

s♥cial media & adolescence
Psychology 453 - Winter 2017
Monday 11:30-2:30 – HH 119

Professor

Dr. Kathleen Bloom

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Office Hours by appointment

Please contact me by email to discuss your work or to arrange an in-person appointment. I am available throughout the term to help you with the development of your research proposal. Think of me as your “research consultant.”

Recommended Reading

Steinberg, L. (2015). *Age of Opportunity: Lessons from the new science of adolescence*. New York, New York: Mariner/Houghton, Mifflin, Harcourt. CHAPTERS 2-6

This small paperback book is an excellent resource, enjoyable, and a quick read. The information in these chapters may enhance the quality of your research proposal.

The book is available to you:

- On reserve in the Dana Porter Library
- At the book store
- From Amazon. ca https://www.amazon.ca/Age-Opportunity-Lessons-Science-Adolescence/dp/0544570294/ref=sr_1_2?s=books&ie=UTF8&qid=1483376210&sr=1-2&keywords=age+of+opportunity

Overview of Course

Over the past 25 years scientists have been discovering a set of systematic and dynamic changes that take place in the adolescent brain. Their message is that the adolescent brain is remarkably “plastic” and still “under construction.” Adolescent brain structuring is significantly influenced by experiences. New neuroscience helps explain why adolescence is a time of great opportunities and a time of great risks.

Coincidentally, 25 years ago the World Wide Web was born giving public access to the Internet, and then online platforms on which adolescents and others can create their own internet worlds. In this course we will study the convergence of adolescent brain developments and internet-based social networking (social media). We will try to link the reciprocal impacts of social media and structural and chemical activity in the adolescent brain. In doing so we will consider why social media is seen by some as detrimental to adolescence and by others as a vehicle for positive social development and change, both personal and societal.

Topics will span recent research on social media and adolescence such as relationships, victimization, emotions, self-concept, self-presentation, learning, health, family, and society. Students will explore, discuss, and propose research relating to their special interests in social media and adolescence. By the way, the ♥ in the logo for our course is the most commonly used emoticon in social media.

Course Objectives

What are the primary goals of our course?

1. To better understand psychological factors underlying adolescents' use of social media
2. To strengthen your skills for presenting, analysing, and discussing peer-reviewed journal articles
3. To strengthen your skills for proposing follow-up studies based on recently published findings
4. To engage in creative, inspiring, and effective knowledge sharing

How will we achieve these goals?

- A. Day 1 (9 Jan) Each student selects a topic and date for Presentation
- B. Thereafter there we have ~2 presentations per week
- C. Based on the course schedule, each week our class will have Research Students and Reviewer Students

Course Structure

In each class you participate as Researchers and/or as Reviewers of research

What will happen EACH WEEK in Part 1?

A. Researcher students (Presenter)

1. Follow instructions in the *Article Assignment Guidelines*.
2. **Submit** an article by Tuesday of the week prior to your Monday presentation. Post it to the **Article Assignment Discussion Board**.
3. Using *Article and Proposal Presentation Guidelines*
 - **Prepare** a presentation of the article you selected for class
 - **Design** a follow-up study proposal
 - **Submit** a Proposal Presentation Outline by the Sunday before class
 - **Present** the article in class
 - **Lead** a discussion of the article
 - **Present** your proposal for a new study
 - **Lead** feedback discussion on your proposal

A. Reviewer students

1. **Submit** *Proposal Feedback Form* for last Monday's presentations by Sunday following the class
2. **Read** the assigned journal articles
3. **Submit** by Sunday one *Q&C Form* for each article for Monday's presentations
4. Review *Participation Guidelines* to enhance your contributions to the Article Discussions and Proposal Discussions

What will happen EACH WEEK in Part 2?

B. Researcher students (Poster presentations will be in the same order as Proposal presentations)

1. Using *Poster Presentation Guidelines*
 - **Prepare** a poster presentation of your final proposal
 - **Submit** the slide **.pptx file to Dropbox** by class time
 - **Present** your Proposal Poster in class

- **Lead** a discussion of your proposal
 - 2. **Submit Final Written Proposal (.docx) to Dropbox** within 1 week after your Poster Presentation
- C. **Reviewer students**
- Using *Participation Guidelines*
1. **Participate** in Proposal Poster Discussion in class
 2. **Submit *Poster Feedback Form*** to Dropbox within 2 days (by Wednesday NOON).

How will your work be marked?

1. **All classes will be audio recorded** and reviewed by me during marking for accuracy. Recordings will be erased and will not be distributed to any one in any format.
2. Marking rubrics are based on quality, creativity, and on close **adherence to instructions** in Guidelines
3. The best way to get a high mark is to follow the Guidelines very carefully. Please use the ***Ask the Prof*** Discussion board for any and all questions concerning the Guidelines. I welcome questions!
4. Unexcused lateness or absence of assignments or attendance in class will result in deductions from final grade following the ***Psych 453 Course & University Policies***.

5.

Researcher = 70%	Maximum
Article Submission	5
Article Presentation	15
Proposal Presentation	15
Poster Presentation	20
Final Proposal	15
Reviewer = 30%	Course Mean
Q & C Forms	5
Article & Proposal Discussion	10
Proposal Feedback Form	5
Poster Discussion	5
Poster Feedback Form	5
Total Marks on Course Work	100 max
Attendance Deductions	
Late to class (see below)	.5-1 point/class
Absence from Class	
16 January - 6 March	1.5 points/class
13 March- 3 April	2 points/class
Final Grade to Quest	

Guidelines for choosing and using the Topics:	
	1. Only one student per topic
	2. Article and proposal can explore any feature of the topic. Don't try to explore the entire topic. Choose a specific research opportunity embedded in the topic
	3. Restrict all articles and proposals to the study of ADOLESCENTS of any ages between 10-20 years
#	TOPICS
1	Bystanders in Cyberbullying
2	Predictors of Cyberbullying Perpetrators
3	Predictors of Cyberbullying Victims
4	Social media factors in Romantic Relationships
5	Loneliness and the use of social media
6	Cultural differences in the use of social media
7	Risky Behaviours in the use of social media
8	Parental Factors in adolescents' use of social media
9	Sharing Distress and seeking support using social media
10	Social media use in the Classroom to enhance or disrupt learning
11	Guilt and regret of social media postings
12	Using social media to make Peer Comparisons of self or others
13	Quality, degree, and veracity of Self-disclosures on social media
14	Developing Empathy through the use of social media
15	Sexual Self-Presentations on social media
16	Dealing with Privacy Issues on social media
17	Gender-Stereotyping by self or others in the use of social media
18	Developing a Self-Concept through social media
19	Using social media to Advocate for the betterment of society
20	Using social media for Terrorist recruitment
21	The relationships of social media and issues of Physical Health

Presentation Dates					
16 January	23 January	30 January	6 February	13 February	27 February

Psych 453 Course & University Policies

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

We will discuss appropriate how to properly and sensibly avoid issues of plagiarism while developing your research proposals. Please contact me if you have any additional questions regarding citations and acknowledgements in Psych 453.

Concerns About a Course Policy or Decision

Informal Stage: We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca. Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

An Exception: If you are *hospitalized* due to illness or injury on the day of an assignment, you should not be worried about contacting me. I will accommodate you based on verification of your situation by a doctor. Contact me at the first available opportunity, and follow your doctor's advice! When you are well, we will negotiate a plan for your absence.

- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- **Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.**

The Penalties

Penalties will be imposed for **unexcused late or missing assignment submissions including presentations**

Penalties for missing assignments and presentations vary. They are stated in their relevant course Guidelines. **Please note that each student is responsible for reading the Guidelines and knowing the penalties at the start of the term.**

Penalties for unexcused lateness to or missing classes

Each class consists of student presentations and discussions. Your ideas, comments, questions, and responsiveness in Psych 453 each week is the key to the value of the course as an academic and intellectual opportunity. It is your responsibility to be fully present.

Attendance will be recorded during the first 5 minutes of the class. Lateness is disruptive and seems disrespectful to the speakers. Please come to class on time (Mondays @ 11:30 AM). Without **prior** approval of lateness from me, .5 marks will be deducted from your final mark for coming late to class between 11:35-11:45; 1 mark will be deducted for coming to any class after 11:45. **Emailing me to tell me you will be late does not qualify as an exemption.**

We meet only once per week. Please do not miss any classes. **Unexcused absences from class from 16 January – 6 March will receive a deduction of 1.5 marks. Unexcused absences from class from 13 March – 3 April when students are presenting their final research proposal posters will receive a deduction of 2 marks.**

Final Grades

In accordance with [Policy 19 - Access To and Release of Student Information](#), the University does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSYCH cross-list will count in the Philosophy major average, even if the course was taken under the Psychology rubric.