

	<p>School of Arts & Science PSYCHOLOGY DEPARTMENT PSYC 152 Adolescent Development Fall 2011</p>
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour prior to class and flexible as needed to accommodate students		
(c)	Location:	Fisher 106-E		
(d)	Phone:	250-370-3200	Alternative Phone:	250-721-1259
(e)	Email:	lenihan@camosun.bc.ca * email this address not D2L address.		
(f)	Website:	www.camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe the biological, psychological, and social developmental changes that occur from adolescence to early adulthood.
2. Explain the effects of earlier cultural and historical contexts on current adolescent development.
3. Identify and apply Bronfenbrenner's four overlapping ecosystems to a case example of adolescent development.
4. Summarize and apply the main developmental theories to the study of adolescent changes.

3. Required Materials

- (a) Texts: Arnett, J.J. (2010). *Adolescence and Emerging Adulthood* (4th ed.). Upper Saddle River, USA: Pearson Education, Inc. Prentice Hall.
- (b) Other: Student Manual for Adolescent Development/Bev Lenihan

Reading the Textbook: This is essential and I suggest using the SQ3R techniques for study:

1. A survey of the chapter to get a global perspective of the theory, before class
2. Generate questions by rephrasing subheadings, for example: What is Adolescence?
3. A more careful read to really comprehend all concepts, done during the week the theory is covered.
4. Recite each question then answer in your own words and not rely on the author's words. After reciting and writing your own answer continue until all your questions are answered.
5. Review: write a brief summary that integrates all of your questions and answers, before each test.

4. Course Content and Schedule

This course examines adolescent development: physical, cognitive, and psychosocial. Developmental diversity, adolescent context relations, and the links among theory, research, and application are some of the themes studied. The objective is to introduce students to concepts and models of how adolescent behavior is acquired, maintained, and modified.

5. Basis of Student Assessment (Weighting)

- (a) **Assignments:** There are two assignments of which one is required. The assignment is to be submitted with a title page including student first and last name, student number, course number, Instructor's name, and a reference page. A title and a reference page are required and are to be written in APA 6th edition style. One of two assignments topics are:
 1. Naturalistic Observation or
 2. Article Review

Choose one of the following two:

Naturalistic Observation Report: based on a series of observations with an adolescent, spanning across various chronological ages and using developmental theories, analyze these observations from the three domains: physical, cognitive, and social. Once the data is collected on one domain make a prediction of the other two domains. Be sure to REFERENCE material back to theory or data collected to support your work.

The following guidelines are recommended:

Choose the age and gender of the adolescent interested in studying and select a domain from which to study: (Biological, Cognitive, or Social).

1. Read the information on this domain and formulate questions or activity from which to base your interview.
2. State the purpose of the observation and choose the context from which to best observe the adolescent in: family relationships, friends and peers, school, or work.
3. Decide on the best procedure to collect your data and be sure to address observational bias and how it plays a role in naturalistic observation.
4. COLLECT ALL DATA ON ONE DOMAIN. Having written the result section first, describe the background information on the adolescent, including your understanding of the other domains. Draw upon theory in the textbook and other information researched or studied.
5. Predict how this adolescent will develop over the next two or three years.
6. Final report includes raw data collected, photos, questionnaires, or work samples as an appendix in your submission. Be sure to use a pseudo name to maintain confidentiality.

REPORT: The report needs to include relevant background of the child. Describe all three domains and support your information with readings from the text or any other sources used. Avoid making sweeping generalizations and assumptions. Be descriptive and not evaluative in your report. All writing is required to follow APA 6th edition guidelines. Recommended length is four to five typed doubled spaced pages.

Article Review:

Review ONE primary research article. Look up articles published in Journal (Adolescent Development or Developmental Psychology) rather than those Published in books (more difficult to obtain). The review of the article needs to include:

1. The purpose of the research, description of participants, method, results, and conclusion.
2. State how the article is related or supported by certain developmental theory or theories (Arnett 2010).
3. Describe how the article has enhanced your understanding of adolescent development.
4. Attach a photocopy of the first page of the article (with the abstract) to the written report.

REPORT:

The report is recommended at four to five pages doubled spaced. Background information, from the textbook and other credible sources are required. Apply appropriate theories, concepts, and vocabulary. Be sure to reference material throughout your report. Include a title page and a reference page applying APA 6th edition guidelines.

Required:

Mini Group presentation:

A group of three people will present to life some of the theories and concepts studied in class. Each student, in the group, will be responsible to research and present a component of the agreed upon topic. Presentations are twenty minutes in length. Presentations need to be carefully planned and practiced to remain with the twenty minutes and include a small audience in an activity. Choosing a topic, narrowing your topic, and developing the topic from a biological-cognitive-social model are required. Evaluation is based on the following:

1. Introduction and description of topic and defined terms.
2. Examine the topic from a Bio-Psycho-Social model.
3. Establish the prevalence of the Issue
4. Solutions from a Bio-Psycho-Social model and Prevention (if applicable).
5. Summary of your Presentation
6. Wrap-up Activity (e.g., quiz, group discussion, engaging activity).
7. APA standards for essay writing is expected, sample paper go to:
<http://camosun.ca/learn/prgrams/psyc/apa-sample-term.pdf>
8. Expected length is 5-6 pages (including title and reference pages).
9. Due date is one week prior to presentation date. Late assignments will result in 10% per day and will not be accepted the presentation day.

All assignments will be due upon the start of class on due dates. The purpose of these assignments is to apply course content to real life situations to enhance our understanding of adolescent development. Application of theoretical readings, concepts, and vocabulary is essential. Evaluation of assignments is based on the following criteria:

1. The extent of integration from lecture/textbook readings
2. The accuracy of understanding based on theoretical concepts and application.
3. Written mechanics: accurate APA style, organization and development, and statements made are support by the research.

(c) Quizzes: There are five quizzes in total of which four will be graded for course purpose. Each quiz is worth 15%. Each quiz covers approximately 2-3 chapters and each quiz comprises multiple choice and short answer. Students are expected to apply the terms and concepts of the course. The course material is comprehensive, thus to avoid lagging behind the readings be sure to following the SQ3R techniques. An outline of each quiz will be provided in class. The quizzes comprise 60% of course grade. There are NO MAKE UP QUIZZES.

Summary of Evaluation:

Assignments:	Research Paper	15%
	Oral Report (on Paper)	10%
	Naturalistic Observation or Article Review	15%
Quizzes:	Four of Five quizzes (15%ea.)	60%

Students will be evaluated upon their conceptual understanding and analytical abilities when explaining theories and current issues related to the study of adolescent development. All assignments are due as per schedule, at the beginning of class. There is a two mark per day late penalty, unless permission is given before the due date. Medical notes will be required to reschedule any quizzes or arrange time extensions on due dates. Taking personal responsibility for good planning and respective communication is an integral part of being a good student. Be sure to approach the instructor and ask for assistance, if needed. Any assignment that is **copied or plagiarized will be given 0%. Contact to arrange time extensions prior to due date is encouraged and required when need.**

**6. Grading System
Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Course Schedule:

Topics	Readings	Chapters	Oral Report	Assignments
Part One	Introduction Biological Foundations Cognitive Foundations	One Two Three		
Part Two	Cultural Beliefs Gender The Self	Four Five Six		Quiz One Research Paper
Part Three	Family Relationships Friends and Peers Love and Sexuality	Seven Eight Nine	01 - 02 03 - 04 05 - 06	Quiz Two
Part Four	School Work	Ten Eleven	07 - 08 09 - 10	Quiz Three
Part Five	Media Problems and Resilience	Twelve Thirteen	11 - 12 13 - 14	Quiz Four
Last Class				Quiz Five Naturalistic Observation or Article Review

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.