

**JOHN CARROLL UNIVERSITY
PSYCHOLOGY DEPARTMENT**

**PS 262 - ADOLESCENT DEVELOPMENT – SUMMER 2014 (3
credits)**

INSTRUCTOR: Dr. Tracy Loye Masterson
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OFFICE: Dolan E377

Office Hours:

By appointment

Required Text:

Steinberg, L. (2014)
Adolescence (10th edition)
McGraw-Hill: New York

Comment [TM1]: Are office hours required for online courses>

Blackboard: A Blackboard account has been established for this course. Please make sure to login in and check out our blackboard site, regularly (DAILY)! The lecture notes, readings, and sample assignments will be on our Blackboard site. It is also expected that you look at your email daily for updates.

Course Prerequisites: PS 101 or ED 201

Course Objectives:

- Introduce students to the field of adolescent psychology, highlighting the physical, mental, social, moral, and emotional changes during the adolescent period
- Help students think in a scholarly and critical manner about topics in the field of adolescent development while conveying ideas in constructive and respectful manner
- Encourage hypothesis-testing, problem solving skills, and the application of knowledge to real-world experiences in the field of adolescent development

Expectations:

- I envision our class as an online learning community and seek to promote an environment (albeit, largely electronic) in which students feel comfortable asking questions, making comments, and learning from one another.
- This course will involve a lot of discussion board topics that are polarizing and are likely to lend themselves to good debates and discussions. However, it is imperative that all students in the course remain polite, respectful, and considerate in their emails, posts, and commentary throughout the course. It is important to remain professional, root opinions in facts and empirical evidence in contrast to emotional disagreements. This is good practice for the real world.
- Assignments are expected to be turned in by the deadline if electronically submitted; exceptions to this rule will be made on a case by case basis but will be only in excused or rare instances.

Course Requirements:

1. **Quizzes/writing prompts (5-10 points each):** There will be online quizzes on based on the class module designed to promote retention of PPT lecture content and to help you keep up on the material presented. Additionally, you may be asked to respond to a short writing prompt or complete a short assignment or activity; these may also - be considered a “quiz” grade.
2. **ARTICLE SUMMARIES – Accompanying each PPT lecture topic, there will be an accompanying scholarly journal that you will need to read and respond to. Specifically, you will need to email me 5 response questions or comments for each article. Note: the comments/questions should be AT LEAST 2-3 sentences for each response and they should demonstrate that you have really read the article and have show some critical thinking on this assignment. The articles will be on Blackboard (under documents in each module) as pdf files.** I will have a sample of a good example of this assignment on Blackboard.

Comment [TM2]: Or I will develop an assignement for them to turn in on Blackboard)

I ask that you read these articles for several reasons: to get familiarity reading scholarly journal articles or case studies, to help you remain current with cutting edge literature/research, and to provide useful practice for graduate school and lifelong critical thinking skills.

3. **DISCUSSION BOARD RESPONSES – ONE PER MODULE:**

For each module/chapter, I will post a new discussion board question or video that I would like you to discuss with the rest of the class.

Discussion Board Rubric

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment).

Original Posting (7 points)

1. Mentions at least **2 specific points** from the article or reading. (1 point)
2. Relation of **new information** to **old information** learned in the course to date. (1 point)
3. Relation of information in article or reading to **personal experience**. (1 point)
4. Discussion at a **critical level**, not just recitation of facts from the article. (3 points)
5. Length of posting approximately 1 word processing page. (1 point)

Reply to Other's Postings (3 points)

1. Discuss one point you like/agree with, and one point you dislike/disagree with and explain why.
2. Length should be about 1/2 page in length.

4. **FINAL EXAM: There will be a comprehensive essay exam (75 points); 3 questions at 25 points each.**

6. **GUYANESE PEN PAL ASSIGNMENT:** You will be matched with an adolescent pen pal from Guyana, South America (a former JCU student of mine is currently doing a year of service as an English teacher there), You will be required to write one letter due by the last day of class.

- A. Answer the questions asked by your pen pal letter (in good and considerate detail) – approximately 10 questions
- B. Ask them 5 questions for them to answer in their next letter to you
- C. Tell them a little bit about what your adolescence was like (try to think about the issues relevant to adolescent development) and tell them some “words of wisdom” or advice you would have given your adolescent self (or want to give your pen pal) for going through the period of adolescence in a smooth and successful way.
- D. Have a section in your letter entitled “Interesting Current Events in the U.S.” and select and discuss (PRESENTING BOTH SIDES OF THE ISSUE BASED ON FACTUAL INFORMATION) TWO such issues in your letter. Ask your pen pal to tell you their opinion on the issue and why.

7. **INTERVIEW PAPER (worth 50 points)**

INTERVIEW PAPERS ARE DUE ON XXX at 11:59 p.m. Papers will lose 5 points per day for every day past the due date.

Papers must be minimally 5 pages (typed) in length & double-spaced. Paper margins should not exceed 1-inch margins & you must use 12-point font. You could also turn them in ahead of time in class if you prefer, but I would also like a copy emailed to me. See sample interview paper on Blackboard.

DO BOTH OF THE FOLLOWING

- A. **Older-Adult Interview:** Interview someone you know who is over 70 years old (a family friend, relative, etc.). Find out about his or her adolescence and how it differed from that of today’s typical American adolescent. Please inform them that this is for a class (and inform them that their responses will be anonymously recorded) and get their permission to conduct the interview. Gather basic demographic information (gender, age, ethnic background, geographic location, etc.) and the following required questions. Hand in a typed version of the questions and responses **along with 7 bullet points (i.e., 2-3 typed sentences each) LINKING THE INFORMATION FROM THE INTERVIEW WITH CLASS MATERIAL.**

REQUIRED QUESTIONS (but you may develop some additional questions of your own):

1. How do you perceive adolescents? What is your first reaction when you think of this population?
2. How do you think technology has changed the experience of the typical adolescent? What are the positive aspects and negative aspects??
3. Did you date in high school? At what age were you allowed to date? What did you typically do on a date?
4. What was the hardest thing about being an adolescent? What do you think is the hardest thing current teens face?
5. What do you see as the main difference between the teenagers of today and yourself as a teenager? What do you think of today's teenager?
6. How were you educated about sex and related issues?
7. How do you think the experience of adolescents are different based on gender (male/female)? What things do you think are harder or easier for each gender with respect to family relationships, friendships, romantic relationships, sex, etc.?
8. Ask some of your own questions that you are curious about – these are usually the most interesting...

AND

- B. Adolescent Interview: Interview an adolescent that you know relatively well. This can be a relative, neighbor, or other acquaintance, but most importantly this person should be someone that will be comfortable speaking to you during the interview. Please inform them that this is for a class (and inform them that their responses will be anonymously recorded) and get their permission to conduct the interview. Gather basic demographic information (gender, age, ethnic background, geographic location, etc.) and ask the following required questions along with some of your own. Please write down responses to questions verbatim. Hand in a typed version of the required questions and responses **along with 7 bullet points (i.e., 2-3 typed sentences each) along with 7 bullet points (i.e., 2-3 typed sentences each) LINKING THE INFORMATION FROM THE INTERVIEW WITH CLASS MATERIAL.**

REQUIRED QUESTIONS (but you may develop some additional questions of your own):

1. What is the hardest thing about being an adolescent? Best thing?
2. Are there pressures to engage in at-risk behaviors (e.g., smoking, drinking, sexual behaviors, etc.)? If so, how do you handle those pressures?
3. What is your favorite show? Music Group? Store to shop at?
4. Do you feel like adolescents/teens are portrayed accurately in the media? Give an example of an accurate or inaccurate portrayal.
5. How do you think sex education should be done – what can parents and/or the school do to help educate teens and preteens. What age should sex education begin and how?
6. How do you think the experience of adolescents are different based on gender (male/female)? What things do you think are

- harder or easier for each gender with respect to family relationships, friendships, romantic relationships, sex, etc.?
7. Do you think adolescents have too much freedom or too little? EXPLAIN.
 8. How do you think technology impacts your relationships with friends (texting versus talking on the phone; cyber-bullying, etc.)
 9. What do you wish teachers and parents better understood about being a teen/adolescent? What is different about the teachers/family members/adults that you connect with well compared with those you don't relate to as well.
 10. Ask some of your own questions that you are curious about – these are usually the most interesting...

End the assignment with a 1-2 page summary about the comparison/contrast of the adolescent (compared to) the older adult interview. Any things that were similar? Different?

Grading Scale: The breakdown for grades will be as follows:

A	93%-100%	C	73%-75%
A-	90%-92%	C-	70%-72%
B+	86%-89%	D+	66%-69%
B	83%-85%	D	60%-65%
B-	80%-82%	F	59% or less
C+	76%-79%		

A satisfactory grade for students taking this course for pass/fail will require satisfactory completion of all requirements - at least a grade of C. It is your responsibility to check all of the other requirements for the P/F option. Please see me if you are taking this course as a pass/fail option.

Class Schedule and due dates:

1. MODULE 1 - DISCUSSION BOARD ICE BREAKER, Syllabus overview
2. MODULE 2 - INTRODUCTORY CHAPTER
 - a. Arnett, J. J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults. *Journal of youth and adolescence*, 36(1), 23-29.
3. MODULE 3 – BIOLOGICAL DEVELOPMENT
 - a. Cesario, S. K. and Hughes, L. A. (2007), Precocious Puberty: A Comprehensive Review of Literature. *Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 36: 263–274. doi: 10.1111/j.1552-6909.2007.00145.x
4. MODULE 4 – COGNITIVE DEVELOPMENT
 - a. Steinberg, L. (2009). Adolescent development and juvenile justice. *Annual Review of Clinical Psychology*, 5, 459-485.

- b. Danovitch, I. (2012). Sorting through the science on marijuana: Facts, fallacies, and implications for legalization. *McGeorge L. Rev.*, 43, 91.
- 5. MODULE 5 – FAMILIES
 - a. Cherlin, A. J. (2010). Demographic trends in the United States: A review of research in the 2000s. *Journal of Marriage and Family*, 72(3), 403-419.
- 6. MODULE 6 – PEER GROUPS
 - a. Watch PBS film - “THE PATH TO VIOLENCE”
- 7. MODULE 7 – SCHOOLS
- 8. MODULE 8 – LEISURE, WORK & MEDIA
 - a. Gentile, B., Twenge, J. M., Freeman, E. C., & Campbell, W. K. (2012). The effect of social networking websites on positive self-views: An experimental investigation. *Computers in Human Behavior*, 28(5), 1929-1933.
- 9. MODULE 9 – IDENTITY AND AUTONOMY
 - a. Smulyan, L., Powers, S. I., & Kilkenny, R. (2012). Proud of the Strength I Had. *Adolescent portraits*. Pearson.
- 10. MODULE 10 - SEXUALITY AND INTIMACY
 - a. Brown, J. D., Keller, S., & Stern, S. (2009). Sex, Sexuality, Sexting, and SexEd: Adolescents and the Media. *Prevention Researcher*, 16(4), 12-16.

FINAL EXAM DUE

Students with Disabilities Policy:

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the SSD coordinator, Ms. Allison West, at (216) 397-4967 or come to the office located in room A7, in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

Psychology Department Statement on Academic Honesty:

The John Carroll University Policy Statement on Academic Honesty states: “Academic honesty is essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion.”

“All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.”

The purpose of this statement is to assure that students clearly understand what is and what is not academically honest behavior.

Examples of unacceptable behavior:

1. Cheating on a test by copying from another student.
2. Cheating on a test by using notes during a test.
3. Turning in a paper you have written for another class.
4. Turning in a paper written by someone else.
5. Plagiarizing in oral or written work by
 - a. Using the exact words of another person without indicating that you are quoting, or
 - b. Paraphrasing the ideas of another person without citing the source.

Just citing the source (Author, date) is not enough if the exact words from that source are used. If you quote you must indicate that you are quoting. There are two ways to do this. If the quote is brief (less than 50 words), use quotation marks and include the page number in the citation. Follow the quotation with the author's name and date of the work and the page number for the quoted material, for example: "...which support this conclusion?" (Sheehy, 2006, p.38). If the quote is longer than 50 words, indent the entire quoted passage five spaces and put the page number and source (Anderson, 2005, p. 256) at the end of the quote. The University Policy Statement on Academic Honesty indicates that, "Penalties, appropriate to the severity of the infraction, may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university." If you have any questions about what constitutes academically honest behavior, ask your professor.