

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 315 – Fall 2012
Adolescence
Course Outline

Instructor: Dr. M. Drysdale
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Email: mdrysdal@uwaterloo.ca
Office Hours: Tuesday 11:30 – 12:00 and 4:30 – 5:00 or by appointment
Lectures: Tuesday 6:00 – 8:50, STJ 2017
Teaching Assistants: STJ 2021 – Areesha Satti, BA (ajsatti@uwaterloo.ca) and Kyle Cronin (kjcronin@uwaterloo.ca)

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 Text:

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

Highly Recommended Text:

eBook, purchased at www.coursesmart.com. ISBN: **9780077377953**, Santrock, J. W. (2012). *Adolescence* (14th edition). New York, NY: 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 Learn. 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. 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 me (missing exam, or extra help if a TA is not available).

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 – hopefully within a week of an exam unless there are technical problems.

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.

Evaluations:

Midterm:	30%	October 30 th
Presentation or Paper:	25%	See dates on course schedule for presentations. Papers: Nov. 6 th to receive feedback and Nov. 20 th without feedback.
Class Assignments:	20% (8 x 2.5%)	See dates on course schedule
Final Open-Book Exam:	25%	November 27 th

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

Midterm:

- The midterm (multiple-choice questions) will cover the lecture material, video material, and all readings. The Santrock eBook is not mandatory for the exams but is highly recommended.

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: lecture notes, all handouts, *Taking Sides* text, presentation notes, in-class assignments, 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 doing a debate-style presentation or a paper.
- Decisions must be made by September 25, 2011.
- Paper topics and presentation issues/sides must be submitted to Dr. Drysdale by the end of class on September 25th.

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, 7, 8, 10, 11, 12, 14, 15, 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)

- 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. This must be typed and contain a title, name, and student ID.**
- 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. Video clips are not permitted. Power Point is not permitted.
- 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
 - Video games and aggression
 - 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
 - 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:
 - 7 - 8 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 25th, 2011. See sign-up sheet.
- Late papers will be given a penalty of **10% per day**.
- **There are two due dates: November 6 to receive written feedback or November 20 without feedback**

In-Class Assignments:

- Towards the end of class, students will be given a question to answer regarding the readings for that week, the debates/presentations, and/or the movie/video watched during class time. Responses will not be more than two neatly handwritten pages – double-spaced or one typed page double-spaced. Critically evaluating the readings will be necessary to answer the questions. Students can discuss the question in groups, but 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. Class ends at 8:50 – however Dr. Drysdale and/or a TA will stay until 9:15 should students want extra time to complete the assignments. Assignments should not take more than 15 minutes to complete, meaning that 20% of your final grade is based on a maximum of 2 hours (8 x 15 minutes) of work.

- Each of the 8 required assignments is worth a maximum of 2.5% for a total of 20%. 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 classmate's 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

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 presentations/papers are decided by the instructor and are not automatic (see Dr. Drysdale's Policy below). A make-up exam or change of presentation/paper date will be refused if the policy is not followed. If a student completes an exam or presentation 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 or change of date for a presentation.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale BEFORE the exam/presentation 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 or do the presentation or course work at the scheduled time (i.e., severe illness). The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled exam or case study. A form completed after the day of the exam or presentation or due date **WILL NOT BE ACCEPTED**. The completed form must be submitted to Dr. Drysdale within 48 hours of the exam or presentation/due date. Doctors' notes 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 A MAKE-UP EXAM OR EXTENSION.** If you are sick and you contact me after the exam or due date, you will NOT be permitted to write the test or do the presentation 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 (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 hrs of an exam, then have a friend or family member call ASAP.
- Any student missing an exam or due date with a valid reason and having followed policy must write a make-up exam or complete the missed assessment. 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 missing a case study:
 - Travel plans (athletic or personal – weddings included)
 - Missing your bus or ride to campus
 - Work overload.
 - Sleeping-in or alarm clock problems.
 - Forgetting you had an exam or case study or forgetting you were registered in the course.

RELEASE OF GRADES:

When tests 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 as normally grades are posted within a week of the exam or case study.

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. www.sju.ca/faculty/SJU_handbook/grievance_policy.html.

Academic Integrity Office: <http://uwaterloo.ca/academicintegrity/>

Academic Responsibility & Integrity website: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.htm

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS*

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 on appeals can be obtained by the Ombudsperson's Office (SLC 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall 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”) 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 or examinations.
- **Student ID Cards** are necessary for examinations. **Baseball caps** are not to be worn during examinations.
- **Backpacks** must be stored 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).
- If you bring beverages and/or food into the classroom, please take your empty cups etc. with you when you leave.

Schedule and Required Readings (subject to change as a function of time)

Date	Topic	Optional eBook (Santrock) Chapter	Taking Sides Issues
September 11	Introduction Historical Perspective Adolescents in the 21 st Century The Science of Adolescent Development	Chapter 1	Introduction
September 18	Puberty, Health, & Body Image Videos In-Class Assignment 1	Chapter 2	Issues 4, 5 HPV Vaccine
September 25	The Brain & Cognitive Development Video In-Class Assignment 2	Chapter 3	Issue 18 Video Games and Cognitions
October 2	The Self, Identity, & Emotions Peers & Social Networking Sites Video Presentations In-Class Assignment 3	Chapters 4 & 9	Issues 14 & 19 Social Networking Sites
October 9	Sexuality Debate Presentations In-Class Assignment 4	Chapter 6	Issues 7, 8, 10, & 11 Sexual Behaviour, Oral Sex Crisis Sexual Standards, & Sexual Orientation
October 16	Families, Schools, Transitions, & Careers Presentations In-Class Assignment 5	Chapters 8, 10, & 11	Issue 12 Family Disruption
October 23	Presentations Movie: Peers, Schools, Families In-Class Assignment 6	Chapters 8, 9, & 10	Issue 16 Bullying
October 30	Midterm (30%)	Chapters 1, 2, 3, 4, 6, 8, 9, 10, 11, Issues 4, 5, 18	
November 6	Movie: Transitions & Careers In-Class Assignment 7 Paper Due - Feedback	11	
November 13	Problems in Adolescence & Emerging Adulthood Video Debate Presentations In-Class Assignment 8	Chapter 13	Issues 1 & 15 Depression, Suicide Convicting Adolescents as Adults

November 20	Movie In-Class Assignment 9 Paper Due – No Feedback		
November 27	Final Open-Book Exam (25%)	Cumulative – all term material	