# PSYC 314 – Adolescent Development

# Course Syllabus for Fall 2022

**Meeting time:** Monday & Wednesday 3:00 pm to 4:15 pm

**Location:** Krug Hall, Room 5

**Instructor**: Alison Hundertmark, MA

**Email**: ahundert@gmu.edu

**Office Hours**: By appointment via Zoom

## **Textbook**

Steinberg, L. (2019). *Adolescence* (12th ed). McGraw-Hill.

ISBN10: 1260058891

ISBN13: 9781260058895

## **Course Description**

Adolescence is a developmental period characterized by significant changes, both internally and externally. This course examines the biological, psychological, and social changes that occur during adolescence. Additionally, this course examines the typical (and atypical) cognitive, behavioral, and emotional outcomes associated with those changes. Following the completion of this course, students should be able to:

1. Understand the major theories and research findings associated with adolescent development.
2. Apply theory and research to “real-life” situations and issues like parenting, peer groups, and public health.
3. Practice and display discussion, research, writing, and speaking skills.

## **Class Format**

*Learning Weeks*

Mondays & Wednesdays 🡪 Lecture on a topic/chapter

*Quiz Weeks*

Mondays 🡪 Review all topics that will be covered in the quiz

Wednesdays 🡪 In-class open book/open note quiz

## **Modules**

As an in-person course, the content of PSYC 314 will be delivered in the classroom through weekly lectures which build off the information students will study in the assigned textbook chapters (see **Course Schedule** below). All times in the schedule and deadlines in Blackboard are based on the time at the Mason campus in Fairfax, Virginia. Slide decks that accompany each lecture will be posted on Blackboard individually. In general, you can expect materials for each lecture to be posted on the day before it is due to begin.

## **Requirements and Assignments (total 100 points)**

### Attendance – 10 points (25 days, 0.4 points each)

**The best way to succeed in class is to attend!** Key ideas and concepts are explained and discussed in class, so attendance is crucial. I appreciate and encourage your participation in this course, so please feel free to ask questions and spark conversations throughout our lectures.

Students will **earn 0.4 points for each day of attendance** for a total of 10 points across the entire semester. Students will even earn attendance points for showing up to take their Quizzes! **Students may miss two classes without being penalized or needing to notify the instructor**. Missing additional classes will result in fewer points.

### Media Discussion Posts – 20 points (5 posts, 4 points each)

Students will choose **an example from the news/media** that will elicit discussion relevant to a topic explored in the lectures and readings from the previous week(s). Students will post their examples to the “**Discussion Board**” and provide a **brief essay** (**minimum 500 words**) about their media artifact. The essay should explore why the student finds this piece interesting, and he/she should clearly connect the piece to a theoretical construct or an empirical finding we covered in class for the specified week(s).

Adolescent development, health, and peers are portrayed all over the media (e.g., social media, news, printed and online press, TV, etc.). Your media post can be anything from blogs, newspaper articles, non-scientific reports, YouTube clips, movies, poems, music, etc. 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 theoretical and empirical facts from the textbook and lectures provided.

Students will have **eight opportunities to submit** a Media Discussion Post, and students’ **top 5 posts will be graded**.

### Quizzes – 50 points (3 quizzes, 15, 15, and 20 points)

**Three quizzes will be taken in class** and administered on Blackboard under “**Assessments.”** Quizzes will be approximately 20 to 25 questions long, and all quizzes can be taken **open-book and open-note**. However, it is important to note that the **quizzes will be timed** with approximately 1.5 minutes given for each multiple-choice question and approximately 5 minutes for each short answer question. Quizzes will be administered on three Wednesdays throughout the semester.

**Quiz 1 (15 points)**: covers content from Introduction & Chapters 1–3

**Quiz 2 (15 points)**: covers content from Chapters 4–7

**Quiz 3 (20 points)**: covers content from Chapters 8–13

### Interview and Poster Presentation – 20 points (1 submission, 20 points)

To integrate the concepts learned in class into a real-life situation, you are required to complete an **interview with an adolescent and construct a poster displaying the results of this inquiry**.

You will interview an adolescent or young adult of your choice and create a poster presentation by focusing on how your interviewee’s experiences represent, or do not represent, the theoretical and empirical knowledge discussed in the textbook and other instructional materials. You will be asked to **choose two key topics to focus on during your interview** (i.e. social, identity, parents, gender, friendships, psychosocial problems, etc.).

You will present the poster to the class in an informal presentation followed by Q&A session. Finally, you will upload the poster to Blackboard under “**Assignments**”. The poster should include the following information and sections:

* Introduction and background on the two chosen key topics
* Interviewee Demographics
* Interview Questions
* Transcript example: important quotes
* Conclusion and Discussion of results

## **Grading**

You will demonstrate what you’ve learned through various discussions, formal tests, and writing assignments. Late assignments will only be accepted with advance permission, and a penalty of 5 percentage points will be assessed for each day an assignment is late. Your final grade will be based on the number of points you have earned out of the possible 100 points. A standard grading structure will be used:

A+ 97% and higher B+ 89-87% C+ 79-77% D 60-69%

A 96-90% B 86-80% C 76-70% F 59% and lower

## **Disability Accommodations**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resources Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

## **Classroom Policies**

### Attendance

Coming to class is important. Material will be presented in class that is not covered in the book, and you will be held responsible for that information. If an absence is excused will be determined on a case-to-case basis. Please email me with your last name and ABSENT in the subject bar of the email (Example: Young ABSENT) if you are going to be absent.

### Make-up/Late Assignments

If you are absent from a lecture day, you will not be able to make-up any participation/attendance points from that day unless excused. If excused, you will not be penalized for that day. If you are absent from an activity day, you will not be able to make-up the assignment points from that day unless excused. If excused, you will be able to review lectures via Zoom recording and have one week to do a supplemental assignment based on the content area of the missed class.

### Technology

I encourage the use of technology for note taking and resource collection. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor, and attempt to minimally engage in activities that are unrelated to class. All classes will require the use of a laptop or smartphone, so even if you plan on note taking by hand, please bring one electronic device to class.

### Academic Integrity

Academic integrity refers to honest and ethical behavior in all aspects of academic activity. This includes: not cheating on quizzes or homework assignments (e.g., copying the work of others), not passing off someone else's ideas as your own (plagiarism), and not engaging in dishonesty of any kind with regard to your class participation and assignments.

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). Students are encouraged to study together as much as possible throughout the course; however, no assistance, sharing of information, or discussion of exam items or answers between students may take place. For all work, the name that appears on the paper must be the author. 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 own work. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

### Plagiarism

Plagiarism is the *unacknowledged* use of another person's labor, another person's ideas, another person's words, or another person's assistance. Unless otherwise stated in class, all work done for courses is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class.

### Class Cancellation Policy

If class is canceled, I will notify students by email as well as in an announcement on Blackboard. This announcement will be made by 10:00am the morning of the cancelled class.

### 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. In the event that class is canceled, I will notify you via email; this email will include information about making up the missed class.

### Title IX

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason’s process, the resources, and the options available to students. Any faculty or staff member at Mason is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator, but please know that such reports will result only in someone reaching out to you directly to let you know about available services and to determine if you wish to take any action. That said, you can also contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380) to speak to someone confidentially, as individuals who work in those offices are not required to report disclosures. You may also seek assistance directly from Mason’s Title IX Coordinator (703-993-8730; titleix@gmu.edu).

## **Course Schedule**

**Disclaimer**: The instructor reserves the right to change the syllabus and its content. Any changes will be announced orally and in writing.

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| **Week** | **Date** | **Topics/Activities** | **Assignments due** |
| 1 | M 8/22 | Syllabus review and Student/Professor introductions |  |
|  | W 8/24 | Introduction to the study of Adolescent Development | Read Introduction |
| 2 | M 8/29 | Fundamental Changes: Biological Transitions lecture | Read Ch. 1 |
|  | W 8/31 | Fundamental Changes: Cognitive Transitions lecture | Read Ch. 2  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 3 | M 9/5 | **Labor Day** – **no class** |  |
|  | W 9/7 | Fundamental Changes: Social Transitions lecture | Read Ch. 3  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 4 | M 9/12 | Review of Introduction & Ch. 1–3 |  |
|  | W 9/14 | **Quiz 1** on Introduction & Ch. 1–3 |  |
| 5 | M 9/19 | Contexts: Families lecture | Read Ch. 4 |
|  | W 9/21 | Contexts: Peer Groups lecture | Read Ch. 5  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 6 | M 9/26 | Contexts: Schools lecture | Read Ch. 6 |
|  | W 9/28 | Contexts: Work, Leisure, and Media lecture | Read Ch. 7  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 7 | M 10/3 | Review Ch. 4–7 |  |
|  | W 10/5 | **Quiz 2** on Ch. 4–7 |  |
| 8 | M 10/10 | **Fall Break – no class** |  |
|  | W 10/12 | Psychosocial Development: Identity lecture | Read Ch. 8  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 9 | M 10/17 | Psychosocial Development: Autonomy lecture | Read Ch. 9 |
|  | W 10/19 | Psychosocial Development: Intimacy lecture | Read Ch. 10  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 10 | M 10/24 | Review of Ch 8–10 |  |
|  | W 10/26 | Psychosocial Development: Sexuality | Read Ch. 11  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 11 | M 10/31 | Psychosocial Development: Achievement | Read Ch. 12 |
|  | W 11/2 | Psychosocial Development: Problems in Adolescence | Read Ch. 13  Discussion Post  ***Due:*** *Friday by 11:59 pm* |
| 12 | M 11/7 | Review of Ch. 11–13 |  |
|  | W 11/9 | **Quiz 3** on Ch. 8–13 |  |
| 13 | M 11/14 | Workshop for interview and poster presentation |  |
|  | W 11/16 | Workshop for interview and poster presentation |  |
| 14 | M 11/21 | Workshop for interview and poster presentation |  |
|  | W 11/23 | **Thanksgiving break – no class** |  |
| 15 | M 11/28 | Student Poster Presentations |  |
|  | W 11/30 | Student Poster Presentations |  |
| Finals Week | M 12/5 | Reading days – no class |  |
|  | W 12/7 | Reading days – no class | Final Poster Submissions to BB  ***Due:*** *Wednesday by 11:59 pm* |

\*Chapters are dense. I encourage you to *read smart* in order to get the most out of each chapter. Consider skimming sections when needed.

## **Drop Deadlines**

Enrollment: Every student is responsible for verifying correct enrollment. Graded work will not be returned to students who are not officially enrolled.

1. Last day to add a class August 29
2. Unrestricted withdrawal period September 12 – 27
3. Selective withdrawal period September 28 – October 24