of human development can be applied to improve the lives of adolescents,
* To improve your ability to communicate both orally and in writing.

**Course Outcome Measures:**

Your final grade will be based on the total number of points that you receive on one midterm exam, a final exam, weekly online quizzes, in-class activities and homework assignments, and a MAJOR group project.

EXAMS: Each exam consists of multiple-choice questions drawn from lectures, readings, class discussions, and videos. The exams are designed to assess your *comprehension* of the material, rather than superficial memorization.

“Youth Around the World” Project (oral in-class presentation and written paper, groups of 4 students): you will first choose 3 countries that are different in terms of history, geographic location, cultural norms, and traditions. You will be asked to research cultural and psychological aspects of youth development in those specific countries (e.g., family or peer relations, self and identity development, career development, mental health, social media use, etc.). Detailed instructions will be provided in class and posted on BlackBoard.

Quizzes/in-class activities/homework: these will be assigned throughout the semester (usually 5 points each). All quizzes will be administered online via Blackboard.

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | **Final Grade** |
|  | **Points** | **Percentage** | A 94 - 100% |
| *Midterm Exam 1* | 70 | 20.29% | A- 90 – 93% |
| *Final Exam* | 100 | 28.99% | B+ 87 - 89% |
| *Quizzes 5x11*  *In-class activities/Homework* | 55  30 | 24.64% | B 84 – 86% |
| *Group Presentation & Paper* | 90 | 26.09 | B- 80 – 83% |
|  |  |  | C+ 77 – 79% |
| ***Total*** | **345** | **100 %** | C 74 - 76% |
|  |  |  | C- 70 – 73% |
|  |  |  | D+ 67 – 69% |
|  |  |  | D 60 – 66% |
|  |  |  | F 59% and lower |

**Integrity of Scholarship and Grades:** All academic work will be done by the student to whom it was assigned. Anyone caught cheating (e.g., procuring, providing or accepting any materials which contain questions or answers to any exam or assignment, submitting work that has been previously graded) or plagiarizing (taking ideas or material from another source for either written or oral presentation without acknowledging the original source) will be dropped from the course, given an F, and referred to the University for further action. Cheating is a serious violation of academic integrity. For more information on academic honesty please see the GVSU student code <http://www.gvsu.edu/studentcode/section-4-academic-integrity-of-grades-and-scholarship-73.htm>

This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

**HOW TO SUCCEED IN PSYCH 331:**

* Read textbook Chapter(s) associated with each lecture *before* the lecture is given in class.
* Prepare for exams well in advance. You should re-read your lecture notes and review material on a weekly basis. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.

**Your resources:**

Often the most exciting and interesting resources are the ones that you bring to the course. Issues related to adolescence and teens themselves are often in the media. If you discover an interesting book, article, news event, or any other resource, please don’t hesitate to send it to me. I will review it and send it to the class and/or post it on Blackboard.

**TENTATIVE COURSE SCHEDULE & READING ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
|  | **Topic** | **Readings** |
| **Week 1**  **Jan 10 and 12** | Course Overview & Introduction  Friday to Monday: Online Quiz #1 | Ch. 1 |
| **Week 2**  **Jan 17 and 19** | Biological Foundations  Friday to Monday: Online Quiz #2 | Ch. 2 |
| **Week 3**  **Jan 24 and 26** | Cognitive Foundations  In-class activity: Complex Decision Making  Friday to Monday: Online Quiz #3  Gene-Env Interaction Homework due Jan 27 | Ch. 3 |
| **Week 4**  **Jan 31 and Feb 2** | Cultural Beliefs  In-class activity: Morality  Friday to Monday: Online Quiz #4  Th: In-class Discussion of Group Projects First Drafts | Ch. 4 |
| **Week 5**  **Feb 7 and 9** | Gender  Friday to Monday: Online Quiz #5 | Ch. 5 |
| **Week 6**  **Feb 14 and 16** | Feb 14: First Exam (Ch. 1, 2, 3, 4, 5)  Thursday: The Self | Ch. 6 |
| **Week 7**  **Feb 21 and 23** | Family Relationships  Friday to Monday: Online Quiz #6 | Ch. 7 |
| **Week 8**  **Feb 28 and March 2** | Friends and Peers  Friday to Monday: Online Quiz #7 | Ch. 8 |
| **Week 9** | **Spring Break** |  |
| **Week 10** **March 14&16** | Love and Sexuality  Friday to Monday: Online Quiz #8 | Ch. 9 |
| **Week 11**  **March 21&23** | School  Friday to Monday: Online Quiz #9 | Ch. 10 |
| **Week 12**  **March 28&30** | Work  Friday to Monday: Online Quiz #10 | Ch. 11 |
| **Week 13**  **April 4 & 6** | Media  Friday to Monday: Online Quiz #11 | Ch. 12 |
| **Week 14**  **April 11 and 13** | Problems and Resilience  Final Exam April 13 | Ch. 13 |
| **Week 15**  **April 18 and 20** | Group Presentations  Paper due April 20 |  |
| **Final Exam Week** Group Presentations  Thursday, April 27, 10:00 am - 11:50 am | | |

**The Science of Adolescent Development**

*Scientific Organizations:*

The Society for Adolescent Medicine (SAM) [www.adolescenthealth.org](http://www.adolescenthealth.org).

From their website: “SAM is a multi-disciplinary organization of health professionals who are committed to advancing the health and well-being of adolescents. Through education, research, clinical services, and advocacy activities, members of the Society for Adolescent Medicine strive to enhance public and professional awareness of adolescent health issues among families, educators, policy makers, youth-serving organizations, students who are considering a health career as well as other health professionals. SAM members come from many different professional disciplines but share the common goal of better understanding the unique health needs and concerns of adolescents.”

The Society for Research on Adolescence (SRA). [www.s-r-a.org](http://www.s-r-a.org).

From their website: “The Society for Research on Adolescence (SRA) is a rapidly growing, dynamic society focused on the theoretical, empirical, and policy research issues of adolescence. Through its biennial meetings and publishing efforts, SRA promotes the dissemination of research on adolescents and serves as a network and forum for its members. SRA publishes both the Journal of Research on Adolescence and a bi-annual Newsletter.”

*Scientific Peer-Reviewed Journals on Adolescence:*

You may find it useful to access the following peer-reviewed scientific journals that focus on adolescence either wholly or in part. There are many other journals that publish peer-reviewed research on adolescence. But, these are some of the most prominent ones. Those journals marked with an asterisk (\*) are generally considered to be the best journals in the field.

• *Adolescence*

• *Applied Developmental Science*

• *Child Development\**

• *Developmental Psychology*

*Emerging Adulthood*

• *Journal of Adolescence*

• *Journal of Adolescent Health*

• *Journal of Adolescent Research*

• *Journal of Applied Developmental Psychology*

• *Journal of Early Adolescence*

• *Journal of Educational Psychology\**

• *Journal of Research on Adolescence\**

• *Journal of Youth and Adolescence*