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| **Syllabus** |
| Course Information | PSYC 314 Adolescent Development (CRN: 10610)Mondays 1:30 pm - 4:10 pmLocation: James Buchanan Hall D023 |
| Instructor | Dr. Olga Kornienko**Email:** okornien@gmu.edu**Student Hours:** **Monday 12-1 pm EST** (David King, 2042) or by appointment ***Note:*** This is *your time* to meet with me and I encourage you to reach out with specific and focused questions about the course material and any other questions you may have about adolescent development, developmental psychology, and psychological sciences.  |
| 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 affects 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.
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| CourseMethodology | 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.Additional Materials:Blackboard course: <https://mymasonportal.gmu.edu/> |
| 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).  |
| 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, first 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 regards, to honesty in work students will be expected to:1. Review the [University integrity and honesty policies](https://oai.gmu.edu/) 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.
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| Attendance | Although I will not take attendance in lecture, coming to class is important. Material will be presented in lecture that is not covered in the book and you are responsible for knowing that information. Additionally, you will jeopardize your course grade if you regularly miss out on in-class activity points. You can miss up to 3 in-class activities without losing any points (see below). Opportunities to make up class activities will be available for students with valid medical reasons and emergencies. Please contact me via email if you are not able to make it to class. |
| Make-up policy | Make-up assignments and exams will only be given in special circumstances. Prior approval should be obtained if circumstances allow. Please email or see me as soon as possible if you are unable to take the exam at its scheduled time. |
| Mason Honor Code | George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee. See honorcode.gmu.edu for detailed information. You in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. 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. |
| 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 | 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 -- papers, examinations, homework exercises, laboratory reports, oral presentations -- 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.. [Review the Honor Code here.](http://oai.gmu.edu/the-mason-honor-code2/plagiarism/understanding-plagiarism/)  |
| Use of Online Study Sites | Some kinds of participation in online study sites (e.g., CourseHero, Chegg, etc.) violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. Always consult with me before using these sites to ensure that you are not violating course policies. |
| ChatGPT and other AI systems | Unless advised by your instructor to use such tools, do not use AI-generated material for your assignments. Writing assignments are used to strengthen your writing skills. I can not provide you with appropriate feedback to improve your writing if the work is not your own. |
| 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.<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.*(From the 2017-18 Catalog – catalog.gmu.edu)* |
| Course Grading & Evaluation | Grades will be assigned as follows out of **350 points** possible:100.00-97.00% = A+, 93.00-96.99% = A, 90.00-92.99% = A-, 87.00-89.99% = B+, 83.00-86.99% = B, 80.00-82.99% = B-, 77.00-79.99% = C+, 70.00-76.99% = C, 60.00-69.99% = D, Below 60.00% = F. |
| **Course Assignments** |
| **In-Class Activity** **(50 points)**  | There are 13 topics-related classes in this semester (**Weeks 1-13**), completing in-class activities in **10 out of 13 classes** will count towards the final grade (10\*5 points=50 points).**\*\*\*This means that you can miss up to 3 classes, regardless of reason, without any loss of points**Every class, I will provide a prompt for an activity to integrate the concepts learned in class to a real-life situation (e.g., develop an intervention, conduct a debate of an issue, write a letter to your future child), and you need to complete this activity, take notes, and share your ideas with the class.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 me transmitting information to you. 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 learning 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 in collaboration with your peers. I will provide in-class activity prompts and discussion questions so you can do this by reflecting on the content and activities of this course, responding to and asking questions, striving for answers, interpreting observations, and discussing issues with your peers. |
| **Thoughtful Question, Media Example, and In-Class Participation related to this post****(50 points)** | Blackboard Posts for **5 out of 12 classes (Weeks 2-13)** will count towards the final grade(5\*10 points=50 points)* DUE: post on Weekly Thought Question Discussion Board by 11:59pm EST on Sundays
* You will need to formulate at least 1 thoughtful question and reflection based on the textbook chapter and video/podcast materials provided in the Weekly Module for the upcoming week.
	+ Good questions will be able to elicit discussion in class and can vary from discussing the gaps in theoretical and/or empirical research, critical new directions, disconnects between scientific perspective and stereotypes about adolescents, or disconnects between scientific perspective and public policy.
* Your post will need to include (1) 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.) and (2) provide a brief description of the media example and why you find it interesting.
	+ 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, but you need to clearly connect it to a theoretical construct or an empirical finding we are covering in class that week. Again, social media post should elicit discussion relevant to the topic of upcoming week.
* This assignment will prepare you for in-classroom discussion and promote your engagement with material.
* 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 theoretical and empirical facts from the textbook and videos/podcasts provided.
* I will select your 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 (8-10 points): Student posted at least 1 thoughtful question and 1 social media example that illustrated, elaborated, and extended on the course topic for the week. Student provided support to all claims and premises for questions with appropriate theoretical and empirical rationale and citations from readings. The post and in-class facilitation help the in-class discussion by introducing new ideas, addresses critical issues and empirical gaps in the field, and interrogating validity of a research study.• Fair Question/Example (5-7 points): Student posted 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). |
| **Exams** **(150 points)** | For students to be tested on their understanding of the material learned in class.* Online Exams will be available from 8am EST on Thursday to 11:59pm EST on Sunday of Weeks 4, 8, and 15.
* 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.
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| **Final Project** **(100 points)** | To integrate the concepts learned in class to a real-life situation, you are required to complete an Adolescent Interview Project. You will interview an adolescent or young adult of your choice and write a short paper by focusing on how your interviewee’s experiences represent, or not theoretical and empirical knowledge discussed in the textbook and other instructional materials. You will be asked to choose three key topics to focus in your interview (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 project:* Discussion Post re: Interview Questions in Week 7 (10 points)
* Transcript (10 points)
* Final Paper (50 points)
* Presentation (30 points)
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| **Need Help?**Utilize the “Course Q&A” discussion forum or email your instructor directly.  |

**Tentative Course Schedule \***

\* Dr. Kornienko reserves the right to revise the syllabus, including the schedule, as necessary

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| **Weeks** | **Lessons** | **Reading and screencasts need to be completed before class** |
| **Week 1**01/23  | **Lesson 1:**Introduction | * No readings
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| **Week 2**01/30 | **Lesson 2:** Biological Transitions | * Read Introduction chapter (pp.1-13) and Chapter 1
* Review Chapter 1 Summary Screencast
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| **Week 3**02/06 | **Lesson 3:** CognitiveTransition | * Read Chapter 2 (SKIP: Piagetian View of Adolescent Thinking, Individual Differences in Intelligence)
* Review Chapter 2 Summary Screencast
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| **Week 4**02/13 | **Lesson 4:** Social Transitions& Exam 1 | * Read Chapter 3
* Review Chapter 3 Summary Screencast
* Review Risk, Resilience, and Racism Screencast
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| **Week 5**02/20 | **Lesson 5:** Families | * Read Chapter 4 (pp. 97-124)
* Review Chapter 4 Summary Screencast
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| **Week 6**02/27 | **Lesson 6:** Peers & Friends | * Read Chapter 5 (pp. 125-157; SKIP: Origins of Adolescent Peer Groups)
* Review Chapter 5 Summary Screencast
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| **Week 7**03/06 | **Lesson 7:** Schools | * Read Chapter 6 (pp. 125-157)
* Review Chapter 6 Summary Screencast
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| 03/13-03/19 Spring Break |
| **Week 8**03/20  | **Lesson 8:** Social Media &Exam 2 | * Read Chapter 7 (pp. 203-217; SKIP: Adolescents & Free Time, Adolescents & Work; Adolescents & Leisure; Free Time & Adol Dev.)
* Review Screencast on Social Media and Psychological Adjustment
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| **Week 9**03/27  | **Lesson 9:** Identity | * Read Chapter 8 (pp. 217-245)
* Review Chapter 8 Summary Screencast
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| **Week 10**04/03 | **Lesson 10:** Intimacy | * Read Chapter 10 (pp. 217-245)
* Review Chapter 10 Summary Screencast
 |
| **Week 11**04/10 | **Lesson 11:** Sexuality | * Read Chapter 11 (pp. 304-245)
* Review Chapter 11 Summary Screencast
 |
| **Week 12**04/17  | **Lesson 12:** Achievement | * Read Chapter 12 (pp. 304-245)
* Review Chapter 12 Screencast
 |
| **Week 13**04/24 | **Lesson 13:** Psychosocial Problems | * Read Chapter 14 (pp. 364-400)
* Review Chapter 14 Screencast
 |
| **Week 14**05/01  | **Lesson 14:** Student Presentations | * In class – Student Presentations on Adolescent Interview
* Adolescent Interview Final Paper is Due by Sunday, 05/07, 11:59PM EST
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| **Week 15** | **Final Exam** | * Complete Non-cumulative Exam 3 between 8:00am EST on Thursday, 05/11, & 11:59pm EST on Sunday, 05/14
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