

PSY 458: Adolescent Development

Fall 2015
210 O'Brian Hall
3 credits

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TEACHING PHILOSOPHY AND OBJECTIVES

Hi, and welcome to our course on Adolescent Psychology. I'm excited for what we have ahead this semester, and hope you are too. Our mission for the semester will be for you to understand and think critically about adolescent development, specifically we will work to:

Objective	Description	Assessment
A) Background	<ol style="list-style-type: none"> 1. Understand the range of <u>issues</u> in adolescence developmental that psychologists study 2. Understand major <u>theories</u> of adolescence and their historical background 3. Understand the major research <u>methods</u> 4. Become familiar with current research <u>findings</u> that are of specific interest to you 	Quizzes, exams
Bx) Synthesize and Apply	<ol style="list-style-type: none"> 5. Understand what developmental psychologists interested in adolescence do, how they think about adolescent behavior, and <u>DO</u> some of that yourself! Apply background to understand adolescent behavior and development, personal experiences, and broader the social context of adolescence 	In class discussion, exams, podcast, observation
By) Synthesize and Critique	<p>Reflect on the field of adolescent psychology and your personal goals...</p> <ol style="list-style-type: none"> 6. Consider the <u>future</u> of adolescent developmental psychology: what studies will people do, how important will they be, and what will/should the field look like? 7. Synthesize background knowledge in new ways—apply it to new situations, interpret it based on both critical analysis and your personal perspectives and experiences, and generate new <u>insights</u> and ideas 	In class discussion, exams, podcast, observation

The student learning outcomes for this course address the goals detailed for the Department of Psychology's Undergraduate Program as described on the Department's web site (www.psychology.buffalo.edu).

You'll notice that the background resembles what goes into the introduction of a term paper—this is the “set up”. The set-up is the raw material we will synthesize in B as we think about...“where do we go from here?”...guided by your own compass. While the *content* for A and B is specific to our course, the *processes* are relevant no matter what you do. The content is crucial if you're going work in a field that adolescence psychology is relevant to (clinical psychology, research, human development, community work, social work, healthcare, ...). But the processes—taking some background content, and applying it to new situations and infusing it with your own views and ideas—is the same regardless of what field you choose to go into. It involves a strong grasp of the background content (A), and the confidence to leave that beaten path and carry that background in new directions

(B). This process is a crucial but often neglected part of your college training. You'll hear it boringly referred to as critical thinking. But really what it means is *serious thinking*—being serious about knowledge...knowing what you're talking about (A) and being motivated to make an impact with that knowledge (B). (This is important because thinking isn't super useful to society if it isn't critical; and critical thinking isn't super useful to society if you just sit on your critical thoughts☺).

Overall Course Goal: The overarching goal for the course is to add to your foundation of knowledge and skills from which you will contribute to society, whether that be in the context of developmental psychology and related fields (e.g., human development, education, counseling, social work, neuroscience, community psychology, cognitive psychology, nursing, comparative psychology, and pediatrics), a different field, or even just through your own actions as a citizen and individual (parent, son or daughter, friend, etc.).

Prerequisites: The course assumes you have experience in psychology, biology, statistics, and social science (we will do a brief, ungraded background assessment to give me a sense of where we are all starting from). The course also takes into account that you have varied backgrounds, interests, and educational/occupational goals. **Please come to me early and often if any background area or course objective is a concern for you so that we can work out a plan to make sure the course is a good fit, and that you get the most out of it!** Given students' varied backgrounds and interests, the course allows significant flexibility in assignments to pursue your individual interests. And I am open to your suggestions and proposals as well—e.g., if there is an assignment you would like to do in place of than something I have suggested, something you've done in a previous class that worked really well, please let me know.

Student Motivation: My courses are geared toward intentional learners—motivated, engaged, and active. You've chosen this course for a reason; this semester we need to keep that reason in sight so that you can maintain an active role in your learning, which will help you acquire deeper and more long-lasting knowledge than if I just give you pre-digested material. To that point, the course is designed around an active, engaged model of learning. As the Nobel Laureate cognitive scientists Herbert Simon (ironically one of the founders of the field of *artificial* intelligence) said, **“Learning results from what the student does and thinks and only from what the student does and thinks.”** This course will guide your learning about adolescent development, but it cannot (nor can I) do the learning for you. I will do my best to keep it interesting—if something isn't working, please let me know! I'll ask for anonymous feedback at various points in the course, but you are always free to shoot me a candid email, or drop an anonymous note in my mailbox in the main psychology office (2nd floor, Park Hall).

Flexibility: Dates: So that we can adjust our course topics based on in-class discussions and student interests, the dates for the topics are general ranges during which we plan to cover the specified material. We will review the course topics frequently to keep it up to date based on what we have covered, and I will notify you of any changes *in class*. (See Missing Class Time policy below—you *must* contact me if you miss a class, leave early, etc. in order to ensure that you have the most up to date course topics and assignments.)

Assignments: As I mention above in Pre-requisites, I am flexible regarding course assignments, please feel free get in touch if you have ideas for other assignments you'd like to do in place of those I have assigned.

READINGS

Book: Most of the readings will come from what I think will be your favorite textbook:

Arnett, J.J. (2013). *Adolescence and Merging Adulthood: A Cultural Approach*. Boston, MA: Pearson.

In addition to laying out the foundation of knowledge for this course, the book has been selected because it provides a gateway into adolescent developmental psychology and will be invaluable to students who develop an interest in these topics in the future.

Other readings: To supplement and expand on the material in the book, additional readings assigned as we go. I will choose these readings based on how the course is progressing and student interest, they will be articles from a variety of sources, including media, blog, and academic journals. The readings will be distributed in class, often in the class prior to which they are due. (As always, see policy on Missing Class Time—you are responsible for contacting me to get the latest course topics and assignments.)

The book and other readings contain the content that we will aim to understand in the Background objectives. The book material is mostly predigested, meaning that the knowledge is laid out for you, ready for you to consume, placing limited demands on synthesis. So the other readings, assignments, and our in-class time will be used to work toward the Synthesis objectives. (Just remember—you can't synthesize material you don't understand, so you'll be expected to *know* the background material.)

Can I buy a different version of the book? Yes, within 1 edition of the assigned edition. Textbooks can be expensive, and I am a strong believer in buying used, so I will do my best to accommodate other book editions. The course readings and exams will be based on the assigned edition of the book, so if you buy an earlier version there is some additional work you need to do, specifically: (A) I will make my copy of the correct edition available during office hours or by appointment so you can come do the readings or check what's changed/missing from your edition, and (B) if you have taken advantage of A, but you nonetheless lose points on a graded assignment due to some specific material being absent/different in your edition, I will provide an equivalent make-up question/assignment to give you the opportunity to earn the points. Again, this applies only if you have shown a reasonable effort to get the absent/different material.

COURSE TOPICS

The dates listed below provide a general timeline for the course topics we will cover. However, so that we can allow the flow of discussions to dictate our course, we may not get to a given topic on the specified date; we will revisit the topics frequently *in class* to discuss which topics are coming up, and, need I say again? See policy below on Missing Class Time. Fair warning: **classes will occasionally begin with a brief quiz** related to the assigned reading.

Unit I. (August 31 - September 25). Foundations of Adolescent Development

Date	Topic	Reading	Assignment Due
8/31	Introduction	-	
9/2	Introduction	Ch.1	9 box, 12-3
9/4	Introduction	Ch.1	24
9/7	<i>No meeting (Labor Day)</i>	-	
9/9	Biological Transitions	Ch.2	34-6, 46-7; quiz 1
9/11	Biological Transitions	Ch.2	
9/14	Cognitive Foundations	Ch.3	64, 66-8, 77-9
9/16	No lecture, meet with group	Frontline Video	Online big question
9/18	Cognitive Foundations	Keating 2004	Keating 45-50, 69-73; Observation
9/21	Brain Development	Nelson et al 2005	Nelson Figure 1; quiz 2
9/23	No lecture, meet with group	-	Online muddiest point
9/25	<i>Exam I</i>	-	<i>Exam</i>

Unit II. (September 28 - October 28). Foundations of Identity

Date	Topic	Reading	Assignment Due
9/28	Exam review; Sexual assault discussion	Ch.4	
9/30	Cultural Beliefs	Ch.4	112-8
10/2	Moral development	Ch.4	
10/5	Moral development; podcast assignment	Ch.4	
10/7	Gender	Ch.5	132-5, 142-3, 144 box; quiz 3
10/9	The Self	Ch.6	
10/12	The Self	La Guardia 2009	La Guardia 90-93
10/14	Family Relationships	Ch.7	Tables 7.1 and 7.2

10/16	Family Relationships	Ch.7	
10/19	<i>Field trip (TBA)</i>	-	
10/21	Friends and Peers	Ch.8	Field notes
10/23	Friends and Peers	Ch.8	218-22, 229-31
10/26	Review		Online muddiest point
10/28	<i>Exam II</i>	-	<i>Exam</i>

Unit III. (October 30 - December 11). Foundations of Work & Life

Date	Topic	Reading	Assignment Due
10/30	Love and Sexuality	Ch.9	
11/2	Love and Sexuality	Ch.9	242-5
11/4	School	Ch.10	
11/6	School	Ch.10	
11/9	School	Ch.10	
11/11	Work	Ch.11	
11/13	Work	Ch.11	Podcast Plan
11/16	Media	Ch.12	
11/18	Media	Ch.12	
11/20	In-depth meeting (pick one)	TBA	
11/23	In-depth meeting (pick one)	TBA	
11/25-27	<i>No meeting (Tgiving)</i>	-	
11/30	Problems and Resilience	Ch.13	Podcast
12/2	Problems and Resilience	Ch.13	
12/4	Problems and Resilience	Ch.13	Podcast Debriefing
12/7	Environmental Influences	Articles	
12/9	Environmental Influences	Articles	
12/11	TBA	-	
12/16	<i>Final exam (O'Brian 210)</i>	<i>11:45-2:45</i>	<i>Exam</i>

COURSE ASSIGNMENTS

Below are the graded course assignments. Details for each assignment will be provided in class to offer more information about the assignment and grading.

A. Observation: *Case Study of a Real Adolescent!*

Learning objective: The student will be able to describe adolescent behavior (particularly in terms of the foundations of adolescent development) based on direct observation, and communicate these descriptions to the class.

Observation and Report (10 points): You will be asked to observe real adolescence in action and then to describe your observations in a brief written report and a verbal report to class.

B. Class Participation

Learning objective: The student will be able to engage in professional, academic interactions and discussion with peers on topics related to adolescent development.

Ungraded...

Show up (aka, Policy on Missing Class Time): Think of it this way: I won't miss class without letting you know, and you should do the same. Our class is a *meeting* time— if you have a standing meeting with someone, you let them know ahead that you won't be there, communicate clearly if there is a barrier to your full engagement, etc. There is no grade for showing up, and I won't keep attendance; but if you aren't around to participate in classroom activities it will adversely affect your grade (see graded participation below). Of course, extenuating personal circumstances, participation in university-sanctioned activities (e.g., athletics), religious observances, documented illness, public emergencies, weather related issues (snow!), and documented personal or family emergencies may require class absences that are excusable. If you are going to miss a class, leave class more than 5 minutes early, or arrive more than 5 minutes late you are responsible for contacting me ahead of time or in a timely fashion afterward so I can provide you the pages for brief quizzes and any material, updates to the course topics/assignments, or other information you may have missed. If this happens more than two times, contact me to arrange an in person meeting to discuss the circumstances. In the event of an individual missing class time repeatedly, I reserve the right to determine the coursework required to make up for the absence and the student will be responsible for the prompt completion of any alternate assignments.

Classroom Focus: Phones, texting, internet browsing, side conversations, etc. during class are a distraction to yourself, your classmates, and your instructor, and will not be tolerated. The class is a *cell-phone free zone*. If you have a personal reason I need

to make an exception to this policy, let me know ahead of time (no questions asked) and you will be asked to step out of the class to use your phone (ongoing text conversations will not be allowed in class). Laptops are acceptable, but fair warning: I will make a point to check in with laptop users (so what did you think about this reading?) to ensure that they are engaged with our meeting and not with Facebook!

Technical Troubleshooting: If you are having technical problems (e.g., with a laptop that you're using to take notes), please take the computer out of the room to address them. And always have a pad and pen with you in case of technical failure. If technical issues become a distraction, I will ask you to wait until after class or leave the room to address them.

In-Class Discussion: Active students learn better than passive students, so you will be expected to actively participate during our in-class meetings. You will be expected to have read and thought about the readings, and come prepared to ask and answer questions: think speaking up (think-jot-share; group discussions; muddiest point) and think QUIZZES. Please let me know privately if you have any issues with the speaking up requirement, or see ways that I can help improve the classroom environment to make it easier to speak up. I also will not be shy about providing you (private!) feedback to let you know how your class participation is going.

Graded...

Take Note: The 20 points below are the difference between grades of A and C, or B and D, so don't plan being successful in this course if you don't participate in class.

Group Discussions (5 points): We will form groups early in the semester and use them throughout the semester for in-class discussions and for reviewing each other's work. Participation in group work will be assessed during class time by the instructor checking in on the groups during class, and verifying that all members are actively participating. Reflection questions that will be the topic of group discussions may be distributed in prior classes (again, see policy on Missing Class Time).

Field Trip: I will try to arrange a field trip to a lab or experience relevant to the course and student interest. Details will be announced in class. After the field trip students will be asked to bring in Field Notes about their experience for group discussion.

Brief Quizzes (15 points): During the semester there will be four brief quizzes at the start of classes worth 5 points each. Your best three scores will count toward your final grade. At the end of each class, I will refer you to two specific pages in the reading for the next class that may contain quiz topics (it's a safe bet that exam questions will come from these). These "hints" will not be provided by in instructor after class, except in the event of an excused class absence (see policy on Missing Class Time). No make-up quizzes will be allowed, except in the event of an excused

class absence that was discussed with me *prior to the class* (the dropped quiz score is provided to cover a last minute, emergency class absence; if this happens more than once, see Missing Class Time policy regarding make-up coursework).

C. Podcast with an adolescent

Learning objective: The student will be able to apply their understanding of adolescent development to understand and generate new insights into the experience of a real-life adolescent.

This assignment will involve a 20 minute podcast interview with an adolescent. Refer to the Assignment Handout to be distributed/discussed in class. This assignment is graded the “hardest” of the course assignments (i.e., there aren’t bonus points, all the components need to be in on time, etc.)

Plan (5 points if complete): Your podcast plan will be reviewed by your fellow group members. I will provide feedback if you would like. It will include your list of questions and brief descriptions of why you are asking the questions.

Podcast (10 points): These will be submitted to the instructor. If you have any questions about how to record the podcast please let me know well ahead of time.

Debriefing report (10 points): Your debriefing will be submitted to both the instructor and your fellow group members.

D. Exams

Three exams worth 15 points each will be administered over the course of the semester, one exam per course unit. The lower of your first two exam scores will be dropped, and the better of your first two exam scores will be multiplied by 2. The exam questions will come primarily from the brief in class quizzes and the pages from the readings that were highlighted for those quizzes. Other exam questions will involve the synthesis of that material or application of that material to new contexts or examples. The final exam will cover all of Unit III, as well as a brief section on the major themes from Units I and II.

GRADING

A grade of B will be for a solid level of work (all assignments complete on time, consistent class attendance and participation, and display of master of course material). Work that exceeds that solid level will be higher than a B, below that solid level be lower than a B.

Course grades will be assigned as follows:

	Grade	Quality Points	Percent
Participation (30 points)	A	4.0	93.0 - 100.00
Observation 10	A-	3.67	90.0 - 92.9
Group discussion 5	B+	3.33	87.0 - 89.9
Quizzes 15	B	3.00	83.0 - 86.9
Podcast (25 points)	B-	2.67	80.0 - 82.9
Plan 5	C+	2.33	77.0 - 79.9
Recording 10	C	2.00	73.0 - 76.9
Debrief 10	C-	1.67	70.0 - 72.9
Three exams (45 points)	D+	1.33	67.0 - 69.9
[Exam I or II] * 2 30	D	1.00	60.0 - 66.9
Exam III 15	F	0	59.9 or below
100			

Note: I will not make very fine distinctions for in class assignments; if you show up and do the work competently, you'll get the credit (e.g., quizzes will have bonus questions).

Late Assignments: Late assignments will be docked 10% for every day they are late (this includes weekends, so an assignment due on a Wednesday but submitted on Saturday will be docked 30%; if this was the podcast recording, you could get a maximum of 14 points).

Incomplete Grades: A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Assignment of an "I" grade is at the discretion of the instructor. See the UB Undergraduate Incomplete Policy (<http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml#incomplete>).

Mid-Semester Review: To help undergraduate students achieve academic success, I will provide mid-semester evaluations. Mid-semester grades will be standard A-F grades calculated by dividing the points the student has earned so far by the points so-far available (with the participation points are based on what the student would earn should the semester end that day). You are encouraged to promptly follow up with me if you feel your performance is less than satisfactory. For grades below C you are required to meet with me.

UB POLICIES

Course Expectations: Unless otherwise stated in this syllabus, this course will follow the policies outlined in the UB Course Expectations (<http://undergrad-catalog.buffalo.edu/policies/course/index.shtml>).

Academic Integrity: Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. Reference UB Undergraduate Academic Integrity policy for details. (<http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>).

Instructor note: I take seriously my commitment to academic integrity. "Students usually have little difficulty knowing that they should not "cheat" in the sense of copying homework or an exam. There is far more difficulty in understanding how to use and cite sources when writing. The general concept is to avoid making someone else's ideas or words appear (even if unintentionally) as your own. If you take more than a few words directly from a source (*including a website!*), they should be placed in quotation marks, and the specific source (including page numbers or website) given. If you are paraphrasing someone else's ideas, theories, or findings, you should provide a citation to the original work. If you are in doubt, please feel free to check with me and refer to the *Publication Manual of the American Psychological Association.*" (Perez-Edgar, 2011, *PSYC 592 Syllabus*)

Accessibility Resources: If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources, 25 Capen Hall, 645-2608, and also the instructor of this course. The office will provide you with information and review appropriate arrangements for reasonable accommodations. <http://www.student-affairs.buffalo.edu/ods/>

Instructor note: Please let me know as soon as possible if there are any accommodations I can make to help you succeed in this course.