

**St. Jerome's in the University of Waterloo**  
**Department of Psychology**  
**Psychology 315 – Fall 2007**  
**Adolescence**  
**Course Outline**

**Instructor:** Dr. M. Drysdale  
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**Office Hours:** T 4:30 – 5:00 and TH 12:00 – 1:00, or by appointment  
**Lectures:** Tuesdays 6:00 – 8:50pm, STJ 2017  
**Teaching Assistant:** Melissa Howard, [mhoward@sciborg.uwaterloo.ca](mailto:mhoward@sciborg.uwaterloo.ca) Office: STJ 2021

**Course Overview:**

The period of adolescents 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, and social changes that take place during the adolescent period; adolescence in different contexts; psychosocial development; and 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
- the process 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. (2007). *Adolescence (11<sup>th</sup> edition)*. New York, NY: M<sup>c</sup>Graw-Hill.

Drysdale, M., & Rye, B.J. (2007). *Taking Sides: Clashing Views in Adolescence*. Dubuque, IO: M<sup>c</sup>Graw-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 the in-classroom assignments. There are written components for this course. Students are expected to write in a scholarly fashion at a university level.

**Correspondence:**

Students using email or the telephone to contact a TA or me **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Dr. Drysdale. Always email us via UW-ACE and put Psych 315 in subject line. Please allow at least 24 hours for a response made between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

For course related questions, request for extra help with the content, or to go over one of your exams, please contact a TA (Melissa). For all other inquiries or questions, please contact me (Dr. Drysdale) (e.g., missing an exam). Please do not ask if you can borrow my notes if you miss class. 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 Internet.

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.

## Evaluation:

Midterm:	40%	October 23 <sup>rd</sup>
Final Open-Book Exam:	25%	November 27 <sup>th</sup>
Debate:	25%	
Class Participation:	10%	

**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 AND ASSIGNMENTS WILL NOT BE CONSIDERED.

### Midterm:

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

### Final Open-Book Exam:

- The final exam **will be cumulative** and will consist of two short-essay questions.
- Throughout the term, students will watch feature films targeted at adolescents and having adolescent(s) in the lead role(s). The content in these films will be the basis for the final exam.
- Questions will cover the following:
  - How adolescents are portrayed in the films.
  - The messages/values expressed to adolescents with respect to:
    - Sex, Violence, Drugs, School, Parents, Friends and peers, Physical appearance/Body image & Merchandise
  - Linking the content to the following course material:
    - Physical & emotional changes
    - Cognitive advances
    - Peer pressure
    - Identity formation (including gender identity and sexuality)
    - Rebellion
    - Changing relationships
    - Parent-adolescent relationships
- **Materials allowed for the final: the course textbooks, lecture notes, and video notes.**
- Writing style is important. APA format, spelling, grammar, and punctuation count.

**CHEATING ON EXAMS WILL NOT BE TOLERATED;** Students are referred to the university policy on scholastic offences. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will either: (a) receive a zero (0%) on that exam and be asked to leave the room if cheating materials cannot be confiscated and/or students are disruptive about being caught OR (b) 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 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. The Associate Dean will then record the offence in the student’s records. In addition, the professor can recommend that the student be required to withdraw from the university.

### Debates:

- 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*.
- In groups of three, you will be assigned an issue and a side (Affirmative or Negative) from *Taking Sides: Clashing Views in Adolescence*. Issues and sides will be assigned by a draw and announced on September 25<sup>th</sup>.
- Please submit your group names to Melissa by noon on September 24<sup>th</sup> via email using ACE.
- If for religious or cultural reasons you cannot take a “side” on a particular issue, please inform me in writing by noon on September 24<sup>th</sup>.
- Format for the debate:
  - The Constructive Section (max. 16 minutes)
    - 1<sup>st</sup> *Affirmative* Constructive Speech (3 – 4 minutes)

- 1<sup>st</sup> *Negative* Constructive Speech (3 – 4 minutes)
  - 2<sup>nd</sup> *Affirmative* Constructive Speech (3 – 4 minutes)
  - 2<sup>nd</sup> *Negative* Constructive Speech (3 – 4 minutes)
  - The Question and Discussion Section (5 minutes)
    - Debaters ask and answer questions or provide further evidence supporting their arguments
    - No new arguments can be introduced
    - One minute maximum for each contribution, alternating between sides
  - Five minute break to prepare rebuttals
  - The Rebuttal Section (debaters summarize arguments & attack opponent's points) (max. 8 minutes)
    - *Negative* Rebuttal Speech (3 – 4 minutes)
    - *Affirmative* Rebuttal Speech (3 – 4 minutes)
- Each member of the group will deliver one of the speeches for that side.
  - Each group is 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.
  - 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.
  - Each group will submit their speeches, reference list, and notes for the rebuttal at the end of the debate.

#### Class Participation:

- Marks will be based on the following:
  - Taking a “side” (*Affirmative* or *Negative*) on a debated issue and submitting a written response stating your opinion and why you chose it. This can be point form. It must be completed immediately following the debate. You will have 5 minutes to complete it. It will be based on the evidence provided in the *Taking Sides* book as well as evidence provided during the debate. (maximum 1 page)
  - Each response you make is worth a maximum of 1%. Therefore to get full marks for class participation, you must submit 10 high quality responses. You are permitted to submit all 12 and keep the 10 highest scores.

### **POLICY REGARDING ILLNESS OR ACCOMMODATION**

- 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. However, **it is the student's responsibility** to inform the instructor **prior** to the due date or exam date, to arrange a timely makeup, and to provide acceptable documentation to support a medical, compassionate, or religious claim (University of Waterloo Calendar).
- 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. If a student completes an exam while ill, the grade stands).

### **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. In the case of illness, a student **must** contact the instructor in the Psychology Department **prior to** the test (the voice mail stamps the date and time of telephone calls). 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). **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS NOT AN ACCEPTABLE MEDICAL CERTIFICATE** (see page 1:8-9 of the University of Waterloo Calendar regarding the standard practices with respect to illness). The University of Waterloo charges a fee for a “Verification of Illness” certificate.
- If you are sick and you contact me after the exam, you will not be permitted to write the test. You will receive a ‘zero’ on that test. Exception to this: if you are involved in an accident on your way to the exam (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). Eliminating an exam from the course requirements and redistributing grades is not an option.
- Please note that the following are **NOT** valid reasons for rescheduling an exam:
  - Travel plans (athletic or personal)
  - Missing your bus or ride to campus

- Work overload. You can have as many as 5 exams in a single day during the regular term and be expected to write all of them.
- 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 the Psychology bulletin board between offices 2016 and 2018. Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding “when will the grades be posted?” We endeavour to complete the grading as quickly as possible. Final grades will not be posted prior to the end of the final examination period.

### AVOIDANCE OF ACADEMIC OFFENSES

A note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts and its colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their academic actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating), or about “rules” for group work/collaboration should seek guidance from the course professor, TA, academic advisor, the appropriate St. Jerome’s departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome’s University. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline) which is supplied in the university of Waterloo Undergraduate Calendar (on the web at <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html>) and St. Jerome’s University Calendar.

If you believe you have been wrongfully or unjustly penalized, you may grieve this decision in accord with Policy #70, *Student Grievance*, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). If you need help in learning how to avoid offenses such as plagiarism, cheating and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor; the appropriate St. Jerome’s departmental chair and ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome’s University. Further information on “*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*” can be found at <http://watarts.uwaterloo.ca/~sager/plagiarism.html>.

### PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS\*

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be made to the course instructor. If the student is not satisfied, the written appeal should then be sent to the Departmental Chair or appropriate authority. If the formal response of the department is considered unsatisfactory to the student, he/she may then initiate a hearing before a tribunal established at the Faculty or University level (see Policy 70, Academic Grievances, Type 1 in the St. Jerome’s University Calendar). More information regarding appeals can be obtained by contacting the St. Jerome’s Student Appeals Officer or 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

- Students with documented or suspected disabilities (i.e., physical, learning, or sensory disabilities or chronic medical conditions) are encouraged to contact the Office for Persons with Disabilities (OPD) to determine eligibility for their services. OPD is located in Needles Hall 1132, 888-4567, ext. 35082.
- Student ID Cards are necessary for examinations. Please place them on the corner of your desk.
- Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations. Baseball caps should not be worn during examinations. If you must wear one, the cap must be worn backward so that your eyes are visible to proctors.
- Backpacks must be stored beneath your desk or at the front of the classroom during examinations. Purses and other personal items must also be stored beneath the desk.
- Do ***NOT*** sit with friends 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).
- If you bring coffee & other drinks and/or muffins & other 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. Please refer to your outline.
- Please turn off your cell phones during class. If your phone rings during class, I will stop talking and the class will be on hold until you leave class.

### Lecture & Exam Schedule and Required Readings

<b>Date</b>	<b>Topic</b>	<b><i>Sanrock</i> Chapter</b>	<b><i>Taking Sides</i> Issues</b>
September 11	Introduction and The Science of Adolescent Development	Chapters 1 & 2	
September 18	Puberty & Biological Foundations	Chapter 3	
September 25	Cognitive Development	Chapter 4	
October 2	The Self, Identity, Emotions, & Personality	Chapter 5	
October 9	Gender and Sexuality	Chapters 6 & 7	
October 16	Families, Peers, and Schools	Chapters 9, 10, & 11	
<b>October 23</b>	<b>Midterm (40%)</b>	<b>Chapters 1, 2, 3, 4, 5, 6, 7, 9, 10, 11</b>	
October 30	Group Debates		TBA
November 6	Group Debates		TBA
November 13	Adolescent Problems	Chapter 14	
November 20	Group Debates		TBA
<b>November 27</b>	<b>Final Open-Book Exam (25%)</b>	<b>Cumulative</b>	

\*Portions of these sections were taken from the following sources: Academic Calendars of St. Jerome's University, the University of Waterloo, the University of Western Ontario and the University of Calgary.