

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 315 – Fall 2011
Adolescence
Course Outline

Instructor: Dr. M. Drysdale
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Email: mdrysdal@uwaterloo.ca
Office Hours: Tuesday and Thursday 4:30 – 5:15 or by appointment
Lectures: Thursday 6:00 – 8:45, STJ 2017
Teaching Assistants: STJ 2012 - Erin Turnbull & Margaret McBeath

Course Overview:

The period of adolescence is characterized as a complex interaction between the individual and his/her environment. This course introduces students to the nature of this interaction as well as the various aspects of adolescent development. Topics to be covered include: the biological, cognitive, social, and emotional changes that take place during the adolescent period; psychosocial development; and the difficulties of adolescence. The course is also developed to foster critical and incisive thinking about current adolescent issues. The way adolescents are portrayed in the media will also be emphasized.

Learning Objectives:

At the end of this course, students will have an understanding of:

- the process and importance of theoretical foundations in the investigation of adolescent development
- aspects of physical development during adolescence
- the current emphasis on body image and physical appearance
- the process of cognitive development
- social learning theory and the development of self-concept and self-esteem
- the processes and problems of developing a strong identity
- the role of family and peer relationships on adolescent development
- school transitions and the social context of schools
- adolescent sexuality
- challenges and problems faced by adolescents
- the portrayal of adolescent development in the media
- professional and scholarly writing in the field of psychology
- professional and scholarly presentations and debates on current adolescent issues

Required Texts:

Santrock, J. W. (2010). Adolescence (13th edition). New York, NY: M^cGraw-Hill.

Drysdale, M., & Rye, B.J. (2009). Taking Sides: Clashing Views in Adolescence (2nd edition). Dubuque, IO: M^cGraw-Hill.

NOTE: As an upper level psychology course, students are expected to evaluate critically the literature on the topics presented. It is important to keep up with the readings so you are prepared for in-classroom assignments. There are written components for this course. Students are expected to write in a scholarly fashion at a university level.

Correspondence:

All correspondence and announcements will be posted on UW-ACE. Students must have 'fees arranged' to have access to the course. Students using the telephone to contact me **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Professor or Dr. Drysdale. Always email using UW-ACE. Please allow at least 24 hours for an email sent between Monday & Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

For content related questions, request for extra help with the content, or to go over one of your exams, please contact a TA. For all other inquiries or questions, please contact Dr. Drysdale (missing exam, or extra help if a TA is not available). If you miss a lecture, the best way to get notes is with an email request (using ACE) to the class. Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or by email.

If my door is open, outside of office hours, feel free to approach. If I am busy, I will let you know. Please don't be offended if I can't drop what I am doing to talk. I will schedule a convenient time for both of us. This is especially important for students who have conflicts with my office hours.

Evaluations:

Midterm:	30%	October 27 th
Debate Style Presentation or Paper:	25%	See dates on course schedule for debate presentations. Papers: November 10 to receive feedback and November 24 without feedback.
Class Assignments:	20% (8 x 2.5%)	See dates on course schedule
Final Open-Book Exam:	25%	December 1 st

NOTE: EXAM DATES and DUE DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded, see below). REQUESTS FOR CHANGING THE WEIGHTING OF EXAMS & ASSIGNMENTS WILL NOT BE CONSIDERED.

Midterm:

- The midterm (multiple-choice questions) will cover the lecture material, video material, textbook material, and all additional readings. Some of the textbook is assigned as "Independent Study" meaning that students will be expected to read chapter sections that are not discussed in class.

Final Open-Book Exam:

- The final exam **will be cumulative** and will consist of two short-essay questions.
- Questions will address the following:
 - How adolescents are portrayed in the films watched in class.
 - The messages/values expressed to adolescents with respect to:
 - Sex, Violence, Drugs, Schools, Parents, Friends, Physical appearance/Body image
 - How the content in the films connects to the following course material:
 - Physical & emotional changes
 - Cognitive advances
 - Peer pressure
 - Identity formation (including gender identity and sexuality)
 - Changing relationships
 - Parent-adolescent relationships, rebellion
- **Materials allowed for the final: course textbooks, lecture notes, all handouts, and video notes. Computers and other electronic devices are NOT permitted during the exam.**
- Writing style is very important. APA format, spelling, grammar, and punctuation count.

Debate Style Presentations and Papers:

- Students have the choice of completing a debate or a paper.
- Decisions must be made by September 29, 2011.
- Paper topics and debate issues/sides must be submitted to Dr. Drysdale by the end of class on September 29th.

Debate Style Presentation:

- A debate is a formal discussion, a consideration of issues, or a formal presentation of contrasting ideas. It can also be viewed as an argument. There are two sides to every debate: the *Affirmative* and the *Negative*. The Affirmative supports the issue and answers "yes" to the question posed. The Negative refutes the issue and answers "no" to the question posed.
- If you choose to do a debate Style Presentation, you will select an issue and a side (Affirmative or Negative) from *Taking Sides: Clashing Views in Adolescence – 2nd edition*.
- You can select from the following issues: **1, 4, 7, 10, 11, 12, 14, 16, or 19.**
- Each side of each issue must not be selected by more than two students (unless there is demand for more presentations). This ensures comprehensive coverage of the issues. See the sign up sheet.
- Debate/presentation dates are scheduled according to course content. Please refer to the schedule for specific dates.
- Be sure to read the entire chapter (both sides) for your issue as it will give the background information as well as prepare you for your arguments and the Q&A.

- You will prepare a **6 - 8 minute formal presentation/argument**. The goal is to present convincing evidence regarding your issue and the side taken.
- Format:
 - The Constructive Section (3 - 4 minutes)
 - State the resolution. e.g.: “Be it resolved that comprehensive sex education is too liberal!”
 - Define the key terms of the resolution (this is important because different things mean different things to different people). Example: for above resolution you would define “comprehensive”, “sex education”, and “liberal”. You can also argue the opposing view’s definitions – otherwise the assumption is that you accept the definitions.
 - Present your arguments; supported with evidence (statistics, facts, expert quotes)
 - The Question and Answer Section (2 - 3 minutes) – one question will be asked by Dr. Drysdale.
 - A closing statement (1 minute)
 - Choose the most important points to focus on. This is your last chance to persuade the class and make it clear in their minds why they should agree with you. End on a strong note.
 - **You must submit your constructive speech and closing statement at the end of your presentation.**
- You are responsible for gathering research/evidence beyond what is provided in the *Taking Sides* book. Refer to the additional readings section or do your own research.
- Visual aids are welcome and may help to communicate your position.
- Strict adherence to time limits is required. If you go over, the bell will ring and you will have 10 seconds to wrap up before you are cut off. Marks will be deducted for going over the time limit.
- Students are permitted to work with one other student. In this case, one student must present the affirmative and the other student the negative.
- Grading:
 - Quality and content of speech = 20%
 - Presentation style (voice, eye contact, professionalism, answering questions, etc.) = 5%

Papers:

- Students will select and write **a scholarly paper** on an issue **currently** faced by adolescents.
- Students **must not** select an issue that is already addressed in *Taking Sides – Adolescence* (1st or 2nd edition).
- Suggested topics include:
 - Use of performance-enhancing drugs
 - Male drive for muscularity &/or female drive for thinness
 - Adolescents raised by same-sex parents
 - Adolescent pregnancy & parenting
 - Adolescent obesity
 - Choosing a career and becoming financially independent from parents
 - Sexual orientation and discrimination
 - Conflict with parents about: sexuality, religious identity, career choice, etc...
 - Health hazards of cell phones and other electronic devices
 - Depression, suicide, & anxiety problems
 - Addictions such as gambling, online video games, or social networking sites
 - Sexual behaviour problems and Juvenile sex offenders
 - Surgical and non-surgical cosmetic enhancements
- Scholarly writing and APA style formatting are mandatory
 - Spelling, grammar, punctuation and professional appearance will be graded. Please refer to the APA Manual for guidelines and writing style.
- Empirical evidence should be current (2005 to the present)
- Length and format:
 - 8 - 10 pages, (not including references)
 - 12-point serif typeface (Times New Roman or Courier), double-spaced, 1” margins
- Topics must be selected and approved by Dr. Drysdale by September 29th, 2011. See sign-up sheet.
- Late papers will be given a penalty of **10% per day**.
- **There are two due dates: November 10 to receive written feedback or November 24 without feedback**

In-Class Assignments:

- During class, students will be given a question to answer regarding the readings for that week, the debates/presentations, or the movie/video watched during class time. Responses will not be more than two neatly handwritten pages. Critically evaluating the readings will be necessary to answer the questions. Although students can discuss the question in groups, individual responses must be submitted.
 - Assignments are due at the end of the class in which they are assigned and not later than 9:15pm.
 - Each assignment is worth a maximum of 2.5%. Therefore to get full marks, you must submit 8 high quality assignments. There are 9 assignments scheduled but only 8 are required. You are permitted to do all 9 and keep the 8 highest scores.
 - Attendance is mandatory to receive marks for an in-class assignment. Students caught submitting an assignment without having attended the class and/or adding a classmates name to an assignment will receive a zero and be disciplined under the Policy on Academic Responsibility and Integrity.

POLICY REGARDING CHEATING

CHEATING WILL NOT BE TOLERATED. Students are referred to the university policy on academic offences. Looking at the test of another student, allowing another student to view your exam, obtaining information about a test in advance, having crib/cheat notes, and/or having information written on your body are all examples of cheating. Students found cheating will (1) receive a zero (0%) on the test and be asked to leave the room if cheating materials cannot be confiscated OR (2) have cheating materials and the answer booklet/scantron confiscated and be given a new exam that must be completed in the time allotted.

A number of safeguards will be employed to discourage cheating. For example, invigilators of the tests can ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, check for crib/cheat notes, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. It is strongly recommended that you **do not** sit with friends during the examinations. All incidences of cheating will be reported to the Department Chair and the Associate Dean.

POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo

Students are entitled to a rescheduling of exams or an extension of deadlines for legitimate medical or compassionate reasons. Students are also entitled to rescheduling of exams based on religious grounds. *Students must provide confirmation of an illness to the instructor within 48 hours of the exam by submitting a completed University of Waterloo Verification of Illness Form to support requests for accommodation due to illness.*

Students who consult their own physician must provide the UW form to the attending physician for completion. The University of Waterloo charges a fee for a “*Verification of Illness*” certificate.

Deferrals of exams are decided by the instructor (see Dr. Drysdale’s Policy below). If a student completes an exam while ill, the grade stands. False claims of illness and/or submitting false documentation constitutes an academic offense that is subject to disciplinary action under Policy #71.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (University of Waterloo Calendar).

PROFESSOR’S REQUIREMENTS REGARDING ILLNESS

Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up test or receive an extension for a debate, paper, or in-class assignment.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform the instructor PRIOR to the exam/due date and time.** The voice mail stamps the date and time of telephone calls.
- **In the case of illness, the student must provide an official “*Verification of Illness*” certificate from the University of Waterloo - which states that, due to medical reasons, it was impossible for the student to write the exam at the scheduled time (i.e., severe illness), submit their assignment, or do their debate. The verification of illness form MUST be completed by UW Health Services before or on the same day as the scheduled exam. A form completed after the day of the exam will**

not be accepted. The completed form must be submitted to Dr. Drysdale within 48 hours of the exam. Doctors' notes, forms created by a physician or clinic, or a note scribbled on a prescription pad is not an acceptable medical certificate.

- In the case of an immediate family members' illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student's: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.
- In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner's death or an immediate family member's death.
- **FAILURE TO FOLLOW THE ABOVE REQUIREMENTS WILL FORFEIT YOUR RIGHT TO AN EXTENSION OR MAKE-UP EXAM.** If you are sick and you contact me after the exam or due date, you will NOT be permitted to a deferral or to a make-up test. You will receive a 'zero' on that test or assignment. Exception to this: if you are involved in an accident on your way to class for an exam or debate (documentation required) and as a result you are not able to call me. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hours of the test, then have a friend or family member call ASAP.
- Any student missing an exam with a valid reason must write a make-up exam. The make-up exam may differ in format from the original exam (e.g., an entire essay exam). Any student receiving an extension must submit their assignment by the new due date. Failure to do so will result in a zero for that assignment.
- Please note that the following are **NOT** valid reasons for rescheduling an exam or receiving an extension:
 - Travel plans (athletic or personal); Missing your bus or ride to campus; Work overload; Sleeping-in or alarm clock problems; Forgetting you had an exam or forgetting you were registered in the course.

RELEASE OF GRADES:

When tests are graded, the results will be posted on UW-ACE. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding "when will the grades be posted?" We endeavour to complete the grading as quickly as possible.

ACADEMIC RESPONSIBILITY, INTEGRITY, DISCIPLINE, AND GRIEVANCE

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: All students registered in courses at St. Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed following St. Jerome's University Academic Discipline Procedure and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. In such a case, contact the St. Jerome's University Grievance Officer. Read St. Jerome's University Handbook, Section 4, item 8, www.sju.ca/faculty/SJU_handbook/grievance_policy.html.

Academic Responsibility & Integrity website (Arts): <http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility>
Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS*

Appeals: A student may appeal the finding and/or penalty in a decision made under St. Jerome's University Academic Discipline Procedure or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome's University Appeals Officer. Read St. Jerome's University Handbook, Section 6.4, www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html.

More information regarding appeals can be obtained by the Ombudsperson's Office (Student Life Centre, Room 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall, Room 3060).
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.pdf>

OTHER INFORMATION

- **Accommodation for Students with Disabilities: Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations

for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

- **Laptops and tablets are permitted for note-taking purposes ONLY during the lectures.** Other usage is not permitted (e.g., Facebook, Skype, Internet searches, streaming, gaming, etc.). If you are caught using your computer for anything besides note-taking, you will be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) which states that “no member of the University community (faculty, staff, student) unduly interfere with the study, work, or working environment of other members of the University or any aspect of another’s University activity.”. Laptops and other electronic devices are NOT PERMITTED during presentations, movies, and course videos.
- **Absolutely no cellular telephones and/or headphones** are permitted during the lectures or examinations.
- **Student ID Cards** are necessary for examinations. Please place them on the corner of your desk.
- **Baseball caps** are not to be worn during examinations.
- **Backpacks** must be stored at the front or back of the classroom during examinations. Purses and other small personal items must be stored beneath the desk.
- Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (**888-4567, Ext. 32655**), the teaching assistant, or the professor **prior** to their next exam(s). Please let us know if you are having difficulty understanding the course content or having difficulty with the testing.
- If you bring beverages and/or food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket.
- Please do not email the professor or the TA requesting information on required readings/chapters for exams. Refer to the outline.
Schedule and Required Readings (subject to change as a function of time)

Date	Topic	Santrock Chapter	Taking Sides Issues
September 15	Introduction Historical Perspective Today’s Adolescents The Science of Adolescent Development	Chapter 1	
September 22	Puberty, Health, & Biological Foundations In-Class Assignment 1	Chapter 2	Issue 5 HPV Vaccine
September 29	The Brain & Cognitive Development Video In-Class Assignment 2	Chapter 3	Issue 15 Convicting Adolescents as Adults
October 6	The Self, Identity, Emotion, & Personality Movie In-Class Assignment 3	Chapter 4	
October 13	Families, Peers, & Schools Debate Presentations In-Class Assignment 4	Chapters 8, 9, & 10	Issue 12, 14 & 16 Family Disruption, Online Friendships & Bullying
October 20	Movie In-Class Assignment 5		
October 27	Midterm (40%)	Chapters 1, 2, 3, 4, 8, 9, 10, Issues 5, 15	
November 3	Sexuality Video Debate Presentations In-Class Assignment 6	Chapter 6	Issues 7, 10, & 11 Sexual Behaviour, Sexual Standards, & Sexual Orientation
November 10	Achievement, Work, Careers Culture: Media & Technology Video Debate Presentations In-Class Assignment 7 Paper Due - Feedback	Chapters 11 & 12	Issue 19 Social Networking Sites
November 17	Problems in Adolescence & Emerging Adulthood Video Debate Presentations In-Class Assignment 8	Chapter 13	Issues 1 & 4 Depression, Suicide, & Body Image
November 24	Movie In-Class Assignment 9 Paper Due – No Feedback		

December 1	Final Open-Book Exam (25%)	Cumulative – all term material
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