PSY 331-01 – Adolescent Development Tu/Th 11:30 to 12:45 Au Sable Hall 1310 Winter 2020

Instructor: Mihaela Friedlmeier, Ph.D. Phone: 616-331-8706 (office)

Office: ASH 2309 616-331-2195 (Psych Dep)

E-mail: friedlmm@gvsu.edu

Office hours: Tuesdays & Thursdays, 1:15 to 2:15, Tuesdays 10:15 to 11:15, and by appointment.

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; 2018, 6th ed). *Adolescence and Emerging Adulthood. A Cultural Approach.* Pearson Education, Inc. Another option is to purchase a <u>Revel access card</u> from the University bookstore (without print book). When you register, you will have the option to purchase a print book for \$19.99, which will be shipped to you.

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. A total of 5 extra credit points ca be earned in this class from attending one of the announced on-campus events.

<u>EXAMS</u>: 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.

<u>Quizzes/ in-class activities / homeworks:</u> 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
	<u>Points</u>	<u>Percentage</u>	A 94 - 100%
Exam 1	50	20%	A- 90 – 93%
Exam 2	50	20%	B+ 87 - 89%
Final Exam	40	16%	B 84 – 86%
Quizzes, in-class activities, homework	50	20%	B- 80 – 83%
Group Presentation & Paper	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	Course Overview & Introduction	Ch. 1
Jan 7 and 9	50 6 130	
Week 2	Biological Foundations	Ch. 2
Jan 14 and 16	-	
Week 3	Cognitive Foundations	Ch. 3
Jan 21 and 23		
Week 4 Jan 28 and 30	Cultural Beliefs	Ch. 4
Week 5	Feb 4: First Exam (Ch. 1, 2, 3, 4)	
Feb 4 and 6	Th: In-class Discussion of Group Projects (First Drafts)	
Week 6	Gender	Ch. 5
Feb 11 and 13	Gender	
Week 7	The Self	Ch. 6
Feb 18 and 20		
Week 8	Family Relationships	Ch. 7
Feb 25 and 27		
Week 9 March 3 and 5	Spring Break	
Week 10		
Week 10 March 10&12	Friends and Peers	Ch. 8
Week 11	March 17: Exam 2 (Ch. 5, 6, 7, 8)	
March 17&19	March 23: In-class activities and Video	
Week 12	School and Work	Ch. 10 and 11
March 24&26	School and Work	Cii. 10 and 11
Week 13	Love and Sexuality/ Problems and Resilience	Ch. 9 and 13
March 31/April 2		
Week 14	Group Presentations	
April 7 and 9	-	
Week 15	Group Presentations	
April 14 and 16	Paper due April 16	
	Final Exam Tuesday, April 21, 10:00 am - 11:50 am	

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 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