**PSYC 314 001 – Adolescent Development**

**Course Syllabus - Fall 2018 (#70554)**

Instructor: Dr. Olga Kornienko Office Location: 2042 David King Hall

Schedule: MW 3:00-4:15 pm Office Hours: MW 1:30-2:30 + by appt.

Location: Robinson Hall B111 Office Phone: 703-993-4154

Email: [okornien@gmu.edu](mailto:okornien@gmu.edu) (best way to reach me; include “PSYC314” on the subject line)

**Course Description and Goals**

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 developmental trajectories.

By the end of the course, students should be able to:

1. Gain knowledge of current theory and research findings on adolescent development.

2. Apply this theory and research to “real-life” situations and issues, from parenting to public health.

3. Develop and practice writing and public speaking skills.

**Required Reading**

* Steinberg, L. (2017). *Adolescence (11th ed.)*. New York: McGraw-Hill.

**Course Requirements**

1. **Attendance**

Students are expected to attend class. In addition, material that is not presented in the textbook will be discussed in class. Although there will be overlap between the material presented in class and the readings, the overlap is certainly not complete.

2. **Course Format**, **Reading, and Participation**

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 asked to participate in in-class exercises and discussions. Slides will be posted on Blackboard before the beginning of each class for your reference to facilitate your note-taking.

3. **Course Technology Use**

* **Blackboard Use (**[**https://mymasonportal.gmu.edu**](https://mymasonportal.gmu.edu))**:** We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged.

(1) Course materials - Various course materials (syllabus, reading materials, notes, guidelines/grading criteria for the paper and presentation) are/will be available from this site.

(2) Online discussion - Discussion of and reflection on course content, inside and outside of class.

(3) Grades/Progress updates - Students may get an update of their current course grades periodically.

(4) Exams will be administered online.

(5) Interview & Analysis paper will have to be submitted via Safe Assignment.

**4. Official Communications via GMU E-mail**

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

5. **Class Cancellation Policy**

Please check Blackboard and your email regularly. If class is cancelled, I will notify you by email and Blackboard message and how we will make the time up.

6. **The Honor Code**

I assume that all students will engage in ethical, honest behavior. GMU has an Honor Code with clear guidelines regarding academic integrity. Three 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 (Statement adapted from The Office of Academic Integrity; [**http://oai.gmu.edu**](http://oai.gmu.edu)).

* Violations of the Honor Code will not be tolerated in this course and will be reported according to GMU procedures.
* The instructor reserves the right to use software (Safe Assignment) to determine the extent to which the work is the student’s.
* The instructor reserves the right to enter a failing grade to any student found guilty of an honor code violation.

**Course Assignments**

1. **Exams (3 x 50 points = 150 points)**

**Goal:** For students to be tested on their understanding of the material learned in class.

• There will be FOUR exams, each worth 50 points. However, only THREE will count toward your grade. You will drop your lowest exam grade. These exams will be taken on Blackboard at dates described in the schedule below, in which you will have 75 minutes to complete each exam. Exams will consist of multiple choice and short answer questions. If you do not take one of the exams, it will count as your dropped exam.

• Because there are four scheduled exams and only three of them count toward the overall course grade, you may choose to either:

o A) Take all 4 of the exams and drop your lowest exam grade, OR

o B) Take only 3 of the 4 exams

• Exam Make-Up Policy: There will be NO Make-up exams for this class because you can drop your lowest test grade. If you miss an exam, even for a legitimate reason, that will automatically be the exam that you drop. There will be NO exceptions.

1. **Assignments (5 x 5 = 25 points)**

**Goal:** To integrate the concepts learned in class to a real-life situation.

Adolescent development is a topic that lends itself well to discussion and debate. The theories and research that we will learn about are engaging and provocative and you will no doubt have a lot to say about them! I expect that students will come to every class and will actively participate in class discussion. To encourage this, I have organized in-class assignments. There will be 6 short in-class assignments that will be conducted periodically. These will focus on applying information from that day’s class to your own life or the lives of others. Each assignment will be worth 5 points (0 = did not complete, 3 = barely adequate completion, 5= adequate completion). Your best 5 out of 6 in-class assignments will be counted towards your grade.

1. **Interview & Analysis Paper (50 points)**

**Goal:** To integrate the concepts learned in class to a real-life situation.

* You are required to complete an interview assignment. You will interview an adolescent or emerging adult of your choice and write a short paper on your discussions by focusing on theories, themes, and ideas provided in the text. You will be asked to choose three constructs to focus on (i.e. social, identity, parents, gender, friendships, psychosocial problems, etc.).
* You will be graded on your ability to describe your interview and link findings to the textbook or class material. The paper should be 5-6 pages double-spaced, Times New Roman, 12-point font. Please include a transcript of the actual interview and/or your notes; these should be hand-written or typed. Papers should be submitted on Blackboard via Safe Assignment by 11:59 AM on 12/02/2018. A detailed description and grading rubric will be posted on Blackboard.

1. **Presentation (25 points)**

**Goal:** To share the findings from your interview project and practice public speaking skills.

* You are required to deliver a 3-minute presentation about the themes that emerged in your interview and analysis. Students will be randomly assigned to present on of the last two days of class. A detailed description and grading rubric will be posted on Blackboard.

**Grading Procedures**

* Students’ grade in this course will be based on their *participation* and *performance (not effort)* on the course requirements.
* Students' final grades will be determined as follows:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Exams (3 x 50 pt.) | 150 |
| Assignments (5 x 5 pts.) | 25 |
| Interview & Analysis Paper | 50 |
| Presentation | 25 |
| **Total:** | **250** |

### *Grading Procedures*

Final grades will be calculated by summing the points earned for each assignment and assigned as follows: 100-97% = A+, 93-96% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 70-76% = C, 60-69% = D, Below 60% = F.

**Respect for Diversity**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected.

**Accommodation for Students with Disabilities**

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP [**https://ods.gmu.edu**](https://ods.gmu.edu) at 709-993-2474.

**Miscellaneous**

The deadlines for adding and dropping classes are as follows:

* 09/05 last day to add/drop with no tuition penalty
* 09/19 last day to drop with a 33% tuition penalty
* 09/29 last day to drop with 67% tuition penalty

**Office Hours:** I encourage students to come visit me during my office hours. If you are doing poorly in the class, I would like to help you do better. If you are interested in the field of developmental psychology, I would love to talk with you about future career directions. If you are not able to come see me during office hours, *please make an appointment for another time.* If you do not make an appointment, it is very unlikely that I will be able to give you time if you stop by my office. If I know you are coming, I can give you my full attention.

**Notice of a mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee”, and must report all disclosures of sexual assault**,** interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling & Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu.

Life is stressful and we all need a little support sometimes. Students are encouraged to contact **Counseling & Psychological Services** [**https://caps.gmu.edu/**](https://caps.gmu.edu/)for assistance with any kind of psychological or life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.

**GMU Resources for Students:**

University Writing Center [**http://masononline.gmu.edu/student-resources/writingcenter**](http://masononline.gmu.edu/student-resources/writingcenter)

University Career Services [**http://careers.gmu.edu/**](http://careers.gmu.edu/)

Student Health Services [**http://shs.gmu.edu/**](http://shs.gmu.edu/)

**General classroom management:**

* **Audio/video recording** of classroom lectures is not allowed without explicit permission by the instructor.
* Please **turn cell** **phones OFF** during class. Not vibrate, off.
* **Laptops** are allowed for note-taking purposes ONLY. However: http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

\*\*\*Please note that this is a *tentative* class syllabus. Dr. Kornienko reserves the right to revise the syllabus, including the schedule, as necessary. It is each student’s responsibility to keep apprised of any changes.

**Tentative Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topics and Readings** | **Assessment Activities** |
| 1. | 08/27 | Introduction to the Course |  |
|  | 08/29 | The Study of Adolescence. A: Intro |  |
| 2. | 09/03 – NO CLASS | Labor Day |  |
|  | 09/05 | Biological Transitions. Ch. 1 |  |
| 3. | 09/10 | Biological Transitions. (continued). |  |
|  | 09/12 | Cognitive Transitions. Ch. 2 |  |
| 4. | 09/17 | Cognitive and Social Transitions. Ch. 3 (pp. 70-77) |  |
|  | 09/19 | Social Transitions (continued). Ch. 3 | **In-Class Exam 1 Review** |
| 5. | 09/24 – ONLINE | **Exam 1** | **Online on Blackboard** |
|  | 09/26 | Families. Ch. 4 |  |
| 6. | 10/01 | Families (continued) |  |
|  | 10/03 | Peers Ch. 5 |  |
| 7. | **10/09** | Peers (continued) |  |
|  | 10/10 – NO CLASS | Listen to “Harper High School” Pt 1  Topic: Antisocial Peers/Gangs | **Email Assignment to Dr. Kornienko by 5 pm** |
| 8. | 10/15 | Schools Ch. 6 |  |
|  | 10/17 | Schools (continued) |  |
| 9. | 10/22 | Mobile Technology & Social Media. Ch 7 (196-206) | **Exam 2 Review** |
|  | 10/24 - ONLINE | **Exam 2** |  |
| 10. | 10/29 | Identity. Ch. 8 |  |
|  | 10/31 | Identity. Ch. 8 (continued) |  |
| 11. | 11/05 | Autonomy Ch. 9 |  |
|  | 11/07 | Intimacy. Ch. 10 (pp. 262-277) |  |
| 12. | 11/12 | Intimacy. Ch. 10 (pp. 279-290) | **Exam 3 Review** |
|  | 11/14 - ONLINE | **Exam 3** | **Online on BlackBoard** |
| 13. | 11/19 | Sexuality. Ch. 11 |  |
|  | 11/21 – NO CLASS | Thanksgiving |  |
| 14. | 11/26 | Achievement. Ch. 12 |  |
|  | 11/28 | Psychosocial Problems. Ch. 13 | **Exam 4 Review**  **Papers** are due via Safe Assignment on BlackBoard by 12 midnight on **12/02/18** |
| 15. | 12/03 | Student Presentations |  |
|  | 12/05 | Student Presentations |  |
| 16. | TBD - ONLINE | **Exam 4** | **Online on BlackBoard** |