

PSY 331-01 – Adolescent Development*
Tu/Th 11:30 to 12:45 Au Sable Hall 2120
Winter 2025

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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: Tu/Th from 10:00am to 11:15am via Zoom or in-person. You must make an appointment at <https://friedlmm.youcanbook.me/>. After booking an appointment, come to my office for in-person meeting or click here to access the **Zoom Office Hours link:**

<https://gvsu-edu.zoom.us/j/9308966369?pwd=NVV2Z2tBbTR3a1RhcDJqakhmWVIYZz09>

Meeting ID: 930 896 6369

Passcode: 6CYPAS

Textbook: Arnett, J. J. (2024, 7th 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 17.** 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>

Email guidelines:

- Remember to identify the course and possibly the name of the assignment or class session if necessary.
- A formal salutation, as well as informational subject line is a requirement.
- If you do not hear back from me within 48 hours, email me again. See me during office hours if you have any questions/concerns that may require a lengthy response.
- Avoid informal phrases or language that is best used in friendships or social relationships.
- Utilize spell check and proofread your email prior to pressing send.

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:

EXAMS (two midterm, one final) 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.

Weekly Quizzes/in-class assignments (7): these will be assigned throughout the semester (usually 5 points each). **All 13 quizzes** will be administered online via Blackboard, and the two lowest scores will be dropped. You are allowed to miss one in-class assignment without penalty; otherwise, no make-up opportunities.

Three homework assignments/discussion board (3 x 10 points = 30 points), individual sheets with instructions will be posted on BB. **Late Homework Assignments are not accepted and will receive a zero.**

International Virtual exchange. These meetings will take place online, most likely during the month of March. Details will be provided soon.

Grading Scale

		<u>Final Grade</u>
Exam 1	50	A 94 - 100%
Exam 2	50	A- 90 – 93%
Exam 3	50	B+ 87 - 89%
Quizzes 5x11	55	B 84 – 86%
In-class assignments 5x7	35	B- 80 – 83%
Homework (3)	30	C+ 77 – 79%
		C 74 - 76%
Total	270	C- 70 – 73%
		D+ 67 – 69%
		D 60 – 66%
		F 59% and lower

Course Policies

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/>

Guidelines for Writing with Artificial Intelligence: I do not prohibit the use of ChatGPT or other AI tools. However, I note that these tools are prone to error, and their output requires substantial editing. If you make use of these tools, you **MUST** evaluate and edit their output to ensure appropriate levels of accuracy, language, and content. ANY use of AI must be acknowledged and cited in your work. We follow the APA 7 guidelines on the use of ChatGPT and other AIs: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Accommodation of Learning Disabilities/Special Needs: Disability: If you have a learning, physical or other disability that would impact your ability to master the material in this course and/or take the exams as described above, please contact GVSU's Disability Support Services (DSS) at 616-331-2490 or <http://www.gvsu.edu/dsr/> to arrange for special accommodations.

Withdrawal: In accordance with University regulations, students withdrawing by March 21, 5:00pm will be assigned a grade of W (withdrawal). Students withdrawing after the deadline to withdraw will be assigned a letter grade based on their performance in the class. *Note: It is your responsibility to drop yourself from this class.*

How to succeed in our class:

Demonstrate willingness to learn new and challenging material:

- If you already knew everything about human development, you wouldn't be taking this class.
- Learning requires changing our minds. Be curious. Expect to learn new and sometimes surprising things. We all have assumptions about why people behave the ways that they do. Expect to have many of your assumptions challenged by scientific data about human development.

Self-Management: perseverance, self-discipline, self-motivation, and the ability to work independently are all very important. Make sure to:

- ○ Log onto Blackboard at least 4 to 5 times per week to check announcements and interact with course material.
- ○ Stay organized and track due dates.
- ○ Plan weekly study times and stick to a schedule.

Read and take good notes: Read textbook Chapter(s) associated with each lecture and Fill-out your Lecture Outline. Take additional notes and make note of examples given in lecture

Turn in all Assignments on time. Late Assignments receive a 0. Missing one homework assignment will substantially lower your grade in the course.

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.

Communicate with me! *Email me* or make an appointment to meet with me on Zoom or in person if you need to discuss anything pertaining to this course.

Additional Resources

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Meijer Writing Center: To assist you with any writing project, <http://www.gvsu.edu/wc/> or Call 331-2922.

SASC Tutoring Center: SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

Employment Options for Psych Majors: <https://www.gvsu.edu/psychology/employment-options-for-psychology-majors-228.htm>

GVSU Counseling Center: no cost to currently registered GVSU students. Seminars and events, online self-help tools, and consultation/referral are just a few of the additional services we provide to the GVSU community. <https://www.gvsu.edu/counsel/>

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

Week 1 (Jan 6 - 10)

Topic and Readings	Assessments/Assignments
Introduction to Class Chapter 1 Introduction	Review Syllabus Review Lecture Notes Complete Quiz #1 by 11:59 pm 1/13 (section 1.5 Methods and Designs in Research)) Complete In-class Assignment

Week 2 (Jan 13 – 17)

Topic and Readings	Assessments/Assignments
Ch. 2 Biological Foundations	Read from the textbook Review Lecture Notes Complete Quiz #2 by 11:59 pm 1/20

Week 3 (Jan 20 – 24)

Topic and Readings	Assessments/Assignments
Ch. 3 Cognitive Foundations	Read from the textbook Review Lecture Notes Complete Quiz #3 by 11:59 pm 1/27 Complete Homework #1 by 11:59 pm 1/27

Week 4 (Jan 27 – 31)

Topic and Readings	Assessments/Assignments
Ch. 4 Cultural Beliefs	Read from the textbook Review Lecture Notes Complete Quiz #4 by 11:59 pm 2/3 Complete In-class Assignment

Week 5 (Feb 3 – 7)

Topic and Readings	Assessments/Assignments
	EXAM #1 on Tuesday, Feb 3 (Chapters 1, 2, 3, 4)

Chapter 5 Gender	Read from the textbook Review Lecture Notes Complete Quiz #5 by 11:59 pm 2/10
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Week 6 (Feb 10 – 14)

Topic and Readings	Assessments/Assignments
Chapter 6 The Self	Read from the textbook Review Lecture Notes Complete Quiz #6 by 11:59 pm 2/17 Complete In-class Assignment

Week 7 (Feb 17 – 21)

Topic and Readings	Assessments/Assignments
Ch. 7 Family Relationships	Read from the textbook Review Lecture Notes Complete Quiz #7 by 11:59 pm 02/24 Complete Homework #2 by 11:59 pm 02/24

Week 8 (Feb 24 – 28)

Topic and Readings	Assessments/Assignments
Ch. 8 Friends and Peers	Read from the textbook Review Lecture Notes Complete Quiz #8 by 11:59 pm 02/29 Complete In-class Assignment

Week 9 (March 2 – 9)

Spring Break

Week 10 (March 10 – 14)

Topic and Readings	Assessments/Assignments
Ch.9 Love and Sexuality	Read from the textbook Review Lecture Notes Complete Quiz #9 by 11:59 pm 3/17 EXAM #2 March 14 (chapters 5, 6, 7, 8, 9)

Week 11 (March 17 – 21)

Topic and Readings	Assessments/Assignments
Ch. 10 School	Read from the textbook Review Lecture Notes Complete Quiz #10 by 11:59 pm 3/24

Week 12 (March 24 – 28)

Topic and Readings	Assessments/Assignments
Ch. 11 Work	Read from the textbook Review Lecture Notes

	Complete Quiz #11 by 11:59 pm 3/31
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Week 13 (March 31 - April 4)

Topic and Readings	Assessments/Assignments
Ch. 12 Media	Read from the textbook Review Lecture Notes Complete Quiz #12 by 11:59 pm 4/7

Week 14 (April 7 – 11)

Topic and Readings	Assessments/Assignments
Ch. 13 Problems and Resilience	Read from the textbook Review Lecture Notes Complete Quiz #13 by 11:59 pm 4/14

Week 15 (April 14 – 18)

Topic and Readings	Assessments/Assignments
Final Review	Review Study Guide for Final Exam Complete In-class Assignment

Final Exam Tuesday, April 22, 10:00 am - 11:50 am

Thanks for reading all the way to the end!!!!

