

PSY 331-01 – Adolescent Development
Tu/Th 11:30 to 12:45 Au Sable Hall 2120
Winter 2017

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Office hours: Online office hours (using Blackboard Collaborate), Monday 11 to 12 and Wednesday 12 to 1.

E-mail: Please be aware that I may not respond to email inquiries that involve information that has already been covered in the syllabus or in class.

*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.

Textbook: Arnett, J. J. (2013, 5th ed). *Adolescence and Emerging Adulthood. A Cultural Approach*. Pearson Education, Inc.

Additional material will be distributed in class or posted on Blackboard.

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, discussion, and in-class activities, 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. This will enhance your learning experience.

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 two midterm exams, a final exam, a number of quizzes/small group work/homework assignments, and a group project. Maximum 10 extra credit points will be offered (more explanations will be given in class).

EXAMS: Each exam consists of multiple-choice questions drawn from lectures, readings, class discussions, and videos (watched in- or outside of class). The exams are designed to assess your *comprehension* of the material, rather than superficial memorization. Please note that to do well on the exams you will need to attend class regularly as some of the material presented in class may NOT be found in your textbook. On the other hand, not all material from the textbook will be covered in class, but it is still required for exams. Make-up exams will not be given unless there is a family emergency or a severe personal health problem. In such cases, please notify me

by email BEFORE the scheduled exam time. If you miss any of the exams without a legitimate reason, you will receive a zero. No exams will be given prior to the scheduled date.

“Youth Around the World” Presentation and Paper (groups of 4 students): you will choose a world region and select 3 countries within that region which differ from each other in terms of history, political philosophy and/or traditions. You will be asked to compare and contrast the similarities and differences among these countries within that specific region in relation to aspects of youth social development (e.g., family, peer relations, self) covered in class. Detailed instructions will be provided in class.

(6) Quizzes/ (2) in-class activities / (2) homeworks: these will be assigned throughout the semester (usually 5 points each). All quizzes will be administered online via Blackboard. There will be no makeup opportunities for any of the in-class work.

Grading Scale

			Final Grade
	Points	Percentage	A 94 - 100%
<i>Exam 1</i>	50	20%	A- 90 – 93%
<i>Exam 2</i>	50	20%	B+ 87 - 89%
<i>Final Exam</i>	40	16%	B 84 – 86%
<i>Quizzes, in-class activities, homework</i>	50	20%	B- 80 – 83%
<i>Group Presentation & Paper</i>	60	24%	C+ 77 – 79%
Total	250	100 %	C 74 - 76%
			C- 70 – 73%
			D+ 67 – 69%
			D 60 – 66%
			F 59% and lower

Attendance:

Attendance will not be taken. BUT, you will be expected to come to every class, prepared to ask questions and discuss issues. Participating in group discussions, and reading assigned materials before and after class are crucial to getting a good grade and learning something from this class. If you are unable to attend class, make sure to find out what has been covered in class (from your colleagues, NOT FROM THE INSTRUCTOR). Students are responsible for checking Blackboard each time before class for announcements.

Please turn off your cell phone in class and use laptops for class purposes only!!

Academic Honesty:

Violations of the standards of Academic Honesty will be met with severe penalties. In addition to referral to the appropriate university committee, anyone known to be plagiarizing material or copying from another person's exam will receive a grade of zero on that assignment or exam.

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	Ch. 1
Week 2 Jan 17 and 19	Biological Foundations	Ch. 2
Week 3 Jan 24 and 26	Cognitive Foundations	Ch. 3
Week 4 Jan 31 and Feb 2	Cultural Beliefs	Ch. 4
Week 5 Feb 7 and 9	Cultural Beliefs cont'd Feb 9: First Exam (Ch. 1, 2, 3, 4)	
Week 6 Feb 14 and 16	Gender	Ch. 5
Week 7 Feb 21 and 23	The Self	Ch. 6
Week 8 Feb 28 and March 2	Family Relationships	Ch. 7
Week 9 March 6 and 12	Spring Break	
Week 10 March 14&16	Friends and Peers	Ch. 8
Week 11 March 21&23	March 21: Exam 2 (Ch. 5, 6, 7, 8) March 23: In-class activities and Video	
Week 12 March 28&30	School and Work	Ch. 10 and 11
Week 13 April 4 and 6	Love and Sexuality/ Problems and Resilience	Ch. 9 and 13
Week 14 April 11 and 13	Group Presentations	
Week 15 April 18 and 20	Group Presentations Paper due April 20	
Final Exam Wednesday, April 26, 12:00 pm - 1:50 pm		

The Science of Adolescent Development

Scientific Organizations:

The Society for Adolescent Medicine (SAM) 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.

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**
- *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*