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| **Syllabus** | |
| Course Information | PSYC 314 Adolescent Development  Location: Distance Education/Blackboard |
| Instructor | Laura Martin  **Email:** Lmarti34@gmu.edu  **Student Hours:** Mondays 1-2 PM or by appointment  (Zoom link and password will be sent first week of class)  ***Note:*** This is *your* time to meet with me remotely and I encourage you to reach out with specific questions about the course material and any other questions you may have about adolescent development, developmental psychology, and psychological sciences. Also, feel free to just stop by to say hi! I would love to get to know all of you better.  Please refer to your online course: <https://mymasonportal.gmu.edu/> |
| Course Description | Adolescence is a developmental period characterized by significant biological, cognitive, social, and psychological changes. In all societies, adolescence represents the transition from childhood to adulthood, but the “boundaries” of adolescence vary (as defined by biology, emotional maturity, chronological age, cognitive development, social relationships, etc.). To understand this transition fully, it is important to examine adolescent development from these various perspectives as well as the contexts in which this development occurs. Accordingly, this course examines the series of transitions adolescents experience and their developmental contexts. Specifically, we explore 1) the major biological, cognitive, and social transitions of adolescence, 2) the developmental contexts of adolescent transitions (e.g., families, peers), and 3) key outcomes of psychosocial development (e.g., identity, sexuality). In line with the contemporary models of adolescent development, we will explore sources of risk and resilience in adolescent development. Finally, we will examine how various forms of racism shape developmental contexts and psychosocial outcomes of youth of color.  **Recommended Prerequisite:** PSYC 100 or equivalent. |
| Course Objectives | Upon completion of the course, students will be able to:   1. Identify the developmental transitions (biological, cognitive, and social), contexts (families, peers, schools, social media), and main psychosocial outcomes (identity, sexuality, achievement, psychosocial problems) of adolescence. 2. Discuss how adolescence is an age of opportunity and analyze and evaluate sources of risk and resilience in adolescent development. 3. Recognize how racism shapes developmental contexts (via housing and school segregation) and effects psychosocial outcomes of youth of color. 4. Recognize how ethnic-racial identity development can serve as a protective factor for youth of color. 5. Apply and integrate concepts learned in class to real-life situations by designing and conducting an interview with a real-life adolescent to evaluate key developmental contexts and outcomes in this person’s life. 6. Practice and refine your writing and oration skills. |
| Course  Methodology | The class format will combine reading, lectures, videos, podcasts, and other learning tools. The class will be interactive and require every student to be engaged in the classroom discussion and assignments. In addition to the lectures, screencasts and timely completion of assignments, every student will be expected to be an active participant and a dedicated individual applying what you learn to every element of the course work. |
| Required textbook(s) and/or materials | Required Text:  Steinberg, L. (2019). *Adolescence* (12th ed.). New York: McGraw-Hill. |
| Computer Requirements | **Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:   1. the storage amount needed to install any additional software and 2. space to store work that you will do for the course.   If you consider the purchase of a new computer, please go to [Patriot Tech](https://masononline.gmu.edu/what-technologies-do-i-need/) to see recommendations.  **Software:** Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](http://mymason.gmu.edu). See [supported browsers and operating systems](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11). Log in to [myMason](http://mymasonportal.gmu.edu/) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](http://get.adobe.com/reader/), [Flash](http://get.adobe.com/flashplayer/), [Java](http://www.java.com/en/download/), and [Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player), [QuickTime](http://support.apple.com/downloads/#quicktime) and/or [Real Media Player](http://www.real.com/realplayer/search). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](http://antivirus.gmu.edu/).  Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](https://youtu.be/Hmm9Q-T0oTo) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.  Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.  **Course-specific Hardware/Software**  Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at [Patriot Computers](http://compstore.gmu.edu/) (the University’s computer store that offers educational discounts and special deals). |
| Course Website | Blackboard 9.1 will be used for this course. You can access the site at http://mymasonportal.gmu.edu. Login and click on the “Courses” tab. You will see PSYC 314. NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for Department of Psychology in your Blackboard course menu—it contains details of minimum technology requirements. |
| Participation | Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.  Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for  answers, interpreting observations, and discussing issues with your peers. |
| Rules and Expectations | In correspondence/communication students will be expected to:   1. Be professional and respectful in correspondence with your instructor and peers. 2. Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part.”   In regard to honesty in work students will be expected to:   1. Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have. 2. Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication. |
| Mason Honor Code | **The complete Honor Code is as follows:**  *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:* **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***(From the Catalog – catalog.gmu.edu)* |
| Cheating Policy | Any form of cheating on an activity, project, or exam will result in zero points earned. “Cheating” includes, but is not limited to, the following: reviewing others’ exam papers or exams, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center. |
| Plagiarism and the Internet | Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.  This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.  Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. [Review the Honor Code here.](http://oai.gmu.edu/the-mason-honor-code2/plagiarism/understanding-plagiarism/) |
| Individuals with Disabilities | Students with documented disabilities should contact the Office of Disability Services (703) 993-2474 to learn more about accommodations that may be available to them. |
| Student Support and Advocacy Center (SSAC) | At Mason we remain committed to providing a safe learning, living, and working environment that embraces our diversity and is free from discrimination. The Student Support and Advocacy Center (SSAC) can assist you in helping Mason students seek support services and explore healthy lifestyle choices. They offer educational programming, one-on-one consultations, and resources in the areas of interpersonal violence, personal wellness, and alcohol and drug use; they also assist students encountering barriers to personal success.  <https://ssac.gmu.edu/>  <https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/> |
| GMU Resources for Students: | University Writing Center: <http://masononline.gmu.edu/student-resources/writingcenter>  University Career Services: <http://careers.gmu.edu/>  Student Health Services: <http://shs.gmu.edu/> |
| 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. <https://diversity.gmu.edu/diversity> |
| Academic Integrity and Inclusivity | This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://oai.gmu.edu/> |
| Student Privacy Policy | George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.  Please see George Mason University’s student privacy policy  <https://registrar.gmu.edu/students/privacy/> |
| 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](mailto:cde@gmu.edu).  <https://diversity.gmu.edu/sexual-misconduct/what-title-ix> |
| E-Mail Policy | Mason uses electronic mail to provide official information to students. Examples include 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.  Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service. |
| Course Grading & Evaluation | Grades will be 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. |
| Discussions– 20**%** | There are **10 discussion posts and peer responses**.  Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you disagree with and why, or not understand?  **Initial/Original Post**  Please post what you view as the appropriate responses to the above prompts. Your initial post should be 150-200 words. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support all posts with appropriate rationale and citations from readings; appropriately document sources.  **Responding to Others**  Responses to at least one classmate’s posting should be approximately 150-200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments. You will be able to respond to others after you submit your initial post.  **Instructions**  Each student will make at least one original post by **Friday 11:59 PM, EST**, and react to at least one of your peers' posts by **Sunday 11:59 PM, EST**.  Review the Discussion Board Participation rubric in Blackboard |
| Assignments – 20**%** | There are **7 assignments**.  Each week assignments are required to be uploaded to Blackboard.  Assignments are due by **Sunday, 11:59 PM, ET**.  Refer to the course schedule and weekly overviews for details. |
| Exams – 30**%** | For students to be tested on their understanding of the material learned in class.   * Exams will be available from 8am on Thursday to 11:59pm to Sunday of Weeks 5, 9, and 16. * There will be **3 exams**, each worth **50 points**. * 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. * Exam Make-Up Policy: Because you have full weekends to complete the exams, I will be relatively strict with my exam make-up policy. If you have an emergency or are sick, I need to know *as soon as possible* to be able to consider allowing any make-ups. If you email Sunday saying you could not take the exam, I will not be able to grant a make-up time. |
| Final Project – 30**%** | 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 young adult of your choice and write a short paper on your discussions by focusing on theories, themes, and ideas discussed in the textbook and other instructional materials. You will be asked to choose three constructs to focus on (i.e. social, identity, parents, gender, friendships, psychosocial problems, etc.).  Please see all relevant information, instructions, grading rubrics, and successful examples from your peers under “Interview Project” on BB.  You will earn points for the following deliverables for this final project:  Transcript (10 points)  Final Paper (40 points) |
| **Need Help?**  Utilize the “Course Q&A” discussion forum or email your instructor directly. | |

Expect to work **7-10 hours per week** on assignments for this course.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Monday EST**, and **ending at 11:59 pm on the following Sunday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution.

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| **Weeks** | **Lessons** | **Assignments** |
| **Week 1**  **1/25 – 1/31** | **Lesson 1:**  Introduction | * Read Introduction chapter (pp.1-13) * Review Introduction screencast * Complete Lesson 1 Introduction Post and Peer Response * Complete Learning Contract |
| **Week 2**  **2/1 –**  **2/7** | **Lesson 2:**  Biological Transitions | * Read Chapter 1 * Review Chapter 1 Summary Screencast * TED Talk Video: Dr. Wendy Troxel on Sleepy Teens * TED Video: How Your Hormones Work * Complete Lesson 2 Discussion Post (Dear Son/Dear Daughter Letter & Social Media Example) and Peer Response |
| **Week 3**  **2/8 –**  **2/14** | **Lesson 3:**  Cognitive  Transitions | * Read Chapter 2 (SKIP: Piagetian View of Adolescent Thinking, Individual Differences in Intelligence) * Review Chapter 2 Summary Screencast * TED Talk Video: Dr. Adriana Galván or Dr. Elizabeth Cauffman * Complete Lesson 3 Discussion Post (Trying Teenagers as Adults? & Alternative Strategies) and Peer Response |
| **Week 4**  **2/15 –**  **2/21** | **Lesson 4:**  Social Transitions | * Read Chapter 3 * Review Chapter 3 Summary Screencast * Review Risk, Resilience, and Racism Screencast * Watch A Short History NPR Video on Housing Segregation and Redlining in America * TED Talk Video: Dr. Jeff Arnett * Complete Lesson 4 Assignment on Social Transitions and Structural Impediments to Them. |
| **Week 5**  **2/22 –**  **2/28** | **Lesson 5:**  Integration & Exam 1 | * Reflection/Integration of prior topics * Video: Dr. Ron Dahl on Adolescence as Age of Opportunity and Social Drivers * Skim Dahl et al., 2016 * Complete Lesson 5 Assignment (How can we intervene to improve adolescent lives?) * Complete Exam 1 |
| **Week 6**  **3/1 –**  **3/7** | **Lesson 6:**  Families | * Read Chapter 4 (pp. 97-124) * Review Chapter 4 Summary Screencast * TED Video: Dr. Julie Lythcott-Haims on Raising Kids without Overparenting * Complete Lesson 6 Discussion Post (Understanding Parent-Teenager Interaction) and Peer Response |
| **Week 7**  **3/8 –**  **3/14** | **Lesson 7:**  Peers & Friends | * Read Chapter 5 (pp. 125-157; SKIP: Origins of Adolescent Peer Groups) * Review Chapter 5 Summary Screencast * TED Talk Video: Dr. Mitch Prinstein on Popularity * Complete Lesson 7 Assignment (Letter to your child coping with peer or friend stressors) * Complete your Lesson 7 Discussion Post (Adolescent Interview Open-Ended Questions) and Peer Response with Feedback |
| **Week 8**  **3/15 –**  **3/21** | **Lesson 8:**  Schools | * Read Chapter 6 (pp. 125-157) * Review Chapter 6 Summary Screencast * Watch KQED Video by Mattew Green on Why Are American Public Schools Still So Segregated? * Read Restorative Justice Blog by Dr. Robert Faris and Jeremy Prim * Complete Lesson 8 Assignment: Developmental Analysis of "Harper High School- Part 1". Listen to **Prologue** and **at least ONE of Acts** |
| **Week 9**  **3/22 –**  **3/28** | **Lesson 9:**  Social Media &  Exam 2 | * Read Chapter 7 (pp. 203-217; SKIP: Adolescents & Free Time, Adolescents & Work; Adolescents & Leisure; Free Time & Adol Development) * Review Screencast on Social Media and Psychological Adjustment * Complete Lesson 9 Assignment * Complete Exam 2 |
| **Week 10**  **3/29 –**  **4/4** | **Lesson 10:**  Identity | * Read Chapter 8 (pp. 217-245) * Review Chapter 8 Summary Screencast * Video by Dr. Adriana Umaña-Taylor on Intervening in Ethnic-Racial Identity Development in Schools * TED Talk Video: Cedrice Webber on Multi-ethnic identity * Complete Lesson 10 Discussion Post and Peer Response |
| **Week 11**  **4/5 –**  **4/11** | **Lesson 11:**  Intimacy | * Read Chapter 10 (pp. 217-245) * Review Chapter 10 Summary Screencast * TED Talk Video: Friend-intimacy * TED Talk Video: Dr. Joanne Davilla on Healthy Romantic Relationships * Complete Lesson 11 Discussion Post and Peer Response |
| **Week 12**  **4/12 –**  **4/18** | **Lesson 12:**  Sexuality | * Read Chapter 11 (pp. 304-245) * Review Chapter 11 Summary Screencast * Watch or listen to **at least TWO** Videos/Audio: * TED Talk Video: Dr. Megan Maas on Adolescence, Sexual Socialization & Porn * TED Talk Video: Dr. Lisa Diamond on Sexual Fluidity * TED Talk Video: Peggy Ornstein on Girls & Sex: * Podcast with Peggy Ornstein Interview about Boys & Sex: * Complete Lesson 12 Assignment (Design Sex Ed Program) |
| **Week 13**  **4/19 –**  **4/25** | **Lesson 13:**  Achievement | * Read Chapter 12 (pp. 304-245) * Review Chapter 12 Screencast * TED Talk Video: Sal Kahn, M.B.A., on Mastery & Mindset * TED Talk Video: Dr. Carol Dweck on Growth Mindset * Complete Lesson 13 Discussion Post (Achievement) |
| **Week 14**  **4/26 –**  **4/30** | **Lesson 14:**  Psychosocial Problems | * Read Chapter 13 (pp. 364-400) * Review Chapter 14 Screencast * Watch **at least TWO Videos**: * TED Talk Video: Stress from Teen Perspective * TED Talk Video: Dr. Carl Hart on Addiction * TED Talk Video: Johan Hari on Depression & Anxiety * TED Talk Hailey Hardcastle on Adolescent Mental health Days * Complete Lesson 14 Discussion Post (Mental Health) and Peer Response |
| **Finals Week**  **5/3 –**  **5/10** | **Lesson 15:**  Presentations | * Adolescent Interview Final Paper is Due by Sunday 5/9 at 11:59PM EST * Non-cumulative Exam 3 is available Thursday 5/6 and due by Sunday 5/9 at 11:59PM. |