

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 315 – Fall 2013
Adolescence
Course Outline

Instructor: Dr. M. Drysdale **Phone:** 884-8111, EXT. 28288
Office: STJ 2020 **Email:** mdrysdal@uwaterloo.ca
Office Hours: Tuesday and Thursday 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; Margaret McBeath, BA, mlmbeath@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 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 issues. The way adolescents are portrayed in the media and the effects of those portrayals on today's adolescents will be strongly 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 and health issues 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:

Santrock, J. W. (2011). Adolescence (14th edition). New York, NY: M^cGraw-Hill.
Serafini, T., Rye, B.J., & Drysdale, M. (2013). Taking Sides: Clashing Views in Adolescence (3rd edition). Dubuque: 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 discussions and assignments. There are many 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, please contact me (missing exam, problems with the course, 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 24 th
Presentation or Paper:	25%	See dates on course schedule for presentations. Papers: Oct. 31 st to receive written feedback and Nov. 14 th without feedback. (Receiving feedback does not mean you can rewrite and

Class Assignments:	20% (8 x 2.5%)	resubmit it for Nov. 14 th) See dates on course schedule
Final Open-Book Exam:	25%	November 28 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, textbook chapters, video material, and all assigned readings in Taking Sides.

Final Open-Book Exam:

- The final exam **will be cumulative** and will consist of one restricted response essay question (between 1200 – 1500 words).
- Six different forms of the exam will be prepared. Each form will contain two questions. From the two that you receive, you will select one to answer.
- Questions can address any of 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, Santrock text, *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.
- You will receive 2.75 hours to complete the exam.
- The best way to prepare for this exam is to attend all lectures, keep well-organized notes, use tabs or small post-it notes in your textbooks, keep your assignments, understand both sides of all the presentations/Taking Sides Issues covered in class (listen to the arguments and ask questions), review the meaning and correct spelling for key terms and words (e.g., adolescents and adolescence; affect and effect). Know your punctuation, grammar, and APA.

Presentations and Papers:

- Students have the choice of doing a presentation or a paper.
- Decisions must be made by September 26th, 2013.
- Paper topics and presentation issues/sides must be submitted to Dr. Drysdale by the end of class on September 26th.

Presentation:

- The presentation will be structured as presenting an argument with supporting evidence so as to convince your audience to agree with you. The argument will be based on adopting a side to an issue in the Taking Sides text. There are two sides to each Issue: 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.
- You will select an Issue and a side (Affirmative or Negative) from *Taking Sides: Clashing Views in Adolescence – 3rd edition*.
- You can select from the following issues: **1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, or 15**
- 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.
- 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.
- Your presentation will be **a minimum of 7 and a maximum of 10 minutes long**. The goal is to present convincing evidence regarding your issue and the side taken.
- Format:
- **The Constructive Section (3 - 4 minutes)**
 - You must start by stating the resolution. e.g.: “Be it resolved that comprehensive sex education is too liberal for adolescents!”
 - 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”, “liberal”, and

“adolescent”. 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 (3 - 4 minutes)**
 - Your peers, the TAs and/or Dr. Drysdale will be asking questions.
- **A closing statement (1 - 2 minutes)**
 - Choose the most important points to summarize. 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. Music is not permitted.
- Strict adherence to time limits is required. Once you reach the maximum time allowed, you will have 10 seconds to wrap up before you are cut off. Marks will be deducted for going over the time limit. During the speech, you will receive notice of 1 minute remaining.
- Students are permitted to work with one other student. In this case, one student must present the affirmative and the other student the negative. You will stand at the front and present as a pair.
- Grading:
 - Quality and content of speech = 20%
 - Presentation style (voice, eye contact, professionalism (introduce yourself and dress professionally), 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, 2nd or 3rd edition).
- Suggested topics include:
 - Use of performance-enhancing drugs
 - Female drive for thinness
 - Adolescent pregnancy & parenting
 - 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
 - Sense of entitlement
 - Boomerang kids and independence
 - School to work transitions
 - Skill acquisition and unemployment
- 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 (2006 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 26th 2013. See sign-up sheet.
- Late papers will be given a penalty of **10% per day**.
- **There are two due dates: October 31 to receive written feedback (does not mean you can resubmit on Nov. 14) or November 14 without feedback.**

In-Class Assignments:

- Towards the end of class, students will be given a question to answer regarding the readings and content for that week, the 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 approximately 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.
- Assignments **MUST** be completed in groups of 2 to 3 students. Working in groups allows for breadth and diversity in the responses. It is recommended that you get to know the students sitting around you so that you have potential group members for the assignments. All group members should contribute equally to the assignment.
- All students in a group will receive the same grade. If you believe a group member has not contributed equally, please bring this to the professors' attention. If there is agreement between all group members that a student did not contribute, then the student will receive a penalty of up to 50% on the assignment. It is the responsibility of all group members to look over the assignment prior to submission.
- 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. Attendance is taken when assignments are submitted.

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 Dr. Drysdale's 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 ill 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 or presentation (documentation required) and as a result you are not able to call me – however notification and a request for a make-up must be received no later than 12 hours after the test or presentation 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 presentation date, then have a friend or family member call ASAP and no later than 24 hours after the test.
- 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, work overload, sleeping-in or alarm clock problems, or forgetting you had an exam or presentation.

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>

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).

Date	Topic	Sanrock Chapter	Taking Sides Issues
September 12	Introduction, Historical Perspective Adolescents in the 21 st Century The Science of Adolescent Development	Chapter 1	Introduction
September 19	Puberty The Brain & Cognitive Development Adolescent Problems – Delinquency Video In-Class Assignment 1	Chapters 2, 3 & 13	Issue 18 Juvenile Offenders
September 26	The Self, Identity, & Emotions Peers Video Games & Social Networking Sites Video In-Class Assignment 2	Chapters 4 & 9	Issues 16 & 17 Video Games Social Networking Sites
October 3	Families, Schools, Transitions, & Careers Presentations (Issues 11 & 13) In-Class Assignment 3	Chapters 8, 10, & 11	Issues 11 & 13 Same-Sex Parenting Alcohol Consumption
October 10	Movie In-Class Assignment 4		
October 17	Sexuality & Romantic Relationships Video Presentations (Issues 6 & 7 - maybe 8, 9, 14 – see below) In-Class Assignment 5	Chapters 6 & 9	Issues 3, 6, & 7 HPV Vaccine Oral Sex Crisis Sexual Orientation
October 24	Midterm (30%)	Chapters 1, 2, 3, 4, 6, 8, 9, 10, 11, 13 Issues 16, 17, 18	
October 31	<i>Movie or Presentations</i> (sexuality cont'd & adolescent pregnancy if date needed) Presentations (Issues 8, 9 & 14) In-Class Assignment 6 Paper Due – For Written Feedback	Chapters 6 & 9	Issues 8, 9 & 14 Sexual Standards Teen Pregnancy Abortions
November 7	Adolescent Problems - Eating Disorders & Body Image Videos Presentations (Issues 2, 5 & 10) In-Class Assignment 7	Chapter 13	Issues 2, 5, 10 Body Image BMI & Obesity Muscularity
November 14	Problems in Adolescence – Depression & Suicide Video Presentations (Issues 1 & 15) In-Class Assignment 8 Paper Due – No Written Feedback	Chapter 13	Issues 1 & 15 Depression Cyberbullying

November 21	Movie In-Class Assignment 9		
November 28	Final Open-Book Exam (25%)	Cumulative – all term material	