Instructor Name: Joshua Stein
Email: jstein23@gmu.edu

Class: T, TH 1:15-2:30pm, Lecture Hall 2
Office Hours: Monday 11:30am-12:45pm, Zoom, by email appointment

Course Overview:
Adolescence is a period of opportunity in human development. Individuals experience changes biologically, cognitively, and socially. These trends interact with factors from the different contexts in each individual's life (personal, family, school/community, society) to impact their trajectories. During adolescence, each person will develop identity, sexuality, psychopathology, social skills, and cognitive skills, each of which will interact with the different contexts and factors unique to their life. In this course, you will learn the scientific facts about these trends, in addition to the many ways each individual's unique context impacts their development in each of these areas. You will also learn to research concepts related to adolescence and to demonstrate your synthesized understanding about the interconnected nature of adolescence in both written and verbal forms.

Learning Objectives:
1. Demonstrate an understanding of the interactive nature of factors in adolescent development
2. Synthesize the interaction on different levels (biological, cognitive, social) of different contexts (individual, family, school/community, society) and different outcomes (identity, sexuality, mental health) during adolescence.
3. Refine academic research skills and concept linking skills
4. Refine skills in sharing learning with others
5. Learn to intentionally consider the unique role ethnicity, disability, sexuality, and gender play in adolescent development.

Required Text:
Adolescence 13th Edition (ISBN10: 126653668X) by Laurence Steinberg

Communication:
The best way to contact me is via email (jstein23@gmu.edu). If for any reason I do not respond to an email, feel free to remind me in person or send a follow up.

Class Cancellation Policy:
If necessary, class cancelations will be announced on both blackboard and email. It would be wise to check your email before each class to be sure you will not be coming into an empty room! Missed class activities will be made up during Thursday class time that is designated for independent work/missed content.

Disability Accommodations:
This course is designed to be accommodating for students of all needs, but course design cannot always address all accessibility issues. Students with disabilities who seek official accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/). I also offer accommodating support to all students by request. If you have a disability

and find it difficult to coordinate support with the disability services office, or if you feel your official accommodations do not offer the full support you need, please feel free to discuss this with me via office hours or over email.

Diversity and Inclusion

The Psychology Department values and respects individuals of all races, ethnicities, nationalities, religions, sexual orientations, gender identities, ages, and socioeconomic classes. We recognize that each of us holds several intersecting identities that both bring a richness of lived experience and convey vastly differing levels of privilege. We fully acknowledge that our society – and in many cases, our discipline – have contributed to these differing levels of privilege.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

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 details Mason's process, the resources, and the options available to students. Any faculty or staff member is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator, but please know that this will result only in someone reaching out to you directly to let you know about available services and to 3 determine if you wish to take any action. You can also contact the Student Support and Advocacy Center (703-380-1434; https://ssac.gmu.edu/) or Counseling and Psychological Services (703-993-2380; https://caps.gmu.edu/) to speak to someone confidentially, as those offices are not required to report disclosures. You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

Technology Requirements

SOFTWARE: Blackboard is required for this course. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here. Most learning activities must be completed online, but you can always write, draw, or make a video to upload. If you are unsure of how to find things, please reach out for help sooner rather than later! Do not wait until your grades are low to tell me that you have not figured out how to upload a document or annotate a reading.

HARDWARE: For out of class assignments, you will need access to a Windows or Macintosh computer and access to a fast and reliable internet connection. If you consider the purchase of a new computer, please go to Patriot Tech to see recommendations. Students owning Macs should know that your instructor is not able to view pages and other files that are Apple-only. Please use Microsoft 365 products that are available free of cost from GMU.

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.

Privacy
At times, students may disclose personal information in online class discussions. It is expected that you will respect the privacy of classmates. The personal information disclosed in this class should not be repeated outside of the course.

Academic Integrity:
George Mason's honor code requires all community members to maintain the highest standards of academic honesty and integrity. It is every student's responsibility to familiarize themselves with the honor code. The honor code is available HERE. If a student cheats by plagiarizing, lying, or stealing, or using unauthorized AI content generation, the instructor may assign an F grade for the assignment, and/or for the course.

AI will be used intentionally as a part of this course. The purpose of these assignments is to practice the productive use of this technology to enhance your learning, rather than reducing your learning by letting the AI "work for you." Please do not use AI tools outside of assignments where they are explicitly allowed.

Some kinds of participation in online study sites 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 your syllabus and your professor before using these sites.

Student Use of Electronic Devices
There are many situations where using your laptop or tablet in class will be beneficial to some students. It is acceptable to use these devices to take notes or access class materials during class. Your learning can only benefit if you are actively engaged in class, so I ask that you refrain from using technology for activities not related to class. If technology helps you learn in any way that may not be obvious, please reach out so we can discuss, and I can be in the know.

Recording and/or sharing class materials
All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class. Video or Audio recordings -- whether made by instructors or students -- of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class, including others in your household– this is also federal law (FERPA). I attempt to audio record every class meeting and provide the slides before each class. This is to support your learning so that you can review the information and not stress about writing everything down. Audio recordings are to be listened to privately and not shared with others in your household or shared outside the class.

Grading:
You will demonstrate what you've learned through discussions, entry/exit tickets, content checks, and research assignments. Your final grade will be based on the number of points you have earned out of the possible 350 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

Class structure:

<u>A and B days:</u>

This class meets twice a week on Tuesdays and Thursdays. Every Tuesday will be an **A day**. A days are reserved for a lecture on the given week's topics. **All assigned textbook readings are due on A days/Tuesdays.** Every Thursday will be a **B day**. There will be no lecture, and instead there will be a class discussion, and time for independent work on out of class assignments and receiving feedback and answers to questions about the class. **All out of class assignments will be due at 11:59pm on B days/Thursdays.** Content checks, which are formal assessments, will take place during B days. Attendance on both A and B days is mandatory.

Assignments/Learning Activities (percentages below are rounded):

<u>Entry and Exit tickets (1 point each, 30 points total, 10% of grade):</u>

Each class you will receive a physical entry ticket when you arrive and an exit ticket before you leave. You will answer a simple question about the class material and your reflections on what you have learned. These questions should take no more than 1 or 2 minutes to answer and will help you keep track of your learning throughout the semester. They also will help me know who is attending the class and how each of you is doing with the material so that I can help if there are any misunderstandings among the students!

<u>Content Checks (5 points each, 50 points total, 15% of grade)</u>

Each week **before class time on B days** students will be asked to complete a short quiz on the reading a lecture from that week. There will always be five questions. These questions will not be intentionally challenging and will directly reference content from that week's reading and lecture. **Students may drop their two lowest content check grades at the end of the semester**.

<u>Class discussions (1 point each, 15 points total, 5% of grade):</u>

Each B day there will be a class discussion about the content from the A day lecture. These discussions are time for students to ask questions, respond to questions from the instructor about theories and knowledge from the week's content, and for students to contribute to the discussion with knowledge and life experiences that they bring to the table. Participation is required, and verbal participation is highly encouraged, but if a student does not feel comfortable to participate verbally there is also an online and anonymous submission that can be made to contribute responses and questions to the discussion.

<u>Content Response (25 points each, 75 points total, 20% of grade):</u>

Three times during the semester students will complete content responses during B days. These are writing assessments that ask students to, in **2-3 double spaced pages, 12-point font**, respond to a question that involves knowledge learned thus far in class. You are expected to reference information from class lectures, discussions, textbook readings, or independent research to comprehensively answer the content response question that will be given to you the week of the content check. Grades will be assigned based on demonstrated understanding of ideas and class content, successful referencing of class material, and meeting the minimum length requirements, not the quality of writing. Note that if the quality of writing makes it difficult to understand what you are communicating, you can still lose points, but I will not be deducting points based on writing quality alone. **Once during the semester, students may choose to rewrite a content response based on feedback for up to 10 additional points.** The amount of additional points gained will be based on how well the student addressed the feedback given in the first draft.

Interaction poster project (180 points total, 50% of grade):
Students will be asked to complete assignments that prepare them to put together **a final poster that explains two topics in adolescent development and how they are theoretically related.** As a part of this project, students will brainstorm topics of interest, do independent academic research using the assistance of both AI tools and George Mason library resources, and reference high quality scientific sources to create a poster that synthesizes the facts surrounding their two topics of interest and explains how the topics may relate to one another. Time will be reserved during B days for students to work on their project assignments and get assistance from the instructor about their topics, using the AI tools, as well as finding and choosing high quality scientific sources. **The goal is for you to finish project assignments during class,** but in the event there is still work to do **project assignments are due at 11:59pm Thursday evenings.** If an extension is needed, as always, please email me before the deadline so that we can discuss. The project assignments are listed below.

1. Topic 1 Brainstorm (10 points):
    a. Brainstorm three concepts related to adolescent development that you are interested in. Make a list of the topics that interest you and briefly explain why. Specific concepts are always better. You can focus on certain sub-topics, cases where this might happen, and people who might experience your topic, to make your concept more specific (Not great: Identity development. Better: Gender identity development. Best: Gender identity development among girls in urban settings)
2. Topic 1 AI Assistance (10 points):
    a. Ask ChatGPT to briefly explain your favorite topic from your brainstorming. This is why it is important to have a specific topic, the more specific it is the more useful information ChatGPT will give you. Next, use some keywords and ideas from ChatGPT's explanation to search the Mason library resources for scientific sources about your topic. In a word document, link two scientific articles that explore aspects of this topic you are interested in. Does the information in these articles agree with ChatGPT, contradict, or add information that was missing? Explain. Also attach the full log from your use of ChatGPT.
3. Topic 1 Reflection (10 points):
    a. Reflect on what you have learned about your topic so far. Was ChatGPTs information in agreement with what you have learned in class and in your research? Were there things missing? What are you still curious about? Find one more source (can be a scientific or popular article, must be from a reliable source) and link it and explain how it contributes to a greater understanding of your topic (250 words min).
4. Topic 2 Brainstorm (10 points):
    a. Brainstorm three more topics, this time explaining why you're interested AND how you think each topic might relate to your topic 1. Make sure you write what your first topic is in the brainstorm somewhere. These can be the same topics as before or different ones. Specificity is still important! (Example: Topic 1- Gender identity development among girls in urban environments. Topic 2- Peer group dynamics in low-income neighborhoods).
5. Topic 2 AI Assistance (10 points):
    a. Repeat the same process as before for your second topic.
6. Topic 2 Reflection (10 points):
    a. Reflect on topic 2 according to the same instructions.
7. Synthesis of Topics 1 and 2 (20 points):
    a. Explain briefly how your two topics might be related. Feel free to reference theories and ways of relating topics that we have discussed in class. To justify the interaction between

your two topics, cite sources from any of the following: class, textbook, AI assistance, scientific articles, popular articles. <u>(450 words min).</u>

8. <u>Final interaction poster (70 points) and video presentation (30 points) (100 points)</u>

    a. Your final project will be a large poster that briefly explains the key concepts behind both topics and how the topics interact within an individual's developmental context. An example will be found in blackboard. A poster that meets expectations will cite at least five sources (with three being scientific articles), clearly explain the interaction between the topics, share an example of how they might interact, and demonstrate no clear gaps in understanding about the two topics and their interaction. The most successful posters are visually interesting, use formatting and visual elements to improve understanding, and do not use an unnecessary amount of text explanation. This is not a research paper in poster form, you will be working to find the clearest and simple way to explain all of the learning you have done.

    b. In addition, you will be required to record a video where you explain each part of your poster in more detail. This is your chance to get deeper into the topics you are interested in. Your video should be no more than 10 minutes. You should not just read the words off of your poster.

There will be no formal "final" for this course. The cumulative score on your poster project assignments will be considered your grade on your "final."

Attendance & Late Work:
Attendance in class is considered mandatory, but I understand that there are many circumstances that may make attending class difficult, so there is no explicit attendance grade.

Instead, **in-class entry and exit tickets will serve as markers for attendance**. In the event you have to miss class, it is your responsibility to review class materials/recordings and complete entry and exit tickets once you have reviewed the class content. Please email me (jstein23@gmu.edu) to get the entry and exit ticket prompts you missed.

You can resubmit late work, including entry/exit tickets, discussion comments, content checks and responses, and other assignments **up to three times total** during the course of the semester, with understanding that serious emergencies may cause further absences.

Course Schedule:

Course Schedule

A	B	Chapter	Content	Deadlines
1/16	1/18		Course Introduction	
1/23	1/25	1	Biological Transitions	Read Ch.1, Topic 1 Brainstorm
1/30	2/1	2	Cognitive Transitions	Read Ch.2, Topic 1 AI Assistance
2/6	2/8	3	Social Transitions	Read Ch.3, Topic 1 Reflection
2/13	2/15	4	Families	Read Ch.4, **Content Response 1**
2/20	2/22	5	Peer Groups	Read Ch.5, Topic 2 Brainstorm
2/27	2/29	6	Schools	Read Ch.6, Topic 2 AI Assistance
3/5	3/7		*Spring Break*	
3/12	3/14	7	Work, Leisure, and Media	Read Ch.7, Topic 2 Reflection
3/19	3/21	8	Identity	Read Ch.8, **Content Response 2**
3/26	3/28	9	Autonomy	Read Ch.9, Synthesize Topics 1 and 2
4/2	4/4	10	Intimacy	Read Ch.10, Poster Draft
4/9	4/11	11	Sexuality	Read Ch.11, Video Presentation
4/16	4/18	12	Achievement	Read Ch.12, **Final Poster**
4/23	4/25	13	Mental Health, Diversity, and Disability PLUS Poster gallery	Read Ch.13, **Content Response 3**

Important Dates (Fall 2023):
Semester dates: begin 8/21, end 12/13
Last day to add courses: 8/28
Last day to drop with 100% refund: 9/5
Final day to drop (50% refund): 9/12
Unrestricted Withdraw Period: 9/13-9/26
Selective Withdraw Period: 9/27- 10/23