

PSY 331 – Adolescent Development
Winter, 2019

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Office Hours: MWF 3-4 p.m., and by appointment
 Section 01 MWF 12-12:50 2310 ASH

Text Required: Adolescence, by Steinberg, L., 11th ed., 2017, McGraw-Hill.

Course Description: This course is designed to provide students with a broad survey of development within the period of adolescence. Changes in the areas of physical, cognitive, and social/emotional development will be discussed, along with the multiple contexts (family, school, community, media, culture, peers, friendships) in which development occurs. Discussion of developmental problems and controversial issues in adolescence will also be included. Students will learn about current knowledge in adolescent development, research methods and findings, theoretical explanations, practical applications of material, and traditional as well as current issues in the field.

Course Objectives:

Upon successful completion of this course students will be able to:

- Describe, and think critically about, changes during adolescence and emerging adulthood.
- Discuss both traditional and current explanations for trends in adolescents' physical, cognitive, and social/emotional growth.
- Understand the scientific method and apply it to the understanding of adolescent behavior and development.
- Understand how our current knowledge of human development can be applied to improve the lives of adolescents and emerging adults.

Exams: Exam 1 Mon., Feb. 4
 Exam 2 Wed., Feb. 27
 Exam 3 Mon., April 1
 Exam 4 Wed., April 24, 2-3:50

Each exam will consist primarily of multiple choice questions, along with the possibility of a few fill-in and short answer questions, and will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material). This includes the final exam. The final exam is not cumulative.

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

Term Paper Topic: Write a paper in which you relate course material on adolescent development (from text readings, lectures, discussions, etc.) to your own adolescent experiences and development. Essentially, discuss and interpret some of your adolescent experiences in terms of information you are learning in this course. It is important to explain/discuss the course information you select (whether it is theory, research, concepts, developmental changes, etc.) in some detail/depth, and then show how it relates to your experiences as an adolescent. As a rule of thumb, your audience consists of college students who are not familiar with any of the content of this course, so explain appropriately for them to understand.

Paper should be typed, double-spaced, reasonable font-size and margins, approx. 10+ or – pages of text, with reference page. Paper will be graded on a % basis, and is equivalent to one exam score. **Due Mon., April 8**, beginning of class. No late papers accepted.

Extra Credit- There may be an extra credit option offered towards the end of the semester. Details will be provided later.

Grades: Final grades will be based on calculating the mean percent of the six exam scores and the term paper score (thus, each counts 20% of final grade). Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A-= 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B-= 80-82.9%	C-= 70-72.9%	F = 0-59.9%

DATE-week of	COURSE OUTLINE	READINGS
Jan. 7-11	Introduction, Developmental Issues	Chpts. Intro., 1,3,7
Jan. 14-18	Theoretical Perspectives on Adolescence	
Jan. 21	<u>Mon.-No Class- MLK Day</u>	
Jan. 22-25	Research Methods in Development, Physical/Biological Development	
Jan. 28-Feb.1	Social Transitions, Work/Leisure/Media	
Feb. 4	<u>MON.-EXAM 1 – Chapters Intro., 1,3,7</u>	
Feb. 5-8	Cognitive Development-Piaget, Vygotsky	Chpts. 2,6,12
Feb. 11-15	Information Processing, Memory Development, Creativity	
Feb. 18-22	Intelligence, Schools & Education, Achievement	
Feb. 25	Achievement	
Feb. 27	<u>WED.-EXAM 2 – Chapters 2,6,12</u>	
March 1	Family Influences	Chpts. 4,8,9
March 4-8	SPRING BREAK	
March 11-15	Family Influences	
March 18-22	Identity	
March 25-29	Autonomy	
April 1	<u>MON.-EXAM 3 – Chapters 4,8,9</u>	
April 2-5	Peer Influences	Chpts. 5,10,11,13
April 8-12	Peer Relationships, Intimacy, Sexuality	
April 15-19	Psychosocial Problems in Adolescence, Summary/Conclusion	
<u>EXAM 4 – Chapters 5,10,11,13 -Wed., April 24, 2-3:50</u>		

Special Accommodations: If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

Annoyances of Mass Distraction: This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). You are here to give your attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will ask you to leave. This includes the following:

I do not want to see a phone (or similar e-device). Turn it off and put it away. A phone on a desk, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words).

Sorry, no laptops or similar electronic devices allowed for note taking or anything else.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

Academic Integrity: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

Professors' Pet Peeves (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.