

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 315 – Adolescence - Winter 2017
Thursday 18:30 – 21:20, SJ2 2002

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Office Hours: Thursday 12:30 – 13:30, or by appointment
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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 and emerging adult development. Topics to be covered include: the biological, cognitive, social, and emotional changes that take place during the adolescent and emerging adult period; psychosocial development; and the difficulties of adolescence. The course is also developed to foster critical and incisive thinking about current adolescent and emerging adulthood issues. The way adolescents are portrayed in the media and the effects of those portrayals on today's adolescents will also be emphasized.

Course Goals and Learning Outcomes:

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

- the process and importance of theoretical foundations in the investigation of adolescent and emerging adult development
- aspects of physical development, health issues, sexuality, body image, and physical appearance
- the process of cognitive development
- the processes and problems of developing a strong identity
- the role of family and peer relationships
- school-to-school and school-to-work transitions
- challenges and problems faced by adolescents and emerging adults
- the portrayal of adolescent development in the media
- professional and scholarly writing on current adolescent and emerging adult issues

Required Text:

Santrock, John. *Adolescence*. 16/e, Dubuque, IA: McGraw-Hill Education.

NOTE: The 15th Edition of this textbook is acceptable.

As an upper level psychology course, students are expected to evaluate critically the literature on the topics presented. It is important to come to class prepared for in-classroom discussions and assignments. There are several written components for this course. Students are expected to write in a professional scholarly fashion.

Correspondence:

All correspondence and announcements will be posted on Learn. Students must have 'fees arranged' to have access to the course. Students using email or the telephone to contact me or a TA **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Professor or Dr. Drysdale in emails and on the phone.

All emails should be respectful, polite, professional, and structured with a salutation/greeting, a purpose, and a closing signature. If emails are not structured correctly, we will not respond.

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, please contact me (missing exam).

If you miss a lecture, the best way to get notes is with a request (using Learn) to the entire class.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or by email. All grades will be posted on Learn.

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.

ASSESSMENTS

Exam 1:	30%	February 16
Critical Position or Critical Analysis Paper:	30%	March 9, 18:30pm
Exam 2:	20%	March 23
In-Class Assignments:	15% (6 x 2.5%)	See dates on course schedule
Cumulative In-Class Assignment	5%	March 30

EXAM & DUE DATES ARE FINAL: DO NOT REQUEST ALTERNATE DATES or TIMES (exceptions excluded, see below). REQUESTS FOR CHANGING WEIGHTINGS WILL NOT BE CONSIDERED.

EXAMS

- The exams will cover all the lecture material, videos, movies, and textbook readings
- Both exams will consist of multiple-choice questions and 1 essay question
- The essay questions will be comprehensive and will require you to pull together all content covered.
- The essay on the second exam will be cumulative and comprehensive, meaning that any major theories learned throughout the course will be incorporated into the essay question.
- Writing style is very important. Spelling, grammar, punctuation, and sentence structure count. Point form is not permitted. Legibility is important.
- Each exam will be structured so that it can be completed in less than two hours.
- There will be no lecture after the exams.
- All make-up exams will be offered on the first Friday following the exam, from 13:00—16:00, in SJ1 3012. For exam 1 the make-up day is February 17. For exam 2, the make-up day is March 24.

PAPERS

Option A: CRITICAL POSITION PAPER:

- Students will select and write **a scholarly critical position paper on an issue currently faced by adolescents (see list below).**
- Students will formulate a debate-type question from their topic and then argue **ONE** side – either affirmative or negative. Presenting evidence from the ‘other’ side will be necessary in order to counter the arguments and defend your position; however, adopting an ‘either/or’ position is not acceptable. ***Sitting on the fence is not acceptable and will result in grade deductions.*** Students must choose a position regarding the issue and defend that position.
- Arguments must be supported with empirical evidence. There is no limit on the number of sources (i.e., research articles) you use to support your argument. **Fewer than five will be seen as weak and will result in grade deductions.**
- Gathering strong sources takes time. It is best to start collecting articles early.
- Topics must be submitted and approved by the end of class on January 26th. Each topic can only be chosen twice.
- Topics to choose from:
 - Use of performance-enhancing drugs
 - Surgical and non-surgical cosmetic enhancements
 - Adolescent pregnancy & parenting
 - Choosing a career and becoming financially independent from parents
 - School to work transitions, skill acquisition, unemployment
 - Boomerang kids and independence
 - Conflict with parents about any one of the following: sexuality, gender identity, religious identity, career choice, finances, romantic relationships
 - Sexual orientation or gender identity and discrimination
 - Affirmative care for trans and gender nonconforming adolescents
 - Health hazards of cell phones and other electronic devices
 - Depression, suicide, & anxiety problems
 - Addictions such as gambling, online video games, or social networking sites (cyber addiction)
 - Sense of entitlement
 - Digital literacy or use of technology in schools
 - Cyber-bullying or cyber-stalking

Option B: CRITICAL ANALYSIS PAPER:

- Students will select and write **a scholarly critical analysis paper regarding the portrayal of adolescents in film.**

- Students will select **ONE** of the films listed below and provide an analysis of the following:
 - Why it appeals to adolescents
 - The messages and values being communicated. Include messages on issues such as sexuality, gender, physical health & illness, mental health & illness, violence, drugs & alcohol, school, parents, friends, peers, physical appearance, body image, merchandise, bullying, social networking sites, employment, and transitions. Note: Only use those topics that apply to your selected film.
 - How the content in the film aligns or contradicts the theories presented in the course. Include connections to physical changes, emotional changes, cognitive advances, the self, identity formation, and relationships. Note: Only use those theories that apply to your selected film.
 - Do not simply provide a synopsis of the film. **A descriptive paper will result in grade deductions.**
- Arguments must be supported with empirical evidence. There is no limit on the number of sources (i.e., research articles) you use to support your argument. **Fewer than five will be seen as weak and will result in grade deductions**
- Gathering strong sources takes time. It is best to start collecting articles early.
- Films must be selected and approved by the end of class on January 26th. Each film can only be chosen twice.
- Films to choose from:
 - Boyhood
 - **Breakfast Club - if not selected to watch in class**
 - Brick
 - Centre Stage
 - Clueless
 - Cyberbully
 - Dandelion
 - Dope
 - Easy A
 - **Ferris Buellers' Day Off – if not selected to watch in class**
 - Ghost World
 - Ginger and Rosa
 - Juno
 - Kids
 - LOL
 - Me, Earl, and the Dying Girl
 - Mean Girls
 - Never Been Kissed
 - Now and Then
 - Perks of Being a Wallflower
 - **Pretty in Pink - if not selected to watch in class**
 - Pumpkin
 - Rocket Science
 - Running with Scissors
 - Seventeen Again
 - She's the One
 - Sixteen Candles
 - The DUFF
 - The Virgin Suicides
 - Thirteen
 - Twilight
 - Whip It
 - White Oleander
 - 10 Things I Hate About You
 - 12 and Holding

Format and Writing – Failure to follow the proper formatting and writing criteria will result in grade deductions.

- Professional, scholarly writing, and APA style formatting are mandatory
 - Spelling, grammar, punctuation, and professional appearance will be graded.
 - **Please refer to the APA Manual 6th Edition for guidelines and writing style.**
 - Title page formatted according to APA guidelines is mandatory
- Empirical evidence **must** be current – nothing before 2009 unless used for theoretical foundation of the topic.
- Length: 1200 – 1400 words (not including references). **Having fewer than 1200 or more than 1400 words (not including references) will result in grade deductions.**
- **Heavy use of quotations will result in grade deductions.**

- Format: 12-point serif typeface (Times New Roman or Courier), double-spaced, 1” margins
- Late papers will be given a penalty of **10% per day – starting at 18:36 pm on March 9**. No papers will be accepted if they are 7 or more days late.
- **Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen papers in this course. This is being done to verify that use of all material and sources in the paper are 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 the arrangements for the use of Turnitin in this course. An originality report (with a similarity percentage) will be produced for each paper. A percentage of 15% or lower will indicate original work. Percentages between 15% and 24% will be deemed acceptable as long as complete sentences and quotations are not plagiarized (if they are, marks will be deducted). Similarity percentages between 25% and 49% will result in grade deductions once citations and references are checked. Anything above 50% will result in a failure on the paper.
- **Avoid plagiarism – give credit where credit is due. Any information in your paper that did not come from your own mind or your own empirical research belongs to someone else. This means it needs to be cited in the text and included in a reference list. Failure to do this is plagiarism and can result in a failed paper. There are no exemptions to this rule. Be sure to check every sentence to make sure you are not claiming to be the author of an idea that is not your own.**

IN-CLASS ASSIGNMENTS

- Towards the end of class, you will be given a question to answer regarding the class content for that week.
- Responses will not be more than two neatly handwritten double-spaced pages or one typed page double-spaced. Typed assignments are preferred. A dropbox will be created on LEARN.
- Critically evaluating the content will be necessary to answer the questions.
- Students can complete the assignment on their own or work with one other person. If you work in pairs, each student receives the same grade. You do not need to work with the same person each week and you may choose to do some on your own and some with another person.
- Assignments are due at the end of the class in which they are assigned and not later than 21:45pm. Class ends at 21:20 – however Dr. Drysdale and/or a TA will stay until 21:45 should students want extra time to complete the assignments. Assignments should not take more than 20 minutes to complete, meaning that 15% of your final grade is based on approximately 2 hours (6 x 20 minutes) of work.
- Each of the 6 required assignments is worth a maximum of 2.5% for a total of 15% Therefore to get full marks, you must submit 6 high quality well-written scholarly assignments. There are 7 assignments scheduled but only 6 are required. You are permitted to do all 7 and keep the 6 highest scores.
- Attendance is mandatory to receive marks for in-class assignments. Attendance will be taken during each class. Students caught submitting an assignment without having attended the class and/or adding a classmate’s name to an assignment will receive a zero and be disciplined under the Policy on Academic Responsibility and Integrity.

CUMULATIVE IN-CLASS ASSIGNMENT

- On the last day of class, there will be a cumulative in-class assignment worth 5% of your final grade. This means that you will be required to respond to a question using theories and content from the entire course. The movie shown in the last class will form the basis for the assignment question.
- Individual submissions are required. You can discuss the question with your peers but you must submit your own assignment.
- Responses will not be more than four neatly handwritten double-spaced pages or two typed pages double-spaced. Typed assignments are preferred. A dropbox will be created on LEARN.
- Critically evaluating the content will be necessary to answer the question. Students can discuss the question in groups, but individual responses must be submitted.
- The assignment will be due at the end of the final class on March 30th and not later than 21:30pm.
- You will have 45 minutes to complete the assignment.

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 or in your phone 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 Dean.

POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

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).

DR. DRYSDALE’S POLICY REGARDING ILLNESS

Deferrals of exams and papers are decided by the instructor and ARE NOT AUTOMATIC (see Dr. Drysdale’s Policy below). A make-up exam or change of paper due date will be refused if Dr. Drysdale’s policy is not followed. 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.

Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up exam or be given an extension for a paper.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale *BEFORE* the exam or paper due date and time.** Failure to contact Dr. Drysdale before the exam or due date forfeits a right to a make-up or extension. 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 (i.e., severe illness) or complete the paper by the due date. The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled exam or due date. Once the student has been seen by a health professional at UW Health Services, and the VIF has been completed, the student must inform Dr. Drysdale by email or phone. A form completed after the day and time of the exam or due date **WILL NOT BE ACCEPTED**. The completed form must be submitted to Dr. Drysdale within 24 hours of the exam or due date – a photo of the VIF can be emailed as soon as it is received at Health Services (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are not acceptable medical certificates.**
- **DEFERMENT OF EXAM: All make-up exams will be offered on the first Friday following the exam from 13:00 – 16:00, in SJ1 3013. For exam 1 the make-up day is February 17. For exam 2, the make-up day is March 24. If a copy of the VIF was emailed to Dr. Drysdale, students must submit the original hard copy at the time of the make-up exam.**
- **EXTENSION FOR THE PAPER: To receive an extension due to illness or other extenuating circumstance, students must submit a VIF, their outline, and a draft of the paper completed up to the point of becoming ill. Dr. Drysdale will determine the length of an approved extension. If a copy of the VIF was emailed to Dr. Drysdale, students must attach the original hard copy to the final paper. Failure to submit by the new due date will result in a zero.**

- **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 A MAKE-UP EXAM OR EXTENSION. If you are ill and you contact me after the exam or due date, you will NOT be permitted to write the test or your paper will not be accepted.** You will receive a '0' on that assessment. Exception to this: if you are involved in an accident on your way to the exam or class (documentation required) and as a result you are not able to call me – however Dr. Drysdale must be notified and a request for a make-up/extension must be received no later than 12 hours after the test or due date. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hrs prior to the exam or due date, then have a friend or family member call ASAP and no later than 24 hours after the test.
- Any student missing an exam with a valid reason and having followed policy must write a make-up exam. A make-up exam may differ in format from the original exam (e.g., an entire essay exam).
- Please note that the following are **NOT** valid reasons for rescheduling an exam or requesting an extension:
 - Travel plans (athletic or personal – weddings included), missing your bus or ride, work overload, sleeping-in or alarm clock problems, or forgetting you had an exam or presentation.

RELEASE OF GRADES:

When exams and assignments are graded, the results will be posted on Learn. 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. Normally grades are posted within a week of the exam or assignment.

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 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 under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [University of Waterloo Policy 71 \(Student Discipline\)](#).

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. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

OTHER INFORMATION

- **Note for Students with Disabilities:** The [AccessAbility Services \(AS\) Office](#), 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 AS Office at the beginning of each academic term.
- **Electronic Device Policy:** 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 course videos and movies.

- Absolutely no cellular telephones and/or headphones are permitted during the lectures, videos, or examinations.
- Student ID Cards are necessary for examinations. Baseball caps are not to be worn during examinations.
- Backpacks must be stored under the desk, at the front, or back of the classroom during examinations.
- 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).

CLASS SCHEDULE

Date	Topic	<i>Sanrock Textbook Chapter</i>
January 5	Introduction to the course	
January 12	Historical Perspective – The Age of Adolescence Adolescents & Emerging Adults in the 21 st Century The Science of Adolescent Development Voting for Movie 1	1
January 19	Puberty and Health Special topics: Body Image; Thinness & Muscularity; HPV Video: HPV In-Class Assignment 1	2
January 26	The Brain & Cognitive Development Special Topics: Delinquency & Juvenile Offenders In-Class Assignment 2 Deadline for Paper Topic Approval	3
February 2	The Self, Identity, Emotion, & Personality Special Topics: Social Networking Sites & Cyberbullying Documentary on Facebook In-Class Assignment 3	4
February 9	John Hughes Movie - TBD In-Class Assignment 4	
February 16	Exam 1 (30%)	
February 23	Reading Week – No Class	
March 2	Families, Schools, Transitions, Work, & Careers Special Topics: Same-Sex Parenting; School-to-Work Transitions; Emerging Adult Mental Health In-Class Assignment 5	8, 10, 11
March 9	Peers, Lifestyles, & Sexuality Special Topics: Sexual Orientation; Sexual Standards; Youth Pregnancy & Abortions In-Class Assignment 6 Papers Due (30%)	6 & 9
March 16	Problems in Adolescence and Emerging Adulthood Special Topics; Depression, Suicide, & SSRIs; Alcohol Consumption; Violent Video Games Video - Suicide In-Class Assignment 7	13
March 23	Exam 2 (20%)	
March 30	Movie - TBD Cumulative In-Class Assignment (5%)	