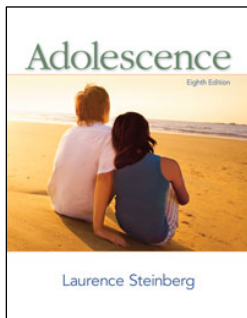


PSYC 3319 - PSYCHOLOGY OF ADOLESCENCE
FALL 2008
TUESDAY/THURSDAY 9:30A – 11:00A
LIFE SCIENCE 424

Instructor: Dr. Lauri Jensen-Campbell
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Office hours: Tuesdays 11:00-12:30P; Thursdays 1:30-3:00P (appointments preferred)
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eInstruction Website: www.einstruction.com
Book Website: www.mhhe.com/steinberg8
CPS online Class Key: J41912J753

Course Prerequisites: PSYC 1315 - Introduction to Psychology

Required Textbooks/Materials



Textbook: Steinberg, Laurence (2008). *Adolescence (8th edition)*. McGraw-Hill Higher Education.

CPS Class Registration: You **MUST** be registered with einstruction.com by September 9, 2008 (9:00A). If you are **NOT** registered for class by September 9, you will **NOT** be able to participate in attendance, class discussions, and quizzes until you register (which will adversely affect your grade). **NO EXCEPTIONS!** It is recommended that you register with [einstruction](http://einstruction.com) prior to the start of the fall semester (i.e., as soon as you register for the class). Students who register prior to August 26 and bring their response pad to

class the first day will receive 1 additional attendance point for the first day of class (August 26). Students who register prior to August 31 will receive 1 additional attendance point for August 28. You can begin registration on www.einstruction.com at any time. If you purchase a new textbook from the UTA bookstore, you will receive a certificate, which will cover the cost of registration. If you choose to purchase your book through another source, you will need to pay the full registration fee via credit card to register with e-instruction for the class.

Required Material: You **MUST** purchase a **CPSrf Response pad** from the bookstore. You also must bring the response pad with you to class every class period. The response pad is a **mandatory** piece of course equipment; it will be used for quizzes, attendance, and discussion questions. Not bringing a response pad to class will **NOT** be an acceptable excuse. In other words, you will receive a 0 for any missed assignments.



This course will be computer/internet intensive. You do not need to own a computer to participate effectively in the class. However, you will need to access and use the computers available to you on campus (e.g., in the library) on a routine basis.

You are expected to read your assignments prior to the class in which the information will be discussed.

Course Description: This course will provide a topical study of adolescent behavioral and psychological development with emphasis on theory, methods of inquiry, and practical implications. This course will also introduce many major themes that characterize today's adolescent research. I will coordinate lectures

with readings, but the overlap will **NOT** be great. This should pose no problem; the book is well written, and you will be exposed to more material this way.

Course Learning Goals and Objectives: My orientation is that of an experimental psychologist. Accordingly, much of the lecture material will be based on findings obtained in experimental research undertaken in adolescent psychology. We will focus more on theories and research than on applications in this course, but applications should be obvious to those who understand the underlying phenomena of the field.

I want you to enjoy the class material. We will achieve this through interactions inside and outside the classroom. I believe that the student should take an active role in the classroom. Instead of only lecturing, I want to interact with you through demonstrations and active discussions. Accordingly, students will receive an attendance/participation grade.

Student Learning Outcomes (Adapted from APA’s Assessment Cyberguide for Learning Goals and Outcomes) In PSYC 3319, we will be addressing multiple goals as outlined below by the American Psychological Association (APA). Key:

PRE	Prerequisites
LEC	Lecture, Participation, and readings
EXA	Examinations
Quiz	Quizzes

Goal 1: Knowledge Base of Developmental Psychology. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the Psychology of Adolescence.

Objective	PRE	LEC	EXA	Quizzes
1.1: Characterize the nature of psychology as a discipline.	√	√	√	√
1.2: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of adolescence	√	√	√	√
1.3: Use the concepts, language, and major theories of the discipline to account for psychological phenomena.	√	√	√	√
1.4: Explain major perspectives of adolescent development (e.g., behavioral, biological, cognitive, and sociocultural).	√	√	√	√

Goal 2: Research Methods in Psychology. Understand and apply basic research methods in studying adolescents, including research design, data analysis, and interpretation.

Objective	PRE	LEC	EXA	Quiz
2.1 Describe the basic characteristics of the science of psychology.	√	√	√	√
2.2 Explain different research methods used by adolescent researchers. Articulate strengths and limitations of various research designs. Distinguish the nature of designs that permit causal inferences from those that do not.		√	√	√

Goal 3: Critical Thinking Skills in Psychology. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Objective	PRE	LEC	EXA	Quiz
3.1 Use critical thinking effectively.	√	√	√	√
3.2 Engage in creative thinking.	√	√	√	√
3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.	√	√	√	√
3.4 Approach problems effectively.	√	√	√	√

Goal 4: Application of Psychology. Understand and apply psychological principles to personal, social, and organizational issues.

Objective	PRE	LEC	EXA	Quiz
4.1 Describe major applied areas of adolescence (e.g., Cognitive, Biological, Evolutionary, Social/Cultural).	√	√	√	√
4.2 Articulate how psychological principles can be used to explain social issues and inform public policy.	√	√		
4.3 Apply psychological concepts, theories, and research findings as these relate to everyday life.	√	√		
4.4 Recognize that ethically complex situations can develop in the application of psychological principles.	√	√		

Goal 5: Communication Skills. Communicate effectively in a variety of formats.

Objective	PRE	LEC	EXA	Quiz
5.1 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).	√	√		

Goal 6: Sociocultural and International Awareness. Recognize, understand, and respect the complexity of sociocultural and international diversity.

Objective	PRE	LEC	EXA	Quiz
6.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.	√	√		
6.2 Examine the sociocultural and international contexts that influence individual differences.	√	√	√	√
6.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.	√	√	√	√
6.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.	√	√	√	√
6.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.	√	√	√	√

Goal 7: Personal Development. Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

Objective	PRE	LEC	EXA	Quiz
7.1 Reflect on their experiences and find meaning in them.	√			
7.2 Apply psychological principles to promote personal development.	√			
7.3 Enact self-management strategies that maximize healthy outcomes.	√			
7.4 Display high standards of personal integrity with others.	√	√	√	

Goal 8: Career Planning and Development. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Objective	PRE	LEC	EXA	Quiz
8.1 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.	√	√		

Specific Course Requirements:

(1) **Drop Policy:** Effective Fall 2006, the University has adopted a single drop date for all undergraduate students. The Last Drop Date for undergraduates will occur at a point two-thirds of the way through a given semester or session. Undergraduate students who drop a course on or before the Last Drop Date will receive an automatic grade of “W” regardless of whether they have completed assignments or not. A “W” will be placed on the student record automatically by MyMav when the drop is entered.

(2) **Attendance.** It is your responsibility to attend class and **not be late.** Attendance will be taken in class via the response pad and will count toward your attendance/participation grade. You must be in the class at the time of attendance to get credit for attending the class. This is NOT a correspondence course (i.e., a distance education course); thus, you are expected to be in class and to participate in class. Students are NOT to “sign-in” their friends/classmates. Any student caught signing in a classmate will be turned into the university for academic dishonesty and will receive a final grade of 0 for both attendance and class participation (along with the student who requested he/she be signed in during their absence).

Each class attended will be worth 1 attendance point (i.e., being present during the entire class). I may take attendance more than once during a lecture; I will then calculate your attendance grade based on the maximum number of points possible (e.g., 1 point) divided by the number of times I take attendance on that day. Attendance will be worth a maximum of 25 points, with 29 opportunities to sign-in for attendance. Students can miss four classes for ANY reason and still have perfect attendance at the end of the semester. ***It is highly recommended that these “misses” be saved for emergencies (e.g., major illnesses, family emergencies).*** ***You will NOT be excused for any absences since you can miss four classes and still have perfect attendance. Do NOT ask me to do otherwise. Please also note that the course starts the first day of the semester and attendance will be taken starting with the first day of the class.***

In addition, you are responsible for **anything** you miss during your absence. Students who have absences authorized by the University must contact the instructor one week in advance of the excused absence and arrange with the instructor to take the examination or quiz *prior to the absence*. Failure to notify the instructor or to comply with these arrangements will void the excused absence.

(3) **Participation:** An additional 25 points will be assigned for participation in class discussion questions (via the response pad) or out-of-class activities. Participation points will be based on the percent of participation. For example, only students who participate 100% of the time, will receive the full 25 points. Students who participate 95% of the time will receive 24 points, and so forth. ***There will be no “make-ups” for class participation (for any reason).***

(4) **Examinations:** There will be three equally weighted examinations, which cover approximately 4 weeks of assignments. Exams will include 50 multiple-choice questions. **YOU WILL NEED YOUR RESPONSE PADS FOR YOUR EXAM.**

Questions will be drawn from text, lectures, videos, etc. covered during the semester. **You are expected to be in class on time during examination dates. I will not give exams to any late students after the first exam is turned in. If you come after this point to take the exam, it will be considered a “missed” exam.** You can drop your lowest exam grade. If you miss one exam (for any reason), this will be your “dropped” exam grade. If you miss more than one exam, you will get a 0 on each additionally missed exam. There will be **NO MAKE-UPS.**

I will not go over examinations in class. **Grades will be posted on WebCT and/or e-instruction.com.** You will need access to both your WebCT and e-instruction account. ***I will NOT e-mail individual grades to students for security reasons. It is your responsibility to obtain access to your grades via WebCT and/or e-instruction.***

(5) **Quizzes:** You are expected to read your assignments prior to the class in which the information will be discussed. I will give unannounced quizzes over the reading materials/class lectures to ensure students are keeping up with the material. Approximately 12-15 unannounced quizzes will be given during the semester. *Students will need their response pad to take their quiz.* Students must take 10 quizzes to attempt to obtain the total possible points (i.e., 50/50 points). **SINCE YOU CAN MISS AT LEAST TWO QUIZZES AND STILL HAVE THE OPPORTUNITY TO EARN 50 POINTS, NO MAKE-UPS WILL BE GIVEN FOR QUIZZES UNDER ANY CIRCUMSTANCE!**

(6) **Handouts.** All course materials will be available on the Internet the week before the class in which it will be discussed on WebCT. You are responsible for downloading copies of the materials BEFORE class if you want them. If you do not own a computer, there are computers available for your use on campus (e.g., main library).

(7) **E-Mail Communications.** When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

Students are also required to use their UTA e-mail account in this class. The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

(8) **Point Distribution and Grading Policy**

Exam	100
Exam	100
Quizzes	50
Attendance	25
Class Participation	25

Total	300

GRADING POLICY

300-270 points --> A	269 - 240 points --> B	239 - 210 points --> C
209 - 180 points --> D	Below 180 points --> F	

You will not be graded on a curve. Grades are assigned on individual performance based on straight percentage scores. If you are taking the course PASS/FAIL, you must have at least 70% of your points to PASS. ***I make it a policy not to "bump" any final grade up to the next higher grade.*** Any course work not completed by the last day of class will convert to a '0'. Please do not ask me to do otherwise.

Incompletes will only be given under extenuating circumstances and must be discussed with the professor BEFORE the last day of the semester. The grade of incomplete will be assigned only if the student has encountered circumstances beyond his or her control and the student's previous actions have not created these circumstances. The assignment of this **incomplete grade** will be made at the decision of the instructor after consideration of the facts as presented in a written request from the student. An incomplete will not be awarded merely to allow more time to complete course assignments or to avoid an undesirable grade. Please do not ask me to do otherwise.

(9) **Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

(10) **Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels *by the end of the first week of class*. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission, and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week: A period of five class days prior to the first day of final examinations shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. **Classes are held as scheduled during this week and lectures, presentations, attendance points, and quizzes may be given.**

Tentative Lecture/Topic Schedule:

Week	Topic	Assignment
August 26/28	Introduction to Adolescent Development/Biological Transitions	Introduction/Chapter 1
September 2/4	Cognitive Transitions	Chapters 2
September 9/11	Social Transitions	Chapters 3
September 16/18	Families	Chapter 4
September 23	Catch-up Day	
September 25	Exam I	
Sept 30/Oct 2	Peer Groups	Chapter 5
October 7/9	Schools/Achievement	Chapters 6/12
October 14/16	Work, Leisure, and Mass Media	Chapters 7
October 21/23	Identity	Chapter 8
October 28	Catch-up Day	
October 30	Exam II	
November 4/6	Autonomy	Chapter 9
November 11/13	Intimacy	Chapter 10
November 18/20	Sexuality	Chapter 11
November 25	Psychosocial Problems in Adolescence	Chapter 13
NOVEMBER 27	NO CLASS – THANKSGIVING	
December 2/4	Psychosocial Problems in Adolescence /Catch-up Days	

NOTE: Catch-up days are indeed lecture days and you are responsible for materials covered in class on those days. Moreover, weekly quizzes can and often do occur on catch-up days. Finally, we will be having quizzes, lectures, etc. during dead week (which are permissible under the final review week policy).

December 11 (Thursday) EXAM III (Non-Cumulative Final Examination) 8:00 - 10:30a