

PSYC 314: Adolescent Development

Monday, Tuesday, Wednesday, Thursday 1:30-3:20 pm, Robinson B113

Instructor Information:

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Office Hours: Mondays from 12:00-1:00 or by appointment

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Course Description:

Adolescence is a developmental period characterized by significant changes. This course examines the biological, psychological, and social changes of adolescence and the consequences of these for youth's normal (and abnormal) cognitive, behavioral, and emotional development.

Course Goals and Objectives:

Through this course, students should:

1. Gain knowledge of current theory and research findings on adolescent development.
2. Apply theory and research to "real-life" situations and issues, from parenting to public health.
3. Develop the ability to read and critically review published scientific articles.
4. Gain writing skills specifically pertaining to summarizing, synthesizing, and critically reviewing research and practical issues of adolescence.

Course Format:

This course will be structured as an interactive lecture. Students are expected to have completed the assigned readings prior to class and to come with any questions or comments. Students will be regularly asked to participate in in-class exercises and discussions.

Required Text:

Arnett, J. J. (2013). *Adolescence and emerging adulthood: A cultural approach (5th ed)*. New Jersey: Pearson.

Additional Required Materials:

This course will utilize materials from Pearson's *MyDevelopmentLab* and *MyVirtualTeen*. Students are required to have access to both of these materials.

In addition to the textbook, you will be assigned three scientific journal articles and two case study readings. These readings will be available on the Blackboard course website.

- **Journal Articles**

Zick, C. D. (2010). The shifting balance of adolescent time use. *Youth & Society*, 41, 569-596.

Kinney, D. A. (1993). From nerds to normal: The recovery of identity among adolescents from middle school to high school. *Sociology of Education*, 66, 21-40.

Staff, J., Schulenberg, J. E., & Bachman, J. G. (2010). Adolescent work intensity, school performance, and academic engagement. *Sociology of Education*, 83, 183-200.

- **Case Studies**

"In Search of Sangam." From: Garrod, A., Smulyan, L., Powers, S. I., & Kilkenny, R. (2012). *Adolescent portraits: Identity, relationships, and challenges* (7th ed.). Boston: Pearson.

"The Girl in Me" From: Garrod, A., Smulyan, L., Powers, S. I., & Kilkenny, R. (2012). *Adolescent portraits: Identity, relationships, and challenges* (7th ed.). Boston: Pearson.

Technology Requirements:

A Blackboard course site will be used to provide additional readings and course-related announcements; students are advised to check Blackboard on a daily basis. Further, students are required to use their GMU email accounts when communicating with the instructor about course-related matters. I will not send course information or updates to any email address other than those supported by GMU. Please **include "PSYC314" in the subject line of your email.**

Course Requirements and Assignments:

Grades for this course will come from five areas, including attendance and participations, My Virtual Teen activities and discussions, discussion questions, a multifaceted research project, and two in-class exams. Points are allotted as follows:

- 1. Attendance and Participation – 10%**

Attendance in this course is required. Students are expected to attend classes and remain actively engaged in class activities and group discussions. Documentation is required in the event that students will be absent from class and excusal will be given at the instructor's discretion.

- 2. My Virtual Teen – 20%**

Students will use the MyVirtualTeen program to "raise" an adolescent. Students will use this experience as the basis of small, in-class activities and discussions.

- 3. Discussion Questions – 20%**

For the first five weeks of the semester, Fridays will be designated for class discussion focusing either on an assigned research article or case study. Students will complete the assigned reading prior to class and develop five high-quality, open-ended discussion questions that tie the course material to the assigned reading. Students are expected to use these questions to contribute to the class discussion and will hand in a copy of their questions at the start of class.

- 4. Research Project – 30%**

Students will be assigned a general research topic at the beginning of the semester and will develop and explore a question within the topic through the six weeks of the term. Specifically, students will engage in-class discussions and small assignments related to their topic, complete three writing assignments, and present as part of a brief topical symposium at the end of the semester.

- 5. Exams – 20%**

Two exams will be given during the course of the semester. Dates are listed on the calendar.

Grading Procedures:

Final grades will be determined using the following criteria:

A+: > 97%	B+: 89-88%	C+: 79-78%	D+: 69-68%	F: <60%
A: 97-93%	B: 87-83%	C: 77-73%	D: 67-63%	
A-: 92-90%	B-: 82-80%	C-: 72-70%	D-: 62-60%	

The amount of material that we will cover in this course is equivalent to a traditional semester schedule, however we will be doing so in the span of six weeks. That means the pace of this course will be faster than a traditional semester. Students will be expected to put in the same amount of time outside of class as they would in a traditional semester, but compressed into the summer term. Given this pace, it is particularly important during the summer sessions to stay on top of your grade. Students are encouraged to talk to me as soon as possible if they have concerns about their performance or the accuracy of their grades. **Please do not wait until the end of the semester!**

Honor Code:

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me. I reserve the right to enter a failing grade to any student found guilty of an honor code violation. *(Statement adapted from The Office of Academic Integrity; <http://oai.gmu.edu>)*

Other University Policies:

The University deadlines for adding and dropping courses are as follows:

Last day to **add** classes: July 2, 2014

Last day to **drop** classes with no tuition penalty: July 2, 2014

Final drop deadline (50% tuition penalty): July 8, 2014

University Catalog: <http://catalog.gmu.edu/>

University Policies: <http://universitypolicy.gmu.edu>

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. For more information about diversity at Mason, visit <http://diversity.gmu.edu>.

Additional Mason Resources:

George Mason University also has a number of academic support and other resources to facilitate student success. Please reference the following links for more information about these resources.

Counseling and Psychological Services: <http://caps.gmu.edu>

Learning Services: <http://caps.gmu.edu/learningservices>

University Career Services: <http://careers.gmu.edu>

Writing Center: <http://writingcenter.gmu.edu>

Graduate and Professional Student Association: <http://gpsa.gmu.edu>

A Note about Scheduling and Dates:

The topics and dates (including the due dates of assignments) listed on the course calendar are tentative and may be changed as necessary to adapt to the pace of the class and students' understanding of the material.

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Course Calendar

Week 1: Monday, June 30 – Thursday, July 3 – *Introduction and Foundations of Development*

Monday, June 30	Topic: Introduction to the Course Required Readings: Syllabus
Tuesday, July 1	Topic: Introduction to Adolescent Development Required Readings: Chapter 1
Wednesday, July 2	Topics: Biological Foundations Required Readings: Chapter 2
Thursday, July 3	Topic: <i>Changing Meanings of Adolescence</i> Required Readings: Article #1 – Zick, 2010 Due: Discussion Questions

Week 2: Monday, July 7 – Thursday, July 10 – *Cognition and Culture*

Monday, July 7	Topic: What is a perception? What is a belief? Required Readings: Due: Project Writing #1, Research Group Meeting #1
Tuesday, July 8	Topic: Cognitive Foundations Required Readings: Chapter 3
Wednesday, July 9	Topic: Cultural Beliefs Required Readings: Chapter 4
Thursday, July 10	Topic: Gender and Culture Required Readings: Chapter 5, Case Study #1 – "In Search of Sangam" Due: Discussion Questions

Week 3: Monday, July 14 – Thursday, July 17 – *The Self and Others*

Monday, July 14	Exam #1
Tuesday, July 15	Topic: The Self Required Readings: Chapter 6
Wednesday, July 16	Topic: Friends and Peers Required Readings: Chapter 8
Thursday, July 17	Topic: Identity Development in a Social Context Required Readings: Article #2: Kinney, 1993

Week 4: Monday, July 21 – Thursday, July 24 – Social Relationships in Adolescence

Monday, July 21	<i>Topic:</i> The self and others in adolescence <i>Required Readings:</i> <i>Due:</i> Project Writing #2, Research Group Meeting #2
Tuesday, July 22	<i>Topic:</i> Family Relationships <i>Required Readings:</i> Chapter 7
Wednesday, July 23	<i>Topic:</i> Love and Sexuality <i>Required Readings:</i> Chapter 9
Thursday, July 24	<i>Topic:</i> Families and Teen Pregnancy <i>Required Readings:</i> Case Study #2 – “The Girl in Me” <i>Due:</i> Discussion Questions

Week 5: Monday, July 28 – Thursday, July 31 – Extended Contexts of Development

Monday, July 28	Exam #2
Tuesday, July 29	<i>Topic:</i> School <i>Required Readings:</i> Chapter 10
Wednesday, July 30	<i>Topic:</i> Work <i>Required Readings:</i> Chapter 11
Thursday, July 31	<i>Topic:</i> School and Work as Competing or Complimentary Obligations? <i>Required Readings:</i> Article #3 – Staff, Schulenberg, & Bachman, 2010 <i>Due:</i> Discussion Questions

Week 6: Monday, August 4 – Thursday, August 7 – The Role of Media in Adolescence

Monday, August 4	<i>Topic:</i> Media <i>Required Readings:</i> Chapter 12 <i>Due:</i> Project Writing #3, Research Group Meeting #3
Tuesday, August 5	<i>Topic:</i> Media <i>Required Readings:</i> Chapter 13
Wednesday, August 6	Research Symposia Presentations
Thursday, August 7	Research Symposia Presentations