**PSYC 314 – Adolescent Development**

**Course Syllabus - Spring 2019 (#11441)**

Instructor: Gail Hunter, M.Ed. Office Location: 1014A David King Hall, Basement

Schedule: Mon/Wed 12:00-1:15 pm Office Hours: Mon 1:30-2:30 + by appt.

Location: Innovation Hall 206 Office Phone: TBA

Email: [ghunter5@gmu.edu](mailto:ghunter5@gmu.edu) (please include “PSYC314” in 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**

* Santrock, J. (2017). *Adolescence (16th ed.)*. New York: McGraw-Hill Education.

**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 10% each = 30%)**

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

• There will be FOUR exams, each worth10%. 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.

**2. Assignments (25%)**

**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 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. These assignments and homework assignments will be worth a total of 25%.

**3. Article Critique (15%)**

**Goal:** To access and review relevant research.

This critique will be worth 15 points and should be 1.5-2 pages in length, double-spaced, Times New Roman 12pt font. Late submissions will NOT be accepted. Electronic submissions will be accepted through Blackboard. You will review/summarize key points of the article, reflect on the findings, and relate it to your own experiences. See below for a list of possible articles to choose from, PDFs of which will be available to download from Blackboard. A rubric and clear description of expectations can also be found on Blackboard.

**Article Choices for Adolescent Psychology**

1. Swann, W. B., Chang-Schneider, C., & Larsen McClarty, K. (2007). Do people’s self-views matter? Self-concept and self-esteem in everyday life. American Psychologist, 62, 84–94.

2. Cooper, M. L. (2010). Toward a person situation model of sexual risk-taking behaviors: Illuminating the conditional effects of traits across sexual situations and relationship contexts. Journal of Personality and Social Psychology, 98, 319–341.

3. [Seth J Schwartz](https://www.researchgate.net/profile/Seth_Schwartz?_sg=MSjqEC0ECvmJvOFByUhLBaQWtP93oaZfzY7qlF7WikLtwmiwipC9wC4CnDJOIk2626ngQIg.Nql7rVvRE4ZFc1KdKeela7dkYhLWEsmNj5JAUdJMwSDudgdXn_EX5tkKOjy68zpc3K7jIBTN-kOHIROc3Nn_Iw) [Jennifer B Unger](https://www.researchgate.net/profile/Jennifer_Unger?_sg=MSjqEC0ECvmJvOFByUhLBaQWtP93oaZfzY7qlF7WikLtwmiwipC9wC4CnDJOIk2626ngQIg.Nql7rVvRE4ZFc1KdKeela7dkYhLWEsmNj5JAUdJMwSDudgdXn_EX5tkKOjy68zpc3K7jIBTN-kOHIROc3Nn_Iw) [Lourdes Baezconde-Garbanati](https://www.researchgate.net/profile/Lourdes_Baezconde-Garbanati?_sg=MSjqEC0ECvmJvOFByUhLBaQWtP93oaZfzY7qlF7WikLtwmiwipC9wC4CnDJOIk2626ngQIg.Nql7rVvRE4ZFc1KdKeela7dkYhLWEsmNj5JAUdJMwSDudgdXn_EX5tkKOjy68zpc3K7jIBTN-kOHIROc3Nn_Iw) [José Szapocznik](https://www.researchgate.net/profile/Jose_Szapocznik2?_sg=MSjqEC0ECvmJvOFByUhLBaQWtP93oaZfzY7qlF7WikLtwmiwipC9wC4CnDJOIk2626ngQIg.Nql7rVvRE4ZFc1KdKeela7dkYhLWEsmNj5JAUdJMwSDudgdXn_EX5tkKOjy68zpc3K7jIBTN-kOHIROc3Nn_Iw)

Testing the Parent-Adolescent Acculturation Discrepancy Hypothesis: A Five-Wave Longitudinal Study

June 2015 Journal of Research on Adolescence In press DOI: 10.1111/jora.12214

4. Soenens, B., Berzonsky, M. D., Vansteenkiste, M., Beyers, W., & Goossens, L. (2005). Identity styles and causality orientations: In search of the motivational underpinnings of the identity exploration process. European Journal of Personality, 19, 427-442.

5. Schwartz, S. J. (2005). A new identity for identity research: Recommendations for expanding and refocusing the identity literature. Journal of Adolescent Research, 20, 293-308.

6. Schwartz, S. J., Beyers, W., Luyckx, K., Soenens, B., Zamboanga, B. L., & Forthun, L. F., ... Waterman, A. S. (2011). Examining the light and dark sides of emerging adults’ identity: A study of identity status differences in positive and negative psychosocial functioning. Journal of Youth and Adolescence, 40, 839-859.

7. Luyckx, K., & Seiffge-Krenke, I. (2009). Continuity and change in glycemic control trajectories from adolescence to emerging adulthood: Relationships with family climate and self-concept in Type 1 diabetes. Diabetes Care, 32, 797-801

8. Luyckx, K., Klimstra, T. A., Schwartz, S. J., & Duriez, B. (in press). Personal identity in college and the work context: Developmental trajectories and psychosocial functioning. European Journal of Personality.

9. [Janne Vanhalst](https://www.researchgate.net/profile/Janne_Vanhalst?_sg=EXKZWqfyqTDzd8kuVxp8yB_JOgQ4A2nz-c1f_KNhkttgwQy0v0yFJJ8QfVujSw7Sri5TfcU.kdtZc9VpqQ3isjQ9tRlKh0ZygUHUtAP63dU_zWPihlGhLYSCZEn9PSAA-u3EBDXpBIp7RdpLxq4Cl4JDMgIyig) [Bart Soenens](https://www.researchgate.net/profile/Bart_Soenens?_sg=EXKZWqfyqTDzd8kuVxp8yB_JOgQ4A2nz-c1f_KNhkttgwQy0v0yFJJ8QfVujSw7Sri5TfcU.kdtZc9VpqQ3isjQ9tRlKh0ZygUHUtAP63dU_zWPihlGhLYSCZEn9PSAA-u3EBDXpBIp7RdpLxq4Cl4JDMgIyig) [Koen Luyckx](https://www.researchgate.net/profile/Koen_Luyckx?_sg=EXKZWqfyqTDzd8kuVxp8yB_JOgQ4A2nz-c1f_KNhkttgwQy0v0yFJJ8QfVujSw7Sri5TfcU.kdtZc9VpqQ3isjQ9tRlKh0ZygUHUtAP63dU_zWPihlGhLYSCZEn9PSAA-u3EBDXpBIp7RdpLxq4Cl4JDMgIyig) [Steven R. Asher](https://www.researchgate.net/profile/Steven_Asher?_sg=EXKZWqfyqTDzd8kuVxp8yB_JOgQ4A2nz-c1f_KNhkttgwQy0v0yFJJ8QfVujSw7Sri5TfcU.kdtZc9VpqQ3isjQ9tRlKh0ZygUHUtAP63dU_zWPihlGhLYSCZEn9PSAA-u3EBDXpBIp7RdpLxq4Cl4JDMgIyig) Why Do the Lonely Stay Lonely? Chronically Lonely Adolescents' Attributions and Emotions in Situations of Social Inclusion and Exclusion July 2015 Journal of Personality and Social Psychology 109(5) DOI:  10.1037/pspp0000051

10. Nguyen, A. D., & Benet-Martınez, V. (2013). Biculturalism and adjustment: A meta-analysis. Journal of CrossCultural Psychology, 44, 122–159.

**4. Interview & Analysis Paper (20%)**

**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 4-5 pages double-spaced, Times New Roman, 12-point font. Please also include a transcript of the actual interview and your notes. Papers should be submitted on Blackboard via Safe Assignment by 12 midnight on 04/29/18. A detailed description and grading rubric will be posted on Blackboard.

**5. Presentation (10%)**

**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**

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

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Exams (3 x 50 pt.) | 30 |
| Assignments (In-class & Homework) | 25 |
| Article Critique | 15 |
| Interview & Analysis Paper | 20 |
| Presentation | 10 |
|  | **100%** |

### *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:

* + 01/29 last day to add/drop with no tuition penalty
  + 02/12 last day to drop with a 33% tuition penalty
  + 02/23 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.

**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. Ms. Hunter 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. |  | Introduction to the Course |  |
|  | 01/23 | The Study of Adolescence |  |
| 2. | 01/28 | Biological Transitions Ch. 2 |  |
|  | 01/30 | Ch. 2 |  |
| 3. | 02/04 | Cognitive Transitions. Ch. 3 |  |
|  | 02/06 | Ch. 3 |  |
| 4. | 02/11 | Self and Identity Ch. 4, **Exam 1** | **On Blackboard** |
|  | 02/13 | Emotion and Personality Ch 4 |  |
| 5. | 02/18 | Gender Ch. 5 |  |
|  | 02/20 | Ch. 5 |  |
| 6. | 02/25 | Sexuality. Ch. 6 |  |
|  | 02/27 | Ch.6 |  |
| 7. | 03/04 | Moral Development Ch 7 |  |
|  | 03/06 | Values and Religion, **Exam 2** | **On Blackboard** |
| 8. | 03/11 – NO CLASS | SPRING BREAK |  |
|  | 03/13 – NO CLASS | SPRING BREAK |  |
| 9. | 03/18 | Families Ch. 8 |  |
|  | 03/20 | Ch. 8 |  |
| 10. | 03/25 | Peers, Romantic Relationships Ch. 9 |  |
|  | 03/27 | Lifestyles Ch 9 |  |
| 11. | 04/01 | Schools Ch. 10 (pp. 279-289) |  |
|  | 04/03 | Ch. 10, **Exam 3** | **On Blackboard** |
| 12. | 04/08 | Achievement Ch. 11 |  |
|  | 04/10 | Work and Careers Ch. 11 |  |
| 13. | 04/15 | Culture Ch. 12 |  |
|  | 04/17 | Ch. 12 |  |
| 14. | 04/22 | Problems in Adolescence Ch. 13 |  |
|  | 04/24 | Problems in Emerging Adulthood Ch. 13 |  |
| 15. | 04/29 | Student Presentations |  |
|  | 05/01 | Student Presentations |  |
| 16. | 05/06 | Student Presentations |  |
| 17. | 05/08 | Student Presentations, **Exam 4** | **On Blackboard** |