

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**PSYCH 315:**  
**Psychology of Adolescence and Emerging Adulthood**

Winter 2018

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Mondays & Wednesdays, 2:30-4pm, STJ 2002

*Instructor:* Steven Hertz  
*E-mail:* shertz@uwaterloo.ca

*Office:* SJU 2111  
*Office hours:* Tuesday 10-11am *or*  
by appointment

Notes: (1) To set up an appointment outside of office hours, e-mail a request including *at least* two windows of time during which you are available, and Steve will reply with an appointment time.

### Course Description

This course is about human development with emphasis on research findings and theories in the physical, cognitive, personality and social growth of adolescents and young adults.

The course is organized on a topics basis. We will study current theory and research on development during this key period of the life cycle, covering biological, cognitive, socio-emotional, and interpersonal areas. As well, we will explore the major social influences on the pathways that development in these areas may take, such as the family, peers, and the schools. (0.5 credit.

Prerequisites: PSYCH 211.)

### Learning Outcomes

By the end of this course, students should be able to:

- Identify developmental changes that take place during adolescence and emerging adulthood.
- Explain theories of adolescent development using examples (e.g., from the assignment or research experience).
- Describe how different psychosocial variables such as gender, culture, and sexuality may modify adolescent development and/or developmental outcomes.

<b>Roles &amp; Expectations</b>
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**The job of the instructor is to:**

- Present lectures that are both informative and interesting, and to explain difficult concepts.
- Design and fairly grade assignments and exams, and provide additional feedback regarding learning and performance in the course.
- Support students' learning through individual assistance outside of class, in office hours or through electronic communication (i.e., e-mail, LEARN).
- Foster development of “soft” (i.e., transferrable) skills (e.g., effective writing).

**Your job is to:**

- Come to class *prepared* to learn the material (e.g., by taking notes).
- Be fully present in class – in mind as well as in body (e.g., refrain from using Facebook, IM, texting, etc. during class).
- Seek help in a timely manner for clarification of concepts that you are struggling with or difficulties with academic or course tasks (e.g., note-taking, synthesis paper).
- Show *respect* and an open mind when discussing different cultures, lifestyles, and choices.

<b>Textbook &amp; Other Resources</b>
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**Required Text**

Santrock, J. W. (2016). *Adolescence* (16<sup>th</sup> ed.). New York, NY: McGraw Hill Education.

**Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)**

You will need the APA Manual for your assignment, but you are not required to own a copy. Copies are available in the library. The APA style website ([www.apastyle.org](http://www.apastyle.org)) provides supplemental materials for learning and mastering APA style, and another very useful APA site is over at <https://owl.english.purdue.edu/owl/resource/560/01/>.

**LEARN**

Additional resources that will be posted on LEARN throughout the course include, but are not limited to:

- Partial slides from class lectures. These slides are provided as a guide/infrastructure for note-taking, and will not include all information presented in class.
- Full articles of the primary source research that is presented/discussed in class. N.B. Only the material from these sources that is presented in lecture will be required for exams.

<b>Course Requirements</b>
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Course Component	Date Due	Worth (%)
Midterm Exam (in class)	February 14	30
Assignment	March 21	30
Final Exam	TBA	40
<b>TOTAL</b>		<b>100</b>
<b>Bonus – Research Participation</b>		<i>up to +4</i>

## Assignment

The purpose of this assignment is for you to integrate some aspect of developmental theory and research discussed in the course (textbook or lectures) with current research literature, and to give you experience in searching through online databases for relevant literature. Therefore, the paper should reflect both aspects of this purpose – that is, it should include both a description of a relevant developmental theory, as well as a thorough discussion of at least three scholarly sources other than your text.

The sources cited should be fairly recent (within the past 15 years), primary source journal articles that describe empirical research studies (i.e., they should have both a *Method* and *Results* section). Best choices for journals include: *Developmental Psychology*, *Adolescence*, *Journal of Research on Adolescence*, *Journal of Adolescence*, *Journal of Early Adolescence*, *Journal of Youth and Adolescence*, *British Journal of Developmental Psychology*, *International Journal of Behavioural Development*, and *Journal of Marriage and the Family*. Other journals may be appropriate as well, but it is expected that the research discussed will focus on adolescents or emerging adult participants.

The format of the paper will typically be as follows: Begin with a brief (One or two paragraphs) overview of your theory, then provide review of the three articles in terms of their purposes and hypotheses, methods, and results. *This section of the paper will require particular effort to ensure that you do not inadvertently plagiarize; that is, you must properly paraphrase the original sources and provide proper in-text citations (APA format). Direct quotations should be avoided.* Next, you should discuss how these findings apply to, or are useful in explaining, the theory you chose. Finally, your paper should end with a discussion of an idea for further research in the area that interests you – based on your readings and your thinking about the topic. This does not need to be a formal research proposal, but it should specify the topic you wish to study and what it would contribute to the theory.

In general, 5 double-spaced pages is a reasonable target length (not including title page or references), though quantity is nowhere near as important as quality. Assignments in excess of 6 pages will not be marked and returned for editing, and late penalties may be incurred. The overall structure of the paper (i.e., font, margins, headings, citations, etc.) must conform to APA style (guidelines will be provided in class). References must be provided in APA format, both in text and in the references list. You must also staple the first page of each article cited to the back of your paper.

Assignments are to be handed in at the beginning of class. Papers submitted after the due date will receive a late penalty of 5% per day (including weekend days).

## Midterm & Final Exams

The exams will consist of a number of multiple choice questions, with a single long-answer question. Both exams will be closed-book. ALL material presented in the course, including (but not limited to) assigned textbook chapters, lecture material, and multimedia presentations (e.g., videos) are “fair game” for exam content. The midterm will cover Chapters 1-6, and the final exam will be *cumulative*, with approximately 65-70% from material that is new since the midterm (Chapters 7-13) and the remaining 30-35% from material covered in the first part of the course. Exam reviews will be held the class before the midterm, and in the final lecture. In both cases exam material will be reviewed in class. *You must bring your WatCard to both the midterm and final exams.*

## Communication

E-mail is the best way to reach your instructor, but you should not necessarily expect an immediate response, particularly outside of regular business hours. To ensure that your message is delivered, please begin the subject heading with “PSYCH 315” and a description of the email content. Due to email viruses, messages with blank or suspicious subject headings may not be delivered or opened. If you are contacting the instructor with a question about the course, you should also let us know where you have already looked for the answer (e.g., course syllabus, specific section/pages of the text).

You **MUST** use your school e-mail for any messages that you send/receive regarding this course. If the instructor needs to contact an individual student directly, then a message will be sent to that student’s e-mail address. LEARN will be used to communicate with the entire class, by posting announcements, so you should check regularly.

## Important Information

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

**Discipline:** A student is 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 under the St. Jerome’s University Policy on Student Discipline. For information on categories of offenses and types of penalties, students should refer to University of Waterloo Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome’s University Policy on Student Petitions and Grievances.

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome’s University Policy on Student Appeals. 3

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), 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 AS office at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Course Schedule
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Week	Dates	Topics (Assigned Readings)	Assessments
1	January 3	Introduction (Ch. 1)	
2	January 8, 10	Developmental Research Methods Biological Foundations (Ch. 2)	
3	January 15, 17	Cognitive Foundations (Ch. 3)	
4	January 22, 24	SONA Presentation The Self and Identity(Ch. 4)	
5	January 29, 31	Gender (Ch. 5)	
6	February 5, 7	Sexuality (Ch. 6)	
7	February 12, 14	Midterm Material Review (in class)	Midterm - In Class Wednesday
8	February 26, 28	Tutorial: Literature Searches Moral Development (Ch. 7)	
9	March 5, 7	Tutorial: Referencing Family (Ch. 8)	
10	March 12, 14	Tutorial: Writing for Psychology Peers (Ch. 9)	
11	March 19, 21	School (Ch. 10) Work (Ch. 11)	Assignment Due – By Start of Class Wednesday
12	March 26, 28	Culture (Ch. 12) Special Topic: Technology	
13	April 2, 4	Problems and Resilience (Ch. 13) Final Exam Review (in class)	

Disclaimer & Acknowledgements
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Information in this syllabus is subject to change in extenuating circumstances.

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