

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 315 – Winter 2010
Adolescence
Course Outline

Instructor: Professor A. Nosko PhD (c)
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Office Hours: Tuesdays 6:00pm – 6:50pm or by appointment Office: Portable, P3
Lectures: Tuesdays 7:00-9:50pm, STJ 2017
Teaching Assistant:

Course Overview:

The period of adolescence is characterized as a complex interaction between the individual and his/her environment. This course introduces student 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 inclusive 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 relationship 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

Textbooks:

Drysdale, M., & Rye, B.J. (2008). *Taking Sides: Clashing Views in Adolescence*. Dubuque, IO: McGraw Hill. **(Required text)**
Steinberg, L. (2007). *Adolescence (8th edition)*. New York, NY: McGraw Hill. **(Recommended text)**

NOTE: As an upper year 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 Professor Nosko must include their first and last names, student number, and course in which they are enrolled. Please address me as Professor Nosko. 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. For all other inquiries or questions, please contact me (Professor Nosko) (e.g., missing an exam). Please do not ask if you can borrow our 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 our door is open, outside of office hours, feel free to approach. If we are busy, we will let you know. Please don't be offended if we can't drop what we are doing to talk. We will schedule a convenient time for both of us. This is especially important for students who have conflicts with our office hours.

Evaluation:

Midterm	40%
Final Open-Book Exam	25%
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). REQUEST FOR CHANGING THE WEIGHTING OF EXAMS AND ASSIGNMENTS WILL NOT BE CONSIDERED.

Midterm:

- The midterm will cover the lecture material, movie material, and textbook material. 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 movies targeted at adolescents and having adolescent(s) in the lead roles(s). The content of these movies will be the basis for the final exam.
- Questions will cover the following:
 - How adolescents are portrayed in the movies
 - The messages/values expressed to adolescents with respect to:
 - Sex, violence, drugs, school, parents, friends, peers, physical appearance/body image & merchandise
 - Linking the content to the following course material:
 - Physical and 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 movie 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: (1) receive a zero (0%) and be asked to leave the room if cheating materials cannot be confiscated and/or students are disruptive about being caught OR (2) have cheating materials and the answer booklet/scantron confiscated and be given a new exam that must be completed in the time remaining. 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, the Associate Dean at SJU, and the Associate Dean of the student’s home department. If clear pre-meditated cheating is evident (e.g., cheat notes), the instructor will recommend a failing grade to the Associate Dean of the student’s home department. All cases of cheating are formally documented in the student’s academic 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 6, 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 **February 4th, 2010**. Please submit your group member names to the TA via email by **February 2nd, 2010** (or before).

If for religious or cultural reasons you cannot take a “side,” please inform me in writing (email is fine) by noon on **February 11th, 2010**. Additional details and a grading rubric will follow (in class and on UW-ACE).

General Format of Debates Each issue will be debated by a panel of six students: three “pro”/affirmative and three “con”/negative. Each team thus has three persons, each with a primary responsibility, as follows:

The stater . This person will be primarily responsible for stating the position taken by the group. He or she will bring up, point by point, the issues inherent in each part of the argument. A prepared written outline may be quite helpful, but direct reading of a prepared statement will not be appropriate. A conversational presentation of the position in the stater's own words will be much more acceptable. The stater will also be responsible for watching the flow of the arguments. At the end, the stater will summarize, recap, and state which of the points made can be salvaged to ultimately support the team's position.

The prover . The prover will be responsible for citing relevant research to back up any of the statements given by the stater. He or she must have intimate knowledge of the empirical content of the positions taken and should understand the research supporting the side chosen. The prover can do well by looking up outside sources in order to strengthen the stater's arguments. He or she can support points by using survey data gathered in class or outside. Any effort is legitimate for generating support for a position. However, the prover will be "attacked" at some length by the opposition--so he or she had better be able to back up his or her supporting data. It should be empirical and responsible.

The attacker . The attacker will be responsible for probing the opposite team for weaknesses in their arguments. He or she may question data, disprove, counter, and use any rational method to discredit the opposition's position or data. An appreciation for research design and data analysis may help the attacker. It is also strongly suggested that the attacker be very familiar with the articles and materials being used by the opposing team. Unless role-playing is extremely good, personal attacks are considered in poor taste. The questioner should refrain from attacking the student who has that position.

Debate Structure (31 minutes in length)

A given debate will consist of the following sequence:

Presentation of Positions (12 minutes max.)

- Pro/*Affirmative* --the *affirmative* stater makes his or her points. (2 minutes)
- Con/*Negative* --the *negative* stater defines his or her counterpoints. (2 minutes)
- Pro/*Affirmative* --the *affirmative* prover brings on his or her evidence. (4 minutes)
- Con/*Negative* --the *negative* prover delivers his or her data. (4 minutes)

Question/Discussion Section (8 minutes max.)

- Pro/*Affirmative* --the *affirmative* attacker can move in and pose questions to the opposition. (4 minutes)
- Con/*Negative* --the *negative* attacker can move in and pose questions to the opposition. (4 minutes)

5-Minute Break to prepare rebuttals: No new arguments can be introduced.

Rebuttal Presentation Section (6 minutes max.)

- *Affirmative* - Rebuttal Speech by *affirmative* stater (3 minutes)
- *Negative* - Rebuttal Speech by *negative* stater (3 minutes)

NOTE:

- 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.

Class Participation:

The evaluation of the participation component is three-fold:

- a. It will focus primarily on **participation in peer groups' debates via a written response**, worth 4 out of 10 points. 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 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 4 points that may be earned. You may thus submit responses to all 13 debated issues and keep the highest 4 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.
- c. The third component of your participation grade, worth 4 out of 10, will require you to write a short ½ page reflection in reference to the movie(s) that is shown in class. Try and think about some of the issues faced by adolescents' or theories talked about in class that might have been addressed in the movie(s). The objective of this reflection is to see if you are able to make connections from class discussions and lectures to the movie content. There are 5 movies that will be shown during class. You may choose to write your ½ page reflection on 4 movies out of the 5 movies shown. Your comments should be hand-written (legibly) and may be in point form, if you wish. They must be completed immediately following the movie and submitted to me in class.

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. If you miss an exam, you will receive an "INC" for the course.
- 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.
 - 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 ACE. 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.

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. 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 or the University of Waterloo 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.

*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.

LECTURE, EXAM SCHEDULE AND REQUIRED READINGS

CLASS DATES	TOPIC	READINGS (Chapters from Steinberg, Text & Taking Sides Text)
Tuesday, January 5	<ul style="list-style-type: none"> • Introduction to Course • Introduction to Understanding Adolescence & Theories of Adolescence • Biological Transitions 	Introduction, Chapter 1
Tuesday, January 12	<ul style="list-style-type: none"> • Cognitive Transitions • Social transitions (social status changes) • Movie: "Nick and Norah's Infinite Playlist" 	Chapters 2 & 3, Movie
Tuesday, January 19	<ul style="list-style-type: none"> • <u>CONTEXTS:</u> <ol style="list-style-type: none"> 1. Families 2. Peer Groups • Movie: "Mean Girls" 	Chapters 4 & 5, Movie
Tuesday, January 26	<ul style="list-style-type: none"> • <u>CONTEXTS:</u> <ol style="list-style-type: none"> 3. Schools & Education • Movie: "Dangerous Minds" 	Chapter 6, Movie
Tuesday, February 2	<ul style="list-style-type: none"> • <u>CONTEXTS:</u> <ol style="list-style-type: none"> 4. Work & Media • Assignment of Debate Topics • Overview of Debate Structure 	Chapter 7
Tuesday, February 9 February 15 - 21	Midterm Test: Multiple Choice READING WEEK: NO CLASSES	Ch. 1-7, Movies, Lecture material
Tuesday, February 23	<ul style="list-style-type: none"> • <u>PSYCHOSOCIAL DEVELOPMENT:</u> <ol style="list-style-type: none"> 1. Identity 2. Autonomy 	Chapters 8 & 9
Tuesday, March 2	<ul style="list-style-type: none"> • <u>PSYCHOSOCIAL DEVELOPMENT:</u> <ol style="list-style-type: none"> 3. Intimacy 4. Sexuality • Movie: "Kids" 	Chapters 10 & 11, Movie
Tuesday, March 9	<ul style="list-style-type: none"> • Achievement and Psychosocial Problems in Adolescence <p align="center">*Debates (3 Groups)</p>	Chapters 12 & 13 "Taking Sides" (Rye & Drysdale) text
Tuesday, March 16	*Debates (5 Groups)	"Taking Sides" (Rye & Drysdale) text
Tuesday, March 23	*Debates (5 Groups)	"Taking Sides" (Rye & Drysdale) text
Tuesday, March 30	Final Test: Cumulative Essay Questions (OPEN-BOOK in-class Exam)	Chapters 1-7, 9-13, Movies, Lecture Material