**PSYC 314-DL1 – Adolescent Development**

**Instructor Information**

Naomi Pak

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Office: DKH 1034

Office Hours: Tuesday 1:00pm-2:00pm *(please email me if you plan to come)*

**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.

**Required Text**

Adolescence and Emerging Adulthood 5/E by Jeffrey Arnett.

ISBN-10: 0205892493

**Additional Readings (on Blackboard)**

* Sleepless in Fairfax: The Difference One More Hour of Sleep Can Make for Teen Hopelessness, Suicidal Ideation, and Substance Use
* Adolescent Decision Making
* Cyberbullying

**Course Requirements**

**Course Exams (150 points)**

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

* There will be 4 exams for this class. Each worth 50 points.
* There will be FOUR exams, 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 60 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:
	+ A) Take all 4 of the exams and drop your lowest exam grade

OR

* + 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.

**Interview Assignment (30 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 3-4 pages double-spaced, Times New Roman, 12-point font. Papers should be submitted on Blackboard by Tuesday, November 27. A detailed rubric and description are posted on Blackboard.

**Participation (20 points)**

* On the days noted on the syllabus calendar below, you are expected to post 1) a discussion thread, and 2) a response to a fellow student’s thread on Blackboard by 11:59pm of the day that there is a Discussion & Response due (see Course Schedule below). No credit will be given for late posts. There will be 10 Discussion Threads and 10 Responses, and each week you can earn up to 2 points:
	+ Discussion thread = 1pt/week
	+ Response = 1pt/week
* Your original discussion thread ought to be 3-4 sentences of commentary on the chapter(s) and/or journal article(s) that were covered that week. Your comments can take various forms:
	+ Extend the arguments made in the chapter/journal article
	+ Provide examples you have encountered to support arguments made in the chapter/journal article
	+ Contest arguments made in the chapter/journal article or point out cases where the arguments do not apply or would be incorrect
* Responses to other’s comments should also be 3-4 sentences and take the form of a constructive dialogue. The goal is to enhance your ability to discuss the topics we will cover with fellow students.
* For full credit, you need to go deeper than “I found this chapter very interesting. The authors make good points. I agree with them.” Etc.
* The discussion board introduction post will not be worth any points. The purpose of this first post is to introduce yourselves to each other and acclimate to the discussion board on Blackboard.

**Technology**

Students will be expected to access and use Blackboard on a regular basis. Important information, such as the syllabus, slides, articles, and assignments, will be posted and updated here. Grades will also be posted on Blackboard and you are expected to check your grades and let me know of any problems **before** the semester is over. To access Blackboard log in at: http://mymason.gmu.edu, click on the Courses tab and locate your course link in the Course List. In addition, students should check their GMU email account regularly.

**PowerPoint Slides**

Lecture material will come from the assigned textbook, additional readings and other sources. You are responsible for all material covered within and beyond the textbook.

**The Honor Code**

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code. (http://mason.gmu.edu/~montecin/plagiarism.htm). For all work, the name that appears on the paper must be the author. If you are using someone else’s work as a source, cite it. Please see details available at the website above. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is the student’s. The instructor for this course reserves the right to enter a failing grade for the assignment to any student found guilty of an honor code violation.

**Students with Disabilities**

If you are a student with a documented disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

**Psychological Services**

Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services (caps.gmu.edu) for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs.

**Official Communications via GMU E-mail**

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.

**Add/Drop Deadlines**

Last Day to Add Classes: September 4, 2018

Final Drop Deadline (No Tuition Penalty): September 9, 2018

**Grade Breakdown**

Total Possible Points: 200

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| --- | --- | --- |
| A = 200 - 190 | A- = 189 - 180 | B+ = 179 - 170 |
| B = 169 - 165 | B- = 164 - 160 | C+ = 159 - 155 |
| C = 154 - 150 | C- = 149 - 140 | D = 139 - 120 |
| F = 119 and below |  |  |

**Class Cancellations** – please check your email and the university website in case of an unexpected cancellation and for updates in the event of a university closing. Since this is an online course, we will most likely not be affected by university closure; however, if there is a known issue with Blackboard functionality when the university is closed and ITS staff are not working, I will adjust the schedule as needed.

**Course Schedule and Due Dates**

The schedule below is *tentative.* Dates/topics are subject to change. All modifications will be addressed with sufficient notice via email, and updates on Blackboard.

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| **Date** | **Topic** | **Assignment Due** |
|  |   |   |
| August 28 | Ch 1: Intro to Adolescence | Discussion board introduction post  |
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| September 4 | Ch 2: Biological Foundations | Discussion & Response 1 |
|  | Ch 3: Cognitive Foundations |   |
|  |   |   |
| September 11 | Ch 4: Cultural Beliefs | Discussion & Response 2 |
|  | Adolescent Decision Making (Article)  |   |
|  |   |   |
| September 18 | Exam 1: Ch 1 - Ch 4 & Article |  Exam available Sept. 18-21 |
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| September 25 | Ch 5: Gender | Discussion & Response 3 |
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| October 2 | Ch 6: The Self | Discussion & Response 4 |
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| October 9 | Ch 7: The Family | Discussion & Response 5 |
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| October 16 | Ch 8: Friends & Peers | Discussion & Response 6 |
|  | Cyberbullying (Article)  |   |
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| October 23 | Exam 2: Ch 5 - Ch 8 & Article  | Exam available Oct. 23-26 |
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| October 30 | Ch 9: Love and Sexuality | Discussion & Response 7 |
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| November 6 | Ch 10: School |  |
|  | Sleepless in Fairfax (Article) |  Discussion & Response 8 |
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| November 13 | Ch 11: Work | Discussion & Response 9 |
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| November 20 | Exam 3: Ch 9 - Ch 11 & Article  | Exam available Nov. 20-23 |
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| November 27 | Ch 12: Media | Interview Assignment Due |
|  | Ch 13: Externalizing and Internalizing Problems | Discussion & Response 10 |
|  |   |   |
| December 12 | Finals Day  |  |
|   | Exam 4: Ch 12 - Ch 13 | Exam available Dec. 12-15 |