



St. Jerome's University
Department of Psychology



**Psych 315
Psychology of Adolescence
Winter 2009**

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Office Hours: Thursdays 2:30 pm – 3:30 pm
▶ Or by appointment

Correspondence:

- ***It is best to contact me via email or to come see me in person.***
- Students using email to contact me **must** include their first & last names in the email AND the course code in the subject line.
- *Email messages: If you do not hear back from me within 48hours (excluding weekends), please resend your message. Note that use of hotmail accounts sometimes results in messages flagged as spam.*

Use of Laptops in the Classroom:

I would ask all students to restrict their laptop use during lectures to note-taking. Surfing and other such endeavours are distracting to other students. Those who choose to use a laptop to take notes are asked to sit towards the back of the room, in order to keep the distraction-factor to a minimum. Your respectful consideration of others is very much appreciated.

Class Time: Thursdays, 6:30 pm to 9:20 pm
Location: STJ 2017

Teaching Assistant: TBA

Required Text:

Lectures:

Lerner, R. M., Brown, J. D., & Kier, C. (2005). *Adolescence: Development, diversity, context, and application (Canadian Edition)*. Toronto: Pearson Prentice Hall.

Group Project (Debates):

Rye, B.J. & Drysdale, M. (2009). *Taking Sides: Clashing Views in Adolescence (2nd Ed..)* Boston: McGraw-Hill

Additional/Optional Resources (For APA Formatting):

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th Ed.)*. Washington, DC: Author.

Corville-Smith, J., & Ryan, B. A. (2003). *A style manual for writing in the social and biological sciences (4th ed.)*. Guelph, ON: Department of Family Relations and Applied Nutrition, University of Guelph.

The Style Manual is a distillation of the style guidelines employed in the American Psychological Association Publication Manual. A copy of this manual is available from the Department of Family Relations and Applied Nutrition website, University of Guelph. You may use the following URL to take you directly to the download site: <http://www.family.uoguelph.ca/page.cfm?id=4> Click on "Style Manual" for the download.

COURSE DESCRIPTION:

Consistent with the course description in the St. Jerome's University Calendar (2008 – 2009), this course entails a study of the psychological processes in the second decade of human development. It examines psychosocial development in adolescence, emphasizing the physiological, social, and emotional changes youths undergo as they transition from childhood to adulthood. The material covered is presented from a developmental-contextual perspective. The adolescent experience is analyzed with respect to physical, sexual, social, emotional, cognitive, , and sex role dimensions of development. Consideration is given to issues that are particularly relevant to the period of adolescence, such as identity formation and certain psychological, social or behavioural problems. Current concepts, issues, and research are stressed.

COURSE GOALS / OBJECTIVES

The course text will provide a general overview of the material for a given topic and class time will be used to amplify important issues, focus on specific topics in more depth, or present additional material not covered in the text. The primary goal for this course is to create a learning environment in which you may develop your skills in critical thinking, writing, discussion, debate, and active listening. My personal goal as an instructor will be to facilitate a supportive class environment, and to encourage you to learn by communicating with each other directly through discussion and debate.

LEARNING OUTCOMES

By the end of this course, you should feel better able to:

1. Recognize and differentiate the theoretical foundations upon which the understanding of adolescent development is based, and the methods used to study the processes and issues related to this stage
2. Apply critical thinking and self-reflective skills to the analysis of adolescent issues and developmental processes, and to demonstrate these abilities in both oral and written form
3. Recognize, tolerate, and appreciate the diversity of cultural, family, and social contexts within which adolescent development occurs
4. Recognize and appraise the various ways that perceptions, experiences, and meanings (social, cultural, personal) impact one's understanding of development in adolescence and the adolescent experience

COURSE COMPONENTS AND EVALUATION:

The course will consist of the following components and evaluation system:

Midterm Test (in-class)	40%	Reflective Paper	10%
Final Test (in-class)	20%	Class Participation	10%
Group Project: Debates	20%		

1. In-Class Tests

60% total

There will be 2 in-class tests: one Midterm and one Final. The tests are not cumulative. They will cover the material leading up to the test date (this includes assigned readings, film material, lecture material, and content generated in class discussions). The final test will NOT include material from the Group Debates. The format of the tests may include a combination of multiple-choice, true/false and short-answer questions. Test dates are non-negotiable and final (see pg. 5 of syllabus for schedule of dates).

Test will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

- a. You must notify me prior to the test if you are unable to write at the scheduled time due to medical or religious circumstances (or at minimum the day of the test). Students who fail to do so will receive a grade of ZERO on the test.

- b. You must also provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests*) in order to have a test rescheduled.
- c. The format of the rescheduled test may differ from that of the original.
- d. Rescheduling is at the discretion of the course instructor. *Verification of Illness Form* (VOI) dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your VOI form has expired). Tests will typically be scheduled within 2 days of the date on the form.

2. Group Project: Debates

20%

Students will work in groups of 3 to prepare and perform a debate on one side of an issue pertinent to adolescence. A debate may be considered a formal discussion or presentation of contrasting ideas. It takes the form of an argument and there are two sides to every argument/debate: the *Affirmative* and the *Negative*.

Each group of 3 will be assigned an issue and a side (*Affirmative* or *Negative*) from the *Taking Sides: Clashing Views in Adolescence* text. These will be assigned by lottery or draw. If for religious or cultural reasons you cannot take a "side," please inform me in writing (email is fine) by Noon on January 15th. Additional details and a grading rubric will follow (in class and on UW-ACE).

Format for Debates: Each issue will have a total of 35 minutes for debate, including both sides and will be broken down as follows:

The Constructive Speech Section (16 minutes max.)

- First *Affirmative* Constructive Speech (3-4 min.)
- First *Negative* Constructive Speech (3-4 min.)
- Second *Affirmative* Constructive Speech (3-4 min.)
- Second *Negative* Constructive Speech (3-4 min.)

Question/Discussion Section (6 minutes)

- Debaters ask and answer questions, provide additional evidence to support their arguments
- No new arguments can be introduced
- 1-minute maximum for each contribution – alternate between sides

5-Minute Break to prepare rebuttals

Rebuttal Section (8 minutes max.)

Debaters summarize arguments and attack opposing team's points

- *Negative* Rebuttal Speech (3-4 min.)
- *Affirmative* Rebuttal Speech (3-4 min.)

- Each group member will deliver one speech for their side.
- Each group should use the *Taking Sides* text as a starting point and then gather research/evidence beyond what is presented in the text.
- 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 limit.
- Each group will submit their speeches, reference list (in APA format) and notes for the rebuttal at the end of the debate.

3. Reflective Paper

10%

You will be required to write a short personal, reflective paper (about 3-4 pages) on any topic related to the course material. This assignment requires you to think about your own personal ideas, thoughts and reflections on a topic/issue related to adolescent development and to examine/track how those beliefs/values were formed. This is not a research paper. Additional details will follow in class and on UW-ACE. The reflective paper is due **Thursday, March 5th, 2009**.

4. Class Participation

10%

The evaluation of the participation component is twofold:

- a. It will focus primarily on **participation in peer groups' debates via a written response**. You will be required to "take a side" (*Affirmative* or *Negative*) on a debated issue and submit a written response stating your opinion and why you chose it. If your opinion changed as a result of the debate itself, please identify this and the argument(s) that shifted your position. Your comments should be hand-written (legibly) and may be in point form. They must be completed immediately following the debate and submitted to me in class. You will have 5 minutes to complete your feedback. You must support your "side" with evidence provided either in the text (*Taking Sides*) and/or the debate. Length: max. 1 page. Each response is worth 1 point, with a maximum of 8 points that may be earned. You may thus submit responses to all 10 debated issues and keep the highest 8 scores, if you wish.
- b. The second component of your participation grade, worth 2 points out of 10, will center on your **active participation in small and large group class discussions**. My teaching style is very interactive and I would encourage you to engage in dialogue with me and the class regarding the course content. This includes asking questions, providing critical analysis or insightful comments, and sharing examples from your own work/volunteer/life experiences to support the course content.

OTHER IMPORTANT INFORMATION:

Instructor's Policy on Late Assignments:

Papers that are submitted after the due date will be penalized 1 mark per day (out of 10, the weight of the assignment), including weekends. Written assignments that are submitted on a weekend should be emailed to toni.s@rogers.com to ensure day/time of submission. A hard-copy should follow in class.

UW Policy Regarding Illness and Missed Tests

The University of Waterloo Examination Regulations (<http://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.

Avoidance of Academic Offences

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 offences, and to take responsibility for their academic actions. Students who are unsure whether an action constitutes an offence, or who need 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, TA, academic advisor, the appropriate ST. Jerome's departmental Chair, or the Associate Dean for St. Jerome's University. For information on categories of offences and types of penalties, students should refer to Policy #71, *Student Academic Discipline*, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>. If you need help in learning how to avoid offences 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://www.arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accordance with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Office for Persons with Disabilities

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.

SCHEDULE OF DATES, TOPICS AND ASSIGNED READINGS:

CLASS DATES	TOPIC	READINGS (Chapters from Lerner et al. text)
Thursday, January 8	<ul style="list-style-type: none"> • Introduction to Course • Introduction to Understanding Adolescence & Theories of Adolescence 	Chapters 1 & 2
Thursday, January 15	<ul style="list-style-type: none"> • Studying Adolescence: Methods & Designs • Puberty, Physical Development & Health 	Appendix: pp. 352-375 Chapter 3
Thursday, January 22	<ul style="list-style-type: none"> • Cognitive Development 	Chapter 4
Thursday, January 29	<ul style="list-style-type: none"> • Identity Development • Role Development and Work in Adolescence 	Chapter 6 & 7
Thursday, February 5	<ul style="list-style-type: none"> • Families • Peer Groups • Schools & Education 	Chapters 8, 9 & 11
Thursday, February 12	Midterm Test	Ch. 1-4, 6-9, 11, Appendix (pp. 352-375), Films, Lecture Material
February 16 - 20	READING WEEK: NO CLASSES	
Thursday, February 26	<ul style="list-style-type: none"> • Sexuality in Adolescence 	Chapter 10
Thursday, March 5 <i>Reflective Paper Due</i>	<ul style="list-style-type: none"> • Problem Behaviours in Adolescence 	Chapter 13
Thursday, March 12	<ul style="list-style-type: none"> • Debates (4 Groups) 	"Taking Sides" (Rye & Drysdale) text
Thursday, March 19	<ul style="list-style-type: none"> • Debates (4 Groups) 	"Taking Sides" (Rye & Drysdale) text
Thursday, April 26	<ul style="list-style-type: none"> • Part 1: Debates (2 Groups) • Part 2: Lecture – Intervention/Treatment for Problem Behaviours (no assigned readings) 	"Taking Sides" (Rye & Drysdale) text
Thursday, April 2	Final Test	Ch. 10, 13, Films, Lecture Material