

**St. Jerome's in the University of Waterloo**  
**Department of Psychology**  
**Psychology 315 – Adolescence**  
**Winter 2016: Monday and Wednesdays**  
**from 2:30-3:50**  
**STJ 2017**

**Instructor:** Dr. Maria Cantalini-Williams **Phone:** 519-591-8262  
**Office:** STJ 1026 **Email:** [mcantalinwilliams@gmail.com](mailto:mcantalinwilliams@gmail.com)  
**Office Hours:** Monday and Wednesday: 1-2 pm/4-5 pm or by appointment  
**Teaching Assistants:** STJ 2021 Nicholas Bohn, [nbohn@uwaterloo.ca](mailto:nbohn@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 and emerging adult 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 and emerging adulthood issues. The way adolescents are portrayed in the media and the effects of those portrayals on today's adolescents 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 and emerging adult development
- aspects of physical development, health issues, sexuality, body image, and physical appearance
- the process of cognitive development
- the processes and problems of developing a strong identity
- the role of family and peer relationships
- school-to-school and school-to-work transitions
- challenges and problems faced by adolescents and emerging adults
- the portrayal of adolescent development in the media
- professional and scholarly writing on current adolescent and emerging adult issues

**Required Text:**

Santrock, John. *Adolescence*. 16/e, Dubuque, IA: McGraw-Hill Education.

**NOTE:** The 15<sup>th</sup> Edition of this textbook is acceptable.

Since this is 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 and be prepared for in-classroom discussions and assignments. There are many written components for this course. Students are expected to write in a professional scholarly fashion.

**Correspondence:**

All correspondence and announcements will be posted on Learn. Students must have 'fees arranged' to have access to the course. Students using email or the telephone to contact me or a TA **must** include their first and last names and student number.

All emails should be respectful, polite, professional, and structured with a salutation/greeting, a purpose, and a closing signature.

I can be addressed as Dr. Williams if it is easier for students.

Please allow 1-2 days for response to an email. For content related questions, request for extra help with the content, or to go over the exam, please contact the 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.

### EVALUATIONS

1. Presentation:	30%	On date selected
2. Exam	30%	March 21 class
2. Critical Analysis Paper:	30%	March 14 at 2:30 pm ( if submitted by
3. In-Class Reflections/Participation	10%	March 11, rewrite is possible)
		Throughout course

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

#### Presentations:

- Students will select a presentation topic with 2-4 members in a group. Choice will be made by drawing names.
- Decisions will be made in the class of January 11/13 and will be recorded in a chart to be posted on Learn.
- The presentation will be structured as a lesson/lecture to facilitate learning and understanding. Course content from the textbook should be used as a basis for the presentation. The presentation will be approximately 30-40 minutes including a short discussion period.
- The presentation should include the following components: a) introduction/definition of topic b) related research c) key messages and d) applications to real-world situations or careers/programs
- The presentation may include the use of media such as video/movie clips and should have some visual aids for learning such as Powerpoint slides or Prezi presentation
- The presentation should be summarized in one typed page with the following headings: Topic; Definition; Related Research; Key Messages; Applications; References (about 4). This summary will be provided to the professor/TA by email at least 24 hours before the presentation date/time. The summary will be posted on Learn for reference by students after the presentation and may be material for the exam of March 21.
- The presentation will be assessed on the following areas: Knowledge/Content; Inquiry/Critical Thinking; Communication/Presentation Style; Applications/Implications. Professionalism is expected with introductions of group members, effective use of technology, time management, peer engagement, eye contact and confidence of presentation. The checklist for group presentations posted on Learn will be completed by all group members to ensure academic integrity and equity of contributions.

## **EXAM**

- The in-class exam on March 21 will cover all readings, lecture material, presentations, videos, and movies (not the Anniversary Lecture of March 4).
- The exam will consist of multiple-choice questions, short-answer and 2 essay questions
- The essay question will be comprehensive and will require you to integrate together all content covered.
- Writing style is very important. Spelling, grammar, punctuation, and sentence structure count. Point form is not permitted. Legibility is important.
- The exam will be structured so that it can be completed in less than 100 minutes.
- There will be no lecture after the exam.
- The make-up exam will be offered on the Wed. March 23 at 11 am.

## **CRITICAL ANALYSIS PAPER**

- Students will select and write **a scholarly paper on an issue related to adolescence (see suggested list of topics below).**
- Students will review the literature and present evidence to support a thesis statement. Arguments can be presented on various aspects of the issue, but the evidence must support the thesis of the paper. Students must choose a position regarding the issue and defend that position.
- Arguments must be supported with empirical evidence. There is no limit on the number of sources (i.e., research articles) you use to support your argument. Five scholarly sources should be considered as a minimum.
- Gathering strong sources takes time. It is best to start collecting articles early.  
Topic selected for the paper must be submitted to the instructor by the end of class on Feb. 24. The topic selected can be the same as the topic selected for the presentation. Substantial additional research must be evident if same topic is selected.

Topics to choose from:

- Use of performance-enhancing drugs
- Surgical and non-surgical cosmetic enhancements
- Adolescent pregnancy & parenting
- Secondary to Post-Secondary transitions
- Effects of month of birth on success
- Choosing a career: school to work transition
- Parent Involvement in School or Sports
- Mental health among adolescents
- Conflicts with parents about sexuality or religious identity
- Sexual orientation and gender identification

- Effects of mobile phones and other electronic devices
- Depression/ suicide
- Engagement in online video games or social networking sites
- Developing innovative thinking in adolescents
- Digital literacy and related careers
- Cyber-bullying
- Sense of Identity: cultural, gender, social, physical

**Alternative Option: CRITICAL ANALYSIS PAPER as related to Anniversary Lecture of March 4: Identity as Performance**

Students may attend the Anniversary Lecture on March 4 at 7:30 pm by Lawrence Hill and write the scholarly critical analysis paper on the topic of identity as related to culture, gender, social or physical identities. Students are expected to attend the lecture, take notes and integrate the concepts/ideas presented by Lawrence Hill in the paper, as specifically related to adolescent development. This paper should also be approximately 2000 words but the content can be mostly a reflection on the lecture with a few scholarly references and connections to course content.

**Format and Writing:**

- Professional, 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.
  - This is a good source for following APA guidelines:  
<http://elmd.ccu.edu.tw/download/APA%20Basic.pdf>
  - Title page formatted according to APA guidelines is mandatory
- Empirical evidence must be current – nothing before 2009 unless used for theoretical foundation of the topic.
- Length and format:
  - Approximately 2000 words (not including references).
  - 12-point serif typeface (Times New Roman or Courier), double-spaced, 1” margins
- Late papers will be given a penalty of 10% per day – starting at 2:36 pm on March 14. No papers will be accepted if they are 7 or more days late.
- **Turnitin.com**: Plagiarism detection software (Turnitin) will be used to screen papers in this course. This is being done to verify that use of all material and sources in the paper are documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. An originality report (with a similarity percentage) will be produced for each paper. A percentage of 15% or lower will indicate original work. Percentages between 15% and 24% will be deemed acceptable as long as complete sentences and quotations are not plagiarized (if they are, marks will be deducted). Similarity percentages between 25% and 49% will result in grade deductions once citations and references are checked. Anything above 50% will result in a failure on the paper.
- Avoid plagiarism – give credit where credit is due. Any information in your paper that did not come from your own mind or your own empirical research belongs to someone else. This means it needs to be cited in the text and included in a reference list. Failure to do this is plagiarism and can result in a failed paper. No exemptions to this rule. Be sure to check every sentence to make sure you are not claiming to be the author of an idea that is not your own.

## IN-CLASS ASSIGNMENTS/REFLECTIONS

- Towards the end of some classes, students will be given a question to answer regarding the class content for that week. One or more of these discussion questions may be posed online for group discussions.
- Responses will be no more than one page (500 word maximum).
- Critically evaluating the content 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 or within a week if online. Assignments should not take more than 20 minutes to complete, meaning that 10% of your final grade is based on these assignments and class participation.
- Each of the 5 required assignments will be assessed for content, comprehensiveness and clarity. A mark out of 10 will be assigned and the 5 assignment marks will be averaged for an overall mark for reflections/participation.
- Attendance is mandatory to receive marks for in-class assignments. Attendance will be taken during each class.

## 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 or in your phone 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 Dean.

## POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo

The University of Waterloo Examination Regulations ([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](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](http://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).

## POLICY REGARDING ILLNESS

Deferrals of exams and papers are decided by the instructor and ARE NOT AUTOMATIC. A make-up exam or change of paper due date will be refused if the following policy is not followed. If a student completes an exam 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 for a paper.

In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Cantalini-Williams BEFORE the exam or paper due date and time by email.

- 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 (i.e., severe illness) or complete the paper by the due date. The verification of illness form MUST be completed by UW Health Services BEFORE OR ON THE SAME DAY as the scheduled exam or due date. Once the student has been seen by a health professional at UW Health Services, and the VIF has been completed, the student must inform Dr. Cantalini-Williams by email. A form completed after the day and time of the exam or due date WILL NOT BE ACCEPTED. The completed form must be submitted to Dr. Cantalini-Williams within 24 hours of the exam or due date – a photo of the VIF can be emailed as soon as it is received at Health Services (see below for submitting the hard copy). Doctors' notes created by a physician or clinic, or notes scribbled on a prescription pad are not acceptable medical certificates.
- DEFFERAL OF EXAM: The make-up exam will be offered on the Monday following the exam at 11 am in room SJU 3015. For the winter exam, the make-up day is Monday March 28. If a copy of the VIF was emailed to Dr. Drysdale, students must submit the original hard copy at the time of the make-up exam.
- EXTENSION FOR THE PAPER: To receive an extension due to illness or other extenuating circumstance, students must submit a VIF, their outline, and a draft of the paper completed up to the point of becoming ill. Dr. Cantalini-Williams will determine the length of an approved extension. If a copy of the VIF was emailed to Dr. Cantalini-Williams, students must attach the original hard copy to the final paper. Failure to submit by the new due date will result in a zero.
- INABILITY TO PRESENT: If a student is unable to present on the date of the presentation, the student must have sufficient evidence as described for illness or death in the family. The absent student must submit a written summary of his/her part of the presentation.
- 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 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 class (documentation required) and as a result you are not able to call me – however Dr. Cantalini-Williams must be notified and a request for a make-up/extension must be received no later than 12 hours after the test or due date. If you are extremely

incapacitated, in hospital, or have had an unexpected death in the family within 24 hours prior to the exam or due date, then have a friend or family member email me as soon as possible.

- Any student missing an exam with a valid reason and having followed policy must write a make-up exam. 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 requesting an extension: Travel plans, missing your bus or ride, work overload, sleeping in, or forgetting the exam or presentation

### **RELEASE OF GRADES:**

Most assignments and exams will be returned in class. Grades are not released over email or telephone. Please do not request grades. I will endeavour to complete the grading as quickly as possible. Normally grades are posted within a week of the exam or assignment.

### **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 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 under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [University of Waterloo Policy 71 \(Student Discipline\)](#).

**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. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

### **OTHER INFORMATION**

- **Note for Students:** The [AccessAbility Services \(AS\) Office](#), 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 AS Office at the beginning of each academic term.
- **Electronic Device Policy:** 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 may be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) which 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, videos, or examinations. Smartphones can be used if for research or taking notes.
- 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).



## CLASS SCHEDULE

Date	Topic	<i>Sanrock Textbook Chapter</i>
January 4/6	Introduction to the course Professional/Personal Journey Reflection of Adolescent Biographies	
January 11 January 13	Historical Perspective – The Age of Adolescence Adolescents & Emerging Adults in the 21 <sup>st</sup> Century The Science of Adolescent Development Careers in Adolescent Development <b>Determination of Presentation Topics/Groups/Dates</b>	1
January 18 January 20	<b>Puberty and Health</b> Presentation: Succeed Clean  Nature versus Nurture Lecture/Debate	2
January 25 January 27	<b>The Brain &amp; Cognitive Development</b>  Presentation Topics: The Brain; Cognitive Developmental Theory; Psychometric/Intelligence View, Creativity and Innovation in Youth	3
February 1 February 3	<b>Self, Identity, Emotion and Personality</b> Presentation Topics: Self-Esteem and Self-Regulation; Cultural	4
Feb. 8 <b>No class on Feb. 10</b>	Presentation on <b>Gender Identity</b>	5
Feb. 22 Feb. 24	<b>Peers, Romantic Relationships, &amp; Sexuality</b>  Presentation Topics: Youth Pregnancy; Sexual Orientation; Friendship Groups; Dating Patterns	6 and 9
Feb. 29 Mar. 2	<b>Families and Schools</b> Presentation Topics: Parenting Styles; Sibling Relationships; Mental Health Programs; Transitions in Schooling; Exceptional Adolescents	8 and 10
<b>Mar. 4: 7:30 pm</b> Mar. 7 Mar. 9	<b>Anniversary Lecture: Identity as Performance- L. Hill Achievement, Work, Careers and Culture</b> Presentation Topics: Growth Mindset; Mentorships; Adolescent Employment; Poverty; Immigration/ethnicity; Effects of Social Media; Technology and Youth	11 and 12
March 14 March 16	<b>Problems in Adolescence and Emerging Adulthood</b> Presentation Topics: Depression and Suicide; Alcohol Consumption; Eating Disorders; Juvenile Delinquency	13

March 21-exam	<b>In-Class Exam: 30%</b>	
March 23	Presentation Topic: Adolescent Support Programs	
March 28/30	Course Summary	