

**PSYC 461 / 592 / 892: Adolescent Development, Peers, & Health  
Course Syllabus**

Professor: Olga Kornienko, Ph.D. Office Location: 2042 David King Hall  
Schedule: M 4:30- 07:10 PM Office Hours: M 3:00-4:00 PM or by appt.  
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**Course Description:**

- This course covers both **foundational and advanced issues** in adolescent development. By the end of the course, the students will be able to explain and apply foundational issues in adolescent development (i.e., developmental tasks, competencies, milestones, and social contexts). In addition to these central developmental topics, we will examine advanced topics in youth development. Specifically, we will focus on understanding how risk and protective factors as well as peer contexts (i.e., friends, peer groups and networks, romantic relationships) shape adolescent health and psychological adjustment. Special consideration will be afforded to understanding (a) how risk and protective factors “get under the skin” (i.e., biological processes) and (b) how risk (i.e., discrimination) and protective (ERI, family socialization) factors shape the development and health of ethnically and racially diverse and immigrant youth.
- We will examine the intersection of adolescent development, role of peers, and health and psychological adjustment by drawing on the **latest state-of-the-art research** and consider these topics and questions through an **interdisciplinary lens** including developmental, psychological, sociological, and biological perspectives.
- This course will enable students to **develop, receive feedback on, and refine skills** that are essential in a range of careers in the social and behavioral sciences, including: (1) critical thinking skills, (2) writing skills, (3) ability to develop theoretically grounded research questions and use appropriate study designs, and (4) ability to articulate informed opinions and provide feedback in a professional context.

**Course Format:** This is a **seminar class** that requires **active participation** from everyone during interactive lecturettes, group discussions, small group activities, and student presentations. Active class participation is crucial for your learning experience. Students are expected to contribute to a collegiate atmosphere by offering their own ideas and encouraging ideas of others on topics relevant to this course. **Readings are to be completed before class.** Attendance is **mandatory**. If for some unavoidable reason you cannot attend, please email me in advance and ask for an excused absence.

**Required Materials:** All readings are available on Blackboard > Materials > Readings.

**Prerequisites:** Graduate student standing or permission of instructor (for PSYC 461).

**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.

**Course Technology Use:** We will be using **Blackboard** (<https://mymasonportal.gmu.edu>) to facilitate our discussion and materials exchange both inside and outside of class. I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all written assignments will be turned in through Blackboard (i.e., Turn-It-In, Plagiarism check software)

**Class Cancellation Policy:** Please check blackboard and your email regularly. If class is cancelled, I will notify you by email/Blackboard and how we will make the time up.

**Accommodations and Disability Statement:** If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474.

**Assignments:** Various assignments are used to engage you and facilitate your learning process. These assignments accomplish the following learning objectives: (a) preparation for class participation and learning, (b) skill development, (c) receiving feedback from peers and the instructor, and (d) providing assessment of your learning.

- Attendance and Class Participation (10%)
- Thought question and social media example (10%; posted on BB by 11:59pm on Sundays)
- Graduates ONLY: Class Leadership (20%)
- Undergraduates ONLY: 2 Noncumulative Quizzes (20%)
- Reflection Papers (10% = 2 papers x 5% each; due before the topic is covered in class; posted on BB via Safe Assignment)
- Term Paper Presentations (15%):
  - ideas and plans for Final Paper (5%)
  - final presentation for Final Paper (10%)
- Term Paper (35%) posted on BB via Safe Assignment.

**Grading:**

- Each student's grade in this course will be based on their *participation* and *performance (not effort)* on the course requirements.
- There are no extra credit options.
- 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.

**Make up/ Extension Policy:** Extensions on assignments will not be granted lightly, and will be reserved for serious, documented problems (e.g., illness) and must be requested BEFORE the due date. Grades will be lowered if no extension has been previously granted. There is no extension without previous approval, by me, in writing. When you request an extension, I will ask to see everything you have prepared for the assignment up to that point, to ensure that you are not simply requesting an extension because you had not yet begun the assignment!

**The Honor Code:** Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code: <http://oai.gmu.edu/the-mason-honor-code-2/>

- Violations of the Honor Code will not be tolerated in this course and will be reported according to GMU procedures.

- You must paraphrase any information from a source into your own words. Do not copy anything word for word, even if you are citing the source; direct quotes are not accepted for Critique and Redesign and Proposal projects in this class.
- The instructor reserves the right to use software to determine the extent to which the work is the student's.
- For purposes of clarity, the following guidelines for plagiarism will be used in this course, **plagiarism** =
  - Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
  - Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above)
  - Paraphrasing someone else's ideas, findings, or sentences without giving them a citation and reference
  - Using the same paper for this course which has been (or will be) turned in for another course.

**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> at 709-993-2474.

**Miscellaneous:** The deadlines for adding and dropping classes are as follows:

- 8/29 last day to add
- 09/06 last day to drop for 100% refund
- 09/13 last day to drop for 50% refund

**Audio/video recording** of classroom lectures is not allowed without explicit permission by the instructor.

**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).

Life is stressful and we all need a little support sometimes. Students are encouraged to contact **Counseling & Psychological Services** <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.

### Tentative Course Schedule \*

<u>Week</u>	<u>Date</u>	<u>Topic (Student Leadership)</u>
<b>Section 1. Adolescent Development, Risk &amp; Resilience</b>		
1	Aug 22	Introductions. Organizing Developmental Frameworks. <ul style="list-style-type: none"> <li>• Class Leadership Topics are Chosen</li> </ul>
2	Aug 29	Organizing Developmental Frameworks, continued
3	Sept 5	No Class- Labor Day
4	Sept 12	Protective Factors: How Social Buffering Get under Skin
5	Sept 19	Risk Factors: How Stress & Adversity Get Under Skin
6	Sept 26	Protective Factors in Diverse Youth Development: ERI & Family Socialization ( <b>Sarah</b> ) <ul style="list-style-type: none"> <li>• Due: Final Paper Topic Approval</li> </ul>
7	Oct 3	Risk Factors in Diverse Youth Development: Discrimination <ul style="list-style-type: none"> <li>• Due: UG Quiz 1 (Short Answers on BB), by 11:59pm on 10/07/22</li> </ul>
<b>Section 2. Peers and Adolescent Development</b>		
8	Oct 10	Peer Relationships: Friendship & Peer Popularity ( <b>Caro</b> )
9	Oct 17	Peer Relationships: Dark Side ( <b>Fiona</b> ) <ul style="list-style-type: none"> <li>• Due: Final Paper Bibliography via email</li> </ul>
10	Oct 24	Peer Relationships: Networks and Emergence of Similarity
11	Oct 31	Peer & Romantic Relationships ( <b>Julie</b> ) <ul style="list-style-type: none"> <li>• Due: Presentation on Plans &amp; Ideas for Final Paper</li> </ul>
12	Nov 14	Peers in Digital World (social media) and Adjustment ( <b>Sumukhi</b> ) <ul style="list-style-type: none"> <li>• Due: UG Quiz 2 (noncumulative Short Answers on BB), by 11:59pm on 11/18/22</li> </ul>
<b>Section 3. Health &amp; Psychological Adjustment</b>		
13	Nov 21	Health Risk Behavior: Patterns, Processes, and Peer Effects <ul style="list-style-type: none"> <li>• Due: Paper Outline</li> </ul>
14	Nov 28	Psychological Adjustment Problems: Patterns, Processes, and Peer Effects
15	Dec 4	<ul style="list-style-type: none"> <li>• Due: Student Final Paper Presentations</li> </ul>
Final	Dec 11	<ul style="list-style-type: none"> <li>• Due: Student Final Paper, by 11:59pm on Wednesday, 12/07</li> </ul>

\* Dr. Kornienko reserves the right to revise the syllabus, including the schedule, as necessary. Students are responsible for any changes announced during class time or via BB or email.

### Readings

#### Section 1: Adolescent Development, Risk & Resilience

\*\* - Class Leadership Articles for Graduate students

#### Week 1 Importance of Understanding Adolescence

1. Dahl, R. E., Allen, N. B., Wilbrecht, L., & Suleiman, A. B. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554(7693), 441-451.
2. Steinberg, L. (2015). How to improve the health of American adolescents. *Perspectives on Psychological Science*, 10(6), 711-715.

#### Week 2

#### Organizing Developmental Frameworks Development

1. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology, 65*, 187-207.
2. Smetana, J., Campione-Barr, N., Metzger, A. (2006). Adolescent development in interpersonal and societal contexts. *Annual Review of Psychology, 57*, 255-284.
3. Masten, A.S. (2004). Regulatory processes, risk and resilience in adolescent development. *Annals of the New York Academy of Sciences, 1021*, 310-319.
4. Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. H., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promotive factors that inform prevention. *Child Development Perspectives, 7(4)*, 215-220
5. Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child development, 67(5)*, 1891-1914.

### **Week 3 Labor Day NO CLASS**

#### **Week 4 Protective Factors: How Social Buffering Gets under Skin**

1. Chen, E., Brody, G. H., & Miller, G. E. (2017). Childhood close family relationships and health. *American Psychologist, 72(6)*, 555.
2. Hostinar, C. E., Johnson, A. E., & Gunnar, M. R. (2015). Parent support is less effective in buffering cortisol stress reactivity for adolescents compared to children. *Developmental Science, 18(2)*, 281-297.
3. \*\*Hostinar, C. E., & Miller, G. E. (2019). Protective factors for youth confronting economic hardship: Current challenges and future avenues in resilience research. *American Psychologist, 74(6)*, 641.
4. Brody, G. H., Lei, M. K., Chae, D. H., Yu, T., Kogan, S. M., & Beach, S. R. (2014). Perceived Discrimination Among African American Adolescents and Allostatic Load: A Longitudinal Analysis With Buffering Effects. *Child development, 85(3)*, 989-1002. DOI: 10.1111/cdev.12213

#### **Week 5 Risk Factors: How Stress & Adversity Get Under Skin**

1. Destin, M. (2019). Socioeconomic mobility, identity, and health: Experiences that influence immunology and implications for intervention. *American Psychologist, 74(2)*, 207. <http://dx.doi.org/10.1037/amp0000297>
2. \*\*Miller, G. E., & Chen, E. (2013). The biological residue of childhood poverty. *Child Development Perspectives, 7(2)*, 67-73.
3. Miller GE, Brody GH, Yu T, Chen E. (2014). A family-oriented psychosocial intervention reduces inflammation in low-SES African American youth. *Proceedings of National Academy of Sciences, 111:11287-11292*.
4. McEwen, B. S. (2012). Brain on stress: how the social environment gets under the skin. *Proceedings of the National Academy of Sciences, 109(Supplement 2)*, 17180-17185.

#### **Week 6 Protective Factors for Diverse Youth Development: ERI & Family Socialization**

1. Neblett, E. W., Rivas-Drake, D., & Umaña-Taylor, A. J. (2012). The promise of racial and ethnic protective factors in promoting ethnic minority youth development. *Child Development Perspectives, 6(3)*, 295-303.
2. Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist, 73(6)*, 781.

3. Umaña-Taylor, A. J., & Hill, N. E. (2020). Ethnic–racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family, 82*(1), 244-271. DOI:10.1111/jomf.12622
4. \*\*Yip, T. (2018). Ethnic/racial identity—A double-edged sword? Associations with discrimination and psychological outcomes. *Current Directions in Psychological Science, 27*(3), 170-175.

### **Week 7 Risk Factors for Diverse Youth Development: Discrimination**

1. \*\*Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., Polk, R., & Cheng, Y. P. (2018). Racial/ethnic discrimination and well-being during adolescence: A meta-analytic review. *American Psychologist, 73*(7), 855.
2. Seaton, E. K., & Iida, M. (2019). Racial discrimination and racial identity: Daily moderation among Black youth. *American Psychologist, 74*(1), 117.
3. Yip, T., Wang, Y., Mootoo, C., & Mirpuri, S. (2019). Moderating the association between discrimination and adjustment: A meta-analysis of ethnic/racial identity. *Developmental psychology, 55*(6), 1274.
4. Dunbar, A. S., Leerkes, E. M., Coard, S. I., Supple, A. J., & Calkins, S. (2017). An integrative conceptual model of parental racial/ethnic and emotion socialization and links to children's social-emotional development among African American families. *Child Development Perspectives, 11*(1), 16-22. DOI: 10.1111/cdep.12218

## **Section 2: Peers and Adolescent Development**

### **Week 8 Peer Relationships: Friendship and Peer Popularity**

1. Bagwell, C.L., Bender, S.E., Andreassi, C.L., Kinoshita, T.L., Montrello, S.A. & Muller, J.G. (2005). Friendship quality and perceived relationship changes predict psychosocial adjustment in early adulthood. *Journal of Social and Personal Relationships, 22*, 235-254.
2. Sandstrom, M. J., & Cillessen, A. H. (2006). Likeable versus popular: distinct implications for adolescent adjustment. *International Journal of Behavioral Development, 30*(4), 305–314.
3. \*\*Hartl, A. C., Laursen, B., Cantin, S., & Vitaro, F. (2019). A Test of the Bistrategic Control Hypothesis of Adolescent Popularity. *Child Development*. Advance Online Publication
4. Way, N. (2013). Boys' friendships during adolescence: Intimacy, desire, and loss. *Journal of Research on Adolescence, 23*, 201–213.

### **Week 9 Peer Relationships: Dark Side**

1. Card, N. A. (2007). "I hated her guts!": Emerging adults' recollections of the formation, maintenance, and termination of antipathetic relationships during high school. *Journal of Adolescent Research, 22*(1), 32-57.
2. \*\*Card, N. A., Stucky, B.D., Sawalani, G.M., Little, T. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development, 79*, 1185-1229.
3. Giletta, M., Slavich, G. M., Rudolph, K. D., Hastings, P. D., Nock, M. K., & Prinstein, M. J. (2018). Peer victimization predicts heightened inflammatory reactivity to social stress in cognitively vulnerable adolescents. *Journal of Child Psychology and Psychiatry, 59*(2), 129-139.
4. Wolke, D., Copeland, W. E., Angold, A., & Costello, E. J. (2013). Impact of bullying in childhood on adult health, wealth, crime, and social outcomes. *Psychological Science, 24*(10), 1958-1970.

### **Week 10 Peer Relationships: Networks and Emergence of Similarity**

1. Allen, J. P., & Loeb, E. L. (2015). The autonomy-connection challenge in adolescent–peer relationships. *Child Development Perspectives, 9*(2), 101-105.

2. Laursen, B., & Veenstra, R. (2021). Toward understanding the functions of peer influence: A summary and synthesis of recent empirical research. *Journal of Research on Adolescence, 31*(4), 889-907.
3. Veenstra, R., & Laninga-Wijnen, L. (2022). Peer network studies and interventions in adolescence. *Current Opinion in Psychology, 44*, 157-163.  
<https://doi.org/10.1016/j.copsyc.2021.09.015>
4. \*\*Rivas-Drake, D., Saleem, M., Schaefer, D. R., Medina, M., & Jagers, R. (2019). Intergroup contact attitudes across peer networks in school: Selection, influence, and implications for cross-group friendships. *Child Development, 90*(6), 1898-1916. DOI: 10.1111/cdev.13061

### **Week 11 Peer & Romantic Relationships**

1. Allen, J. P., Narr, R. K., Kansky, J., & Szewedo, D. E. (2019). Adolescent Peer Relationship Qualities as Predictors of Long-Term Romantic Life Satisfaction. *Child Development*.
2. Kreager, D. A., Molloy, L. E., Moody, J., & Feinberg, M. E. (2016). Friends first? The peer network origins of adolescent dating. *Journal of Research on Adolescence, 26*(2), 257-269.
3. \*\*Zimmer-Gembeck, M. J. (2002). The development of romantic relationships and adaptations in the system of peer relationships. *Journal of Adolescent Health, 31*(6), 216-225.

### **Week 12 Peers in Digital Life (Social Media) and Adjustment**

1. Twenge, J. M., Haidt, J., Joiner, T. E., & Campbell, W. K. (2020). Underestimating digital media harm. *Nature Human Behaviour, 4*(4), 346-348.
2. Valkenburg, P. M. (2022). 2 Theoretical Foundations of Social Media Uses and Effects. *Handbook of Adolescent Digital Media Use and Mental Health, 39*.
3. Ehrenreich, S. E. (2022). 4 Peer Relationship Processes in the Context of Digital Media. *Handbook of Adolescent Digital Media Use and Mental Health, 85*.
4. \*\*Nesi, J., & Prinstein, M. J. (2019). In search of likes: Longitudinal associations between adolescents' digital status seeking and health-risk behaviors. *Journal of Clinical Child & Adolescent Psychology, 48*(5), 740-748.
5. Hurd, N. M., Trawalter, S., Jakubow, A., Johnson, H. E., & Billingsley, J. T. (2022). Online racial discrimination and the role of white bystanders. *American Psychologist, 77*(1), 39.  
<https://doi.org/10.1037/amp0000603>

## **Section 3: Health & Psychological Adjustment**

### **Week 13 Health Risk Behavior: Patterns, Processes, and Peer Effects**

1. Ozer, E. M., & Irwin, C. E. (2009). Adolescent and young adult health. *Handbook of Adolescent Psychology, 3*, 618-641.
2. Tsai, K. M., Dahl, R. E., Irwin, M. R., Bower, J. E., McCreath, H., Seeman, T. E., ... & Fuligni, A. J. (2018). The roles of parental support and family stress in adolescent sleep. *Child Development, 89*(5), 1577-1588
3. Neblett Jr, E. W. (2019). Racism and health: Challenges and future directions in behavioral and psychological research. *Cultural Diversity and Ethnic Minority Psychology, 25*(1), 12.  
<http://dx.doi.org/10.1037/cdp0000253>

### **Week 14 Psychological Adjustment Problems: Patterns, Processes, and Peer Effects**

1. Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology, 62*, 189-214.

2. \*\*Ellis, B. J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., ... & Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: implications for science, policy, and practice. *Developmental psychology, 48*(3), 598.
3. Mendle, J. (2014). Why puberty matters for psychopathology. *Child Development Perspectives, 8*(4), 218-222.
4. Rudolph, K. D. (2008). Developmental influences on interpersonal stress generation in depressed youth. *Journal of Abnormal Psychology, 117*(3), 673.
5. Kornienko, O., Davila, M., & Santos, C. E. (2019). Friendship network dynamics of aggressive and rule-breaking antisocial behaviors in adolescence. *Journal of Youth and Adolescence, 48*(10), 2065-2078.

**Week 15      Student Final Presentations**



### Course Assignments

#### 1. Attendance & Class Participation (10%; 10 out of 12 classes count)

- The quality of the class depends on the participation of each student. Students must come to class having **read all assigned material** and **prepared to engage in a discussion** of the readings.
- Effective class comments may integrate material from this and other courses, draw on real-world experiences and observations, address questions raised by others, or pose new questions to the class. High quality participation involves knowing when to speak and when to listen or allow others to speak. Take the time to think about how your comments will be received; comments that are vague, repetitive, unrelated to the current topic, or without sufficient foundation are distracting and do not move forward the discussion. *Those that are insensitive to other students in the class or are framed as personal attacks are unacceptable under any circumstances.*
- If for any reason (social anxiety, language difficulties, etc.) you feel that you will have problems speaking up in class, there are other ways to engage in classroom participation without having to speak in class. These can include handing in a note with ideas and questions at the end of each class, or sending me a copy of your notes with questions or ideas integrated. Please set up an appointment to see me as soon as possible.

#### Criteria for assessment:

- Strong Contributor (3 points): Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and are persuasively presented in a respectful manner. Validity of research findings is interrogated and suggestions are made for how a study can be improved. If the strong contributor person were not a member of the class, the quality of discussion would be diminished considerably.
  - Adequate Contributor (2 points): Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. Validity of research findings is interrogated and but no suggestions are made for how a study can be improved. If the adequate contributor were not a member of the class, the quality of discussion would be somewhat diminished.
  - Minimal Contributor (1 points): Contributions in class reflect minimal preparation. Ideas offered are occasionally but rarely substantive and offer repetitive or obvious insights. Challenges are rarely presented or are not persuasive if presented. Validity is not interrogated. If the minimal contributor were not a member of the class, the quality of discussion would diminish only slightly.
  - Non-Participant (0 points): The non-participant says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
  - Unsatisfactory Contributor (0): Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off track.
- There are 13 classes during this semester and **top 10 count** towards your participation. If you are not in class (for whatever reason - even good ones), you cannot participate that day.

#### 2. Thought Question and Media Example (10%, 10 out of 12 classes count)

- **DUE**: post on BB Weekly Discussion Board by **11:59pm on Sundays**

- You will need to formulate at least **1 thoughtful question** each week based on the readings. Good questions will be able to elicit discussion in class and can vary from discussing the quality of an article, gaps in the research, or critical new directions.
- You will need to post one social media example each week. Adolescent development, health, and peers are portrayed all over the media (social media, news, printed and online press, TV, etc.). This can be anything from blogs, newspaper articles, non-scientific reports, YouTube clips, movies, poems, music, etc. You do not necessarily have to agree with the content of the media example. Again, it should elicit discussion relevant to class topics. Also provide a brief description of the media example and why you find it interesting.
- This assignment will prepare you for classroom discussion and promote your engagement with material.
- I will select a few questions and media examples each week, so **be prepared to facilitate** the discussion of your question and media example.

**Criteria for Assessment:**

- Good Question/Example (2 points): Student posted at least 1 thought questions and social media example that will help facilitate the discussion and will aid the classroom leaders, by introducing new ideas, addresses critical issues in the field, and interrogating validity of a research study.
- Fair Question/Example (1 point): Student posts to the discussion board, but their questions/media example are either incomplete or they are not meeting the satisfactory level that an upper level course expects (i.e., not well thought out, not a critical question)
- Inadequate or No Question (0 points): Submitted question and example are not meeting the satisfactory level that a graduate or an upper level course expects (i.e., not well thought out, not a critical question) Student does not post to the discussion board for that day.

**3. GRADUATES ONLY: Class Leadership (20%)**

- Each graduate student is responsible for teaching 45 minutes of one class period.
- You should base that class leadership off of the “presentation reading” article (marked with \*\* on Readings List).
- You will have been the only person in the class that has read the “presentation reading”, and so you should give a full presentation of the article, theory to methods and implications, as well as a critique of the article. From there, where you go is up to you. You could include a learning activity (exercise, debate) or a combination of a short (3-5 minutes) social media clip and discussion about it. I recommend reading all of the readings for the week before you begin to think about where you could go with your assigned article. You could explore further research from the original authors/lab that goes deeper into detail on the phenomenon. You could find articles that propose alternative theories, find other results, or begin a controversy. You could bring up related topics. You could look at the developmental, cultural, or health implications of the theory or the study.
- Be *creative, thoughtful and thorough*. By the end of your **presentation**, we should be knowledgeable not only about the article assigned, but several other articles and their contexts, as well as any controversy surrounding the findings. We should be knowledgeable about the general field that this article comes from/founded. Your presentation should last about 30 minutes, and you should cover **at least 2, if not 3** additional studies in addition to the original presentation. Not all studies have to be covered with the same depth of review and analyses; you can go into more or less detail with each article.

- After your presentation, you will need **lead a classroom discussion** for at least 15 minutes. Present questions to be answered. Present a question or two you can make sure your fellow students will be able to answer/ think about. The discussion can be all at the end, or can be integrated into the presentation, piece by piece.
- When developing your ideas for class leadership, you will want to answer the following questions (we will discuss your initial answers and plan in our preparation meeting, and I will help you refine your plans):
  1. What are the main teaching ideas and take-away points from the readings?
  2. How are you going to communicate these ideas to the class?
  3. What learning activities will help you communicate and get students to engage with these ideas?
  4. How will you know that your students have understood and learned it?
- In the week or so before your presentation, I **HIGHLY** recommend you set up a meeting with me or come to my office hours. I can give you many-many more articles to look at, depending on the direction you would like to go, and can make suggestions to ensure your presentation is a successful one! Once you have completed your PowerPoint, please upload onto BB. You can do this up until class time on the day of your presentation.
- **Rubric for class leadership**

	<b>Levels of Performance</b>				
<b>Criteria</b>	1	2	3	4	5
<b>1. Organization and Clarity:</b> Articles are on the same topic, appropriate to class, related to section of class. Stayed in time limit.	Articles not related or not appropriate to topic.	Articles related but not appropriate/ appropriate but not related.	Articles mostly related or mostly appropriate. <40 min  >50 min	Articles mostly related, well chosen, go slightly off topic.  <40 min  >50 min	Articles well chosen, related to each other and the topic. 45 minutes long.
<b>2. Assigned article summary:</b> Assigned article is summarized completely and clearly	Summary not given; is vague	Summary given but not clear, misses key points	Summary mostly clear and covers most of article	Summary clear and covers most of article, importance not recognized.	Summary clear and covers entire article, importance recognized.
<b>3. Depth of presentation:</b> Assigned article is used to spark an in depth/wide ranging discussion of material	Discussion is too narrow/ not in depth/ doesn't come from article.	Discussion is moderately narrow, only tangentially related to article.	Discussion related to article, mostly covers field.	Discussion related to article, builds slightly or only a small range.	Discussion related to article and builds on it to exploring the field.

<b>4. Thoughtfulness of presentation:</b> Additional material presented clearly and well.	Additional material not well presented.	Additional material vague or not clear.	Additional material presented mostly clear.	Additional material presented clearly and moderately well.	Additional material presented clearly and well.
<b>5. Class discussion:</b> Leading clear and thorough class discussion.	No class discussion.	Class barely involved.	Class moderately involved. Less than 7 minutes.	Class somewhat involved, moderate discussion, <10 minutes.	Gets class involved, sparks full discussion. Full 15 minutes.

**3. UNDERGRADUATES ONLY: Quizzes (20%)**

- Undergraduate will take 2 short quizzes, roughly 5-8 short answer questions, to ensure understanding and retention of material. Sample questions will be available ahead of time, and material will be taken from the readings, class discussions, and presentations. Quiz 2 will not be cumulative.
- UG Quiz 1 (short response on BB) due by 11:59pm of on 10/07/22
- UG Quiz 2 (noncumulative short response on BB) due by 11:59pm on 11/18/22

**4. Reflection Papers (10% = 2 papers x 5% each)**

- **Due** on your own schedule but before the topic is covered in class. It is your responsibility to track how many responses you have submitted. I do not recommend that you wait until the last 2 classes to submit a response. You can submit up to the start of class time, the day the reading is due.
- Again, this will help you prepare for learning in the classroom and engage more deeply with the material discussed; a topic may or may not be related for your Final Paper.
- Instructor provides feedback on writing, critical thinking, and evaluation.
- Submit on BB via Safe Assignment.
- I will read ONE draft over the course of the semester to provide you feedback. Usually, it's a good idea to send me the draft for your first response. If you would like me to read a draft, please send it by **9am on Friday of the prior week before it is due**. I will have it back to you by **7pm on Friday** night, giving you the weekend and Monday to revise. This is a one-time opportunity.

**For graduate students.** You can choose any topic for your reflection paper. Your reflection paper should be approximately **500 words** long and focus on **2 readings**, 12-point font, double-spaced and in APA format (cover and reference pages are not needed) and cover the two board questions below:

**For undergraduate graduate students.** You can choose any topic for your reflection paper. Your reflection paper is based on two papers of your choosing. Your reflection paper should be approximately **250 words** long and focus on **1 reading**, 12-point font double-spaced and in APA format (cover and reference pages are not needed) and cover the two board questions below:

1. What are the most important claims in the collection of readings? This is not a summary of the readings. Instead, it is your judgment of which theories/ findings have the greatest significance and why. Grads only: Aim to tie the readings together. If you do not feel any significant contribution is made, say why.
2. Do you see any reason to doubt the validity of any of the claims made in the readings? If so, briefly give your reasons (see Morling summary of how to interrogate validity). For example, do you take issue with any of the studies' hypotheses, data quality/analysis, or interpretations? Do the readings arrive at conflicting conclusions and does this cast doubt on any one of them? If yes, why do you think this is so? Merely saying "there should have been more participants", "more gender/ ethnic diversity" or "more socioeconomic diversity" is not enough. You have to tell me why these elements are important to the findings and how findings might differ across groups.

**5. Term Paper Presentation (15% Total = 5% for Ideas & Plans Presentation and 10% for Final Presentation)**

- You will give two presentations on a topic of your choice.
- Ideas & Plans Presentation: These presentations will be based on your final paper and is an opportunity to start your preparation for the term paper early and receive feedback on your ideas for the final paper. Open format, the quality of feedback you receive will be based on the degree of development and preparation you have put in. Feel free to use handouts or PowerPoint slides to communicate your ideas and plans. Present specific questions to your peers.
- Final Presentation: Students will prepare and deliver a professional, scientific meeting-style 15-minute presentations of the term paper on the last day of class. The purpose of this exercise is to provide students with presentation experience and an opportunity to receive feedback on their speaking style and presentation skills.

<b>Components</b>	<b>6/5-Excellent</b>	<b>4/3-Competent</b>	<b>2/1-Not Yet Competent</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Presentation is clear, logical, and organized.</li> <li>• Listener can follow line of reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is generally clear and well organized.</li> <li>• A few minor points may be confusing.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is haphazard; listener can follow presentation only with effort.</li> <li>• Arguments are not clear.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Presentation is paced for audience understanding.</li> <li>• Speaker is comfortable and can be heard by all.</li> <li>• It is not a reading of a paper.</li> <li>• Body language reflects comfort presenting and interacting with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing is sometimes too fast or too slow.</li> <li>• Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.</li> <li>• Body language reflects some discomfort presenting and interacting with audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of presentation are too elementary or too sophisticated for audience.</li> <li>• Presenter seems uncomfortable and can be heard only if listener is very attentive.</li> <li>• Much of the information is read.</li> <li>• Body language reveals a reluctance to present and interact with audience.</li> </ul>
<b>Depth of Content</b>	<ul style="list-style-type: none"> <li>• Speaker provides accurate and complete explanations of key concepts and theories.</li> <li>• Information from interview is used to illuminate theoretical and empirical issues.</li> <li>• 3 topics of adolescent development and interviewee responses are analyzed</li> <li>• Similarities and differences between the</li> </ul>	<ul style="list-style-type: none"> <li>• For the most part, explanations of concepts and theories are accurate and complete.</li> <li>• Some analysis of adolescent development issues is discussed.</li> <li>• 1-2 topics of adolescent development and interviewee responses are discussed.</li> <li>• Similarities and differences between the</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations of concepts and/or theories are inaccurate or incomplete.</li> <li>• Little attempt is made to discuss and analyze adolescent development topics and interviewee responses.</li> </ul>

	current state of research and interviewee responses are clearly noted.	current state of research and interviewee responses are not clearly noted.	
<b>Use of Communication Aids</b>	<ul style="list-style-type: none"> <li>• Communication aids enhance presentation.</li> <li>• The font on the visuals is readable.</li> <li>• Information is represented and organized to maximize audience comprehension.</li> <li>• Details are minimized so that main points stand out.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication aids contribute to the quality of the presentation.</li> <li>• Font size is mostly readable.</li> <li>• Appropriate information is included.</li> <li>• Some material is not supported by visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication aids are poorly prepared or used inappropriately.</li> <li>• Font size is too small to read.</li> <li>• Too much information is included.</li> <li>• Details or some unimportant information is highlighted and may confuse the audience.</li> </ul>

## 6. Term Paper (35%)

- *Topic approval & Discussion (1%)*
  - You should attend office hours to check in about your topic at least once before November 20<sup>th</sup> at class time, or email me with a possible topic. Once we have discussed it, you can upload onto Blackboard for grading.
- *“One-sentence” Bibliography (2%)*
  - At least 10 empirical (that means there is data in the article) articles that you plan on referencing as part of your final paper. Below each reference, write a one sentence summary of what the authors found, or why the paper is integral to your topic.
- *Outline (2%)*
  - At least 10 empirical (that means there is data in the article) articles that you plan on referencing as part of your final paper. Below each reference, write a one sentence summary of what the authors found, or why the paper is integral to your topic.
- *Final Paper (30%)* See Rubric Below.
- All students will be expected to write a final paper that integrates theory and research on some aspect of **adolescent development, peer relationships, and health and psychological adjustment**. For their final papers, students have a choice of either analyzing additional material on topics that were covered in class or reviewing the literature on a topic that was not addressed in class but is directly relevant to the class material. The final paper can take two forms:
  - either a thorough and integrative literature review that explores and identifies gaps in the literature
  - or a study proposal to answer an outstanding question in the literature.
- Topics for final papers must be approved by me, and there are a series of due dates before the final due date to ensure you are keeping up with your paper.

- The paper must be on developmental issues and focus on **an intersection of at least 2 main topics of this class**: (1) adolescent development and role of risk or protective factors, (2) peer relationships as developmental context, and (3) health and psychological adjustment.
- The paper should be in **APA style, 12 -point font, double spaced**. Grades on the final paper will be based on the quality of writing, the thoughtfulness of the paper, and on how well developmental theory and research are integrated. No late papers accepted.
- **Graduates – 15 pages**, not counting title, abstract, and reference pages
- **Undergraduates – 10 pages**, not counting title, abstract, and reference pages
- The paper should have the following components:
  - Title Page
  - Abstract (up to 250 words) (on a separate page)
  - Body of the paper: Begin with the introduction that statement of your goals or question and note why it is important for us to understand this goal or question, then review the evidence (which may include evidence favoring conflicting views), then come to a conclusion about what the evidence you have reviewed shows to inform us about adolescent development. Use subheadings to separate major parts of the paper, including one called “Conclusions”. (This is the 10 UG or 15 G pages).
  - References (starting on a new page)
- You should aim for at **least 10 references**, and at **least 8** of these should be empirical studies in journals. You must read yourself all of the studies that you reference in your final paper. It is not acceptable to cite a source that you have found cited in a primary source (do not include “as cited in”). If you cite it, you must read the primary source.
- How should you find your references? Search through the reference lists at the end of the articles on this topic that are assigned for this class. Do an electronic search using PsycInfo or Google Scholar. If you click on “view record” you can read the abstract and decide if the article is relevant for your paper.
- For this paper, you will follow **APA Publication Manual** (Seventh Edition) in terms of style, referencing, etc.: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Outlines help make your paper better: After you have read all of the articles you plan to include as sources, write yourself a detailed outline. The outline should include the arguments of each of your references. Look at your outline carefully to be sure that the structure of your paper follows a logical progression and is organized in a way to support your development of the goal or the research question. If your outline is good, the paper will almost write itself.

**Final Paper Grading Rubric**

Criteria	Point Distribution				
	1	2	3	4	5
<b>1) Organization, Clarity, Writing style</b>	Thesis of paper unclear or missing	Thesis of paper vague, paper disorganized	Thesis of paper ambiguous, paper moderately organized	Thesis of paper moderately clear, paper somewhat organized	Clear thesis of paper, with organized topics around thesis
<b>2) Literature choice/ Why topic is relevant for study</b>	Papers unrelated to each other, no relevance given	Papers reviewed not really related, passing	Papers reviewed somewhat related, weak relevance given	Papers reviewed related, moderate relevance given	Papers reviewed clearly related to each other, strong relevance given



		relevance given			
<b>3) Review 1:</b> Critique, Commentary and Insights from literature review	Papers reviewed without critique, commentary, or insight	Papers reviewed with only passing critique and commentary	Papers reviewed with good critiques and commentary, but no real insight	Papers reviewed with good critiques and commentary, only passing insight	Papers reviewed with thorough and insightful critiques and commentary
<b>4) Review 2:</b> Tell a story throughout the literature review	Papers do not build on each other, no story given	Papers don't really build on each other, don't tell a strong story	Papers somewhat build on each other, could lead to conclusions but not strongly	Papers are somewhat organized and tell a moderately related story, or only moderately lead to conclusions	Papers are organized to tell a story, build on each other, and lead to conclusions
<b>5) Conclusions</b>	Conclusions not based on papers, or direct copies of conclusions already made	Conclusions directly from papers without insight	Conclusions based on papers, does not present new theory or idea	Conclusions build somewhat on papers, presents moderately new idea	Conclusions go beyond any one paper to build a new theory or idea for the field
<b>6) Grammar &amp; Mechanics</b>	Major pervasive errors in spelling, grammar, formatting	Major (5+) errors in spelling, grammar or formatting	Minor (4-5) errors in spelling, grammar or formatting	Only 1 or 2 errors in spelling, grammar or formatting	No errors in spelling, grammar or formatting
<b>7) APA Style and communication</b>	Major pervasive errors in APA	Major errors (+5) in APA style detract substantially from the paper. Word choice in informal in tone. Writing is choppy, with many awkward or unclear passages.	Minor 4-5 errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. 2 references or citations missing or incorrectly written.	Only 1-2 errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages. 1 reference or citations missing or incorrectly written.	No errors in APA style. Scholarly style. Writing is flowing and easy to follow. All references and citations are correctly written and present.