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PSYX 238.50C: Adolescent Psychology

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University of Montana - Missoula

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Adolescent Psychology
PSYX 238, Section 50C, CRN 32524
Online with Pearson MyDevelopmentLab
Spring 2016 Syllabus
University of Montana –The Missoula College

Instructor Information

Professor: Leslie C. Croot, PhD

Email: leslie.croot@umontana.edu (preferred and best way to reach me)

Cell Phone: 406-529-8118 (see “phone calls” section under “instructor availability”, below)

Office Hours: By appointment

Overview

You are responsible for all contents of this syllabus. In it, you will find (in this order):

Course Essentials:

- (1) Official University Email Policy & Instructor Availability
- (2) Textbook, Website, and Software Requirements
- (3) Course Description
- (4) Learning Objectives
- (5) Assessment of Learning Objectives

Student Conduct Requirements:

- (6) Submitting Assignments
- (7) Deadlines
- (8) Technical Difficulties
- (9) Participation Expectations
- (10) Student Conduct Code (Please read carefully)
- (11) Netiquette

Administrative Items:

- (12) Online Privacy Policy
- (13) Drop Policy
- (14) Incomplete Policy
- (15) Disabilities and Special Learning Needs Policies

Tentative Course Calendar & Assignment Due Dates

Course Essentials

1- Official University Email Policy & Instructor Availability

Official University Email Policy

Please use the following format when sending me any email correspondence.

- (1) Put “PSYX 238” in the subject line.
- (2) My email address, above, is the only email addresses that you are to use for me.
- (3) You must contact me from your umontana.edu address, not your personal email.
- (4) I will not respond to emails sent from personal email accounts.

Instructor Availability via Email

My policy is to respond to emails within 48 hours. However, I try to respond to emails as soon as I receive them, and I do check my email regularly. It is likely that I will respond well within 48 hours however it is not a guarantee. Please give me 48 hours before contacting me again. Please do not expect me to reply to any emails on weekends, holidays, or after 8pm.

Instructor Availability via Cell Phone

I am easier to reach via email, and I will not respond to text messages. I am an adjunct faculty member working full time in Great Falls, Montana until 5:30 pm each weekday. You are welcome to call, but I can respond much more quickly to emails. If you prefer to speak to me by phone, I recommend that we establish, via email, a phone appointment to guarantee that your concerns are properly addressed. The number provided is my cell phone and will not connect you to anyone at the Missoula College Campus.

Availability of Weekly Grades

I will always send a weekly email letting students know when grades are posted. You should expect these emails on the week following the final due date for the assignments/exams. Please do not worry, or check to see if grades are posted until I have sent this email. If I have not sent the email, grades are not yet ready for your review.

Announcements

Important announcements, assignments, discussions and some class notes and handouts, & additional readings as well as ALL Quizzes and Exams will be delivered using the MyDevelopmentLab website. Grade updates and time-sensitive updates will be sent in duplicate via email, and personal correspondences will be sent via email when appropriate.

2- Textbook, Website, and Software Requirements

Textbook

- Your textbook is **Arnett, 2012. Adolescence and Emerging Adulthood, 5th Edition** from Pearson. It is available for purchase as an e-text within the MyDevelopmentLab website, and for purchase as a hardcopy text at the UM Mountain Campus Bookstore.

Website Requirements

- You will access the course via <http://www.pearsonmylabandmastering.com/northamerica/>
- You will receive a separate email confirmation and instructions from me regarding your access to the course.
- Once you have access to the course, Pearson offers 24/7 technical support. Please see the technical support section in the syllabus below for additional help.

Software Requirements

- You must have proper software to participate in this class. Pearson offers a step-through process for checking your software requirements, and it is part of your week one requirements. Instructions will follow in a separate email.
- You must also have basic MS Office software (MS Word) in order to submit your two papers for this course. There are computer labs on all the University of Montana campuses that use this software. Please do not use other word processing programs as they are not always compatible with our software. The University Standard is MS Word.
- For each and every computer that you use to access this course, these two basic criteria apply. So please be mindful if you change it up.

3- Course Description

This course provides an introduction to the physical, social, emotional, and cognitive developmental changes that occur during adolescence, as well as their relationships and cultural influences. Particular emphases are the individual aspects of development, the contexts and social spheres that shape that development and behavioral problems of adolescence that result from bio-psychosocial interactions in development. Patterns of continuity and transitions of adolescence in both group and individual patterns of development are also addressed.

How modern society and social forces shape the lives of adolescents today is an important topic. The adolescent within the context of contemporary society, including both theory and life experiences as well as psychosocial problems of adolescents is the focus of the course. A wide variety of ethnic, racial, and cultural groups are discussed, as adolescents are not all alike. Adolescent development and relationships are also explored. The focus of the course extends to group life and culture of adolescents including subcultures, group life in and out of school, dress, the importance of the automobile, cell phones and music in adolescent lives. Gender issues are raised in relation to a wide range of topics including: body image, eating disorders, social development and dating, sexual values and behavior, prevention programs, and others.

4- Learning Objectives

Learning Outcomes:	Assessments:
<ul style="list-style-type: none">• To become familiar with developmental theories and apply them in an analytical way to the world of adolescents.• Critically Analyze major theories which attempt to explain adolescent behavior• To be able to critically write about themes in the lives of adolescents	<ul style="list-style-type: none">○ Structured discussions○ Exam(s) that are applied/conceptual○ Substantive postings to structured discussion with class members○ Essay Exam Applied & Conceptual Questions
<ul style="list-style-type: none">• Describe the relevance of racism, sexism, and other prejudices on adolescent development.• Develop the skills to analyze the impact of an individual's unique culture on adolescent development	<ul style="list-style-type: none">○ Exam(s)○ Structured Discussion board○ Applied essay questions Exam Participation in learning activity
<ul style="list-style-type: none">• Communicate an understanding of research techniques used to address the validity of theoretical approaches to adolescence	<ul style="list-style-type: none">○ Exam(s)○ Learning activity○ Scenario- applied learning activity
<ul style="list-style-type: none">• Analyze social factors influencing the interpersonal attraction and sexual behavior in adolescence Apply concepts on the relationships between social settings and adolescent behavior	<ul style="list-style-type: none">○ Autobiographical Paper○ Discussion○ Applied Papers
<ul style="list-style-type: none">• Demonstrate an understanding of the effects of cognitive development on adolescent behavior	<ul style="list-style-type: none">○ Essay questions○ Images in Advertising
<ul style="list-style-type: none">• Communicate the understanding of how psychological principles can be applied to practical issues faced during adolescence	<ul style="list-style-type: none">○ Essay questions○ Applied papers

5- Assessment of Learning Objectives

Your grade in this class is weighted on the following scale:

- | | |
|-------------------------------|------------|
| • Exams | 50% |
| • Chapter Quizzes | 10% |
| • 2 Papers | 20% |
| • <u>Discussion Questions</u> | <u>20%</u> |
| • Total points | 100% |

This class can only be taken in traditional mode. That is, you are not able to switch to credit/no credit. Final grades are based on **the +/- system**. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). If an assignment is deleted [which is my option], then the total will be adjusted accordingly. **THERE IS NO EXTRA CREDIT GIVEN IN THIS CLASS.** The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

NOTE: I reserve the right to make changes to course requirements, assignments, the schedule, etc. If an assignment is deleted [which is my option], then the total will be adjusted accordingly. Any changes will be announced in a reasonable time and students are responsible for these announcements.

Student Conduct Requirements

6- Submitting Assignments

1. Discussion Questions

Make connections to the chapters assigned during that learning module when you begin your discussions. Readings include the Arnett text. Be sure to include citations to the readings. Refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Arnett, 2012).

2. Document Uploads

All document uploads will be submitted directly on the Pearson MyDevelopmentLabs Website. All uploads are linked to your name and account, but you are still expected with any document submissions to name your assignments, **your name, assignment name**, and .docx, .rtf, .pdf extension. (No .wps documents) Please submit within MyDevelopmentLabs, and then go in and verify that it was submitted properly. I cannot grade what I cannot see, and I will not debate whether it was submitted or not. In the event of technical issues, you can email assignments to my UM email account as a last resort only.

3. Written Work Format

- All written work will be formal college level writing and you will be expected to use appropriate grammar, sentence structure, follow APA format, 12-point font, double space, 1-inch margins.

- If you are unsure of your writing ability, contact the online writing tutor. Place your name on the top left corner, and name of assignment under your name, and finally, date. *Please use page numbers.*
- Be sure to list any references that you cite at the end of the paper; again, they do not need to be on a separate sheet of paper. Use [APA format for citations and references](#).

7- Deadlines

- It is each student's personal responsibility to be sure all assignments are submitted by the due dates indicated. Necessary skills required for online learning include motivation and organization. Students must organize themselves for every aspect of class, including submitting assignments by the deadline and scheduling and taking tests within the designated time-frames. Although online learning provides a flexible modality of study, the rules for successful completion are rigid. Therefore, no late work is accepted in this course.
- Technical issues are also not considered valid excuses for handing in late work. Your website can be accessed from any computer with Internet access. If you experience technical problems on your home computer, you have the option of using a colleague's, friend, or family member's computer, go to a public library or an Internet café, etc. Contact the helpline immediately to get help with technical problems.

8- Technical Difficulties

- Because this is an online course, it is also assumed that you have a computer, adequate internet, and some proficiency with your computer. I am not a computer technician and cannot help you with computer problems. Internet failure or computer problems are not reasons for failure to submit assignments or exams on time and will not be permitted as an excuse.
- If you are having trouble with your internet or your computers please contact The University of Montana's IT Central Help Desk, located on the Mountain Campus in the Social Sciences Building, Room 120. It is open Monday-Friday, 8-5. Phone: 406-243-4357. Email: itcentral@umontana.edu. Or web: <http://www.umd.edu/it/support/>
- If you are having difficulty with any of the Pearson website functionality or other Pearson issues, Pearson offers 24/7 computer help, which can be found by logging on to the Pearson website, going to the Main Menu----> Course Home ----> 24/7 Customer Support (see below) and contacting them via their multiple options.

9- Participation Expectations

- The Adolescent Psychology course is 16 weeks long, including a “finals” week, and will move at a pace designed to assist you in learning the material. Your course syllabus contains a timeline for completion of reading, and activities. It includes assignments, discussions, quizzes, exams, and other activities for the course. Weeks begin on Sundays [day 1] and end on Saturdays [day 7].
- Participating online means you will be reading and working on assignments, and regularly logging on to the website to participate in discussion questions. You will be spending approximately 9 hours in course work tasks, including activities, readings and exams or quizzes. Please plan your time accordingly to be successful in the course.

10- Student Conduct Code (Please read carefully)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, research credit papers, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments must be completed independently, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. Cheating or plagiarism will result in failure (that is, a zero or an “F”) on the assignment, at minimum, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an “F” for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College's [Academic Support Center](#) (243-7826).

11- Netiquette

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example, missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc. Everything that we would use to understand the “emotionality” of the words is simply not present either. There are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. Do not assume that everyone has the same understanding of all words.

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. “Netiquette” are the good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

1. Mind your professionalism.

- Though this is an online course, this is still an educational (professional) setting and you should use language and grammar that is expected in a college level course, including appropriate sentence structure and punctuation. Please write in a technical and professional format. Proofread and spell check before posting responses or turning in your assignments. I will take points away for poor grammar and spelling. Please be mindful of these guidelines in your emails, as well.
- Do not use “netspeak.” Netspeak is a style of writing (language, grammar, and punctuation) that is unique to social media, and not appropriate to class. For example:
 - DO NOT TYPE IN ALL CAPS. This is considered the same as yelling in person.
 - Do not use excessive exclamation points (or other punctuation) points, e.g. “I disagree!!!!” or “What are you talking about?????” Use- just one.
 - Do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc....
 - Instructors differ on allowing the use of emoticons to express emotions. Though it is not ideal, in the online medium, it can help convey text that may be interpreted multiple ways. I allow it and use them myself, but ask that you limit their use.
- **The bottom line: professionalism matters.** Be the person that someone wants to hire once you graduate. That professionalism does not start once you are finished with school- it already started before you entered this class.

2. Mind your manners.

- Avoid all slang, rude comments, threats, profanity, and disrespectful comments. For

example: “That’s STUPID!” “What are you--Blonde?” “Are you serious?” “Everyone knows (fill in the blank).” “I can’t believe you’d think that...”

- Avoid sarcastic humor. What may seem funny to us may be not so funny to others. If you are not sure what sarcasm is, ask. If you think it might be but are not sure, do not post it.
- Avoid heated responses. If you feel particularly strongly about a point, it may be best to write it, and at a later time, review it prior to posting, in order to remove any strong language. Or maybe not post it at all. Best: Keep your responses G-rated, so that you would not mind sharing them with your grandmother.
- **The bottom line: manners matter.** Even if you meet the requirements for the assignment, I reserve the right to assign a zero if you make posts or engage in behaviors that make the online environment unhealthy for the entire class. Yes- even if someone else starts it.

3. **Mind your attitude.**

- Please be respectful and encouraging to all members of the class and to the instructor.
- This is to be a positive, supportive environment so students can feel comfortable as they ask questions and make mistakes.
- It is OK to disagree, but please be courteous. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.
- **The bottom line: I don’t make or break this class- you do.** It is amazing how, from one class to the next, how different each class can be. I am convinced that most of that has to do with student motivation and interaction. Students seem to find the greatest enjoyment out of class when the environment is collaborative, friendly, and supportive. I will give you that on my end to the best of my ability, and ask that we all try to do that together to make this a great experience, all the way around.

IMPORTANT: Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, I reserve the right to remove any inappropriate posts and deduct points accordingly.

Administrative Items

12- Online Privacy Policy

1. **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
2. **Email me privately if you have questions about your grades.** I will be happy to discuss my justifications, rationales, and occasional (gasp!) errors. Feel free to ask- that’s why I’m here!

3. **Important Note:** This is a standardized course across the UM, Missoula College campus. This means that there are established standards that we hold department-wide. These standards determine how the course is conducted, thus, they are not negotiable. In short, we strictly enforce the policies stated in this syllabus.

13- Drop Policy

According to UM's [Academic Policies and Procedures](#), beginning the 46th instructional day of the semester (i.e. Mar 29th, 2016) through the last regular class day (i.e. May 6th, 2016) before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. For more information on important dates, see [Important Dates and Deadlines](#).

14- Incomplete Policy

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

15- Disabilities and Special Learning Needs Policies

Please inform me as soon as possible if you have any disabilities or circumstances that may require special considerations. It is your responsibility to inform me, at the outset of this course, of any disability and the ways that you and the DSS have determined are necessary to accommodate. Informing me means that you will submit at the beginning of the course a "current letter" from DSS regarding the kind of accommodations you will need. You are also responsible to ASK when you do need to be accommodations. You must ask for the accommodation prior to the need for it, not after the fact. I cannot help you without the DSS letter, and do not want to find either of us in this helpless situation, so please help me help you.

Tentative Course Calendar & Assignment Due Dates

(Spring 2016)

Note: All times are in MST

Below are the due dates and times for your assignments. Please take note of these important dates. This is a *tentative* course schedule. You are responsible for any changes, which I will clearly announce. Make sure you read your text according to the timeline below.

Wk	Opens 12:01 AM	Closes 11:59 PM	Reading Assignments DUE	Writing Assignments DUE	Quizzes/ Exams DUE	Wkly Pts
1	Mon, 01/25	Sat, 01/30	PDF's	Discussion Questions (40pts)		40
2	Sun, 01/31	Sat, 02/06	Ch 1: Introduction		Quiz- Ch 1 (15pts)	15
3	Sun, 02/07	Sat, 02/13	Ch 2: Biological Foundations		Quiz- Ch 2 (15pts)	15
4	Sun, 02/14	Sat, 02/20	Ch 3: Cognitive Foundations		EXAM #1- Chs 1-3	100
5	Sun, 02/21	Sat, 02/27	Ch 4: Cultural Beliefs	Discussion Questions (40pts)	Quiz- Ch 4 (10pts)	50
6	Sun, 02/28	Sat, 03/05	Ch 5: Gender		Quiz- Ch 5 (10pts)	10
7	Sun, 03/06	Sat, 03/12	Ch 6: The Self		EXAM #2- Chs 4-6	100
8	Sun, 03/13	Sat, 03/19	Ch 7: Family Relationships	PAPER #1 (100pts)	Quiz- Ch 7 (10 pts)	110
9	Sun, 03/20	Sat, 03/26	Ch 8: Friends and Peers	Discussion Questions (40pts)	Quiz- Ch 8 (10 pts)	50
10	Sun, 03/27	Sat, 04/02	Ch 9: Love and Sexuality		EXAM #3 (Chs 7-9)	100
11	Sun, 04/03	Sat, 04/09	Spring Break. Enjoy!!			
12	Sun, 04/10	Sat, 04/16	Ch 10: School	Discussion Questions (40pts)	Quiz- Ch 10 (15pts)	55
13	Sun, 04/17	Sat, 04/23	Ch 11: Work		EXAM #4 (Chs 10-11)	100
14	Sun, 04/24	Sat, 04/30	Ch 12: Media	PAPER #2 (100pts)	Quiz- Ch 12 (15pts)	115
15	Sun, 05/01	Sat, 05/07	Ch 13: Problems & Resilience	Discussion Questions (40pts)		40
16	Sun, 05/08	Wed, 05/11	Finals Week. Final Exam Due 11:59 WEDNESDAY		EXAM #5 (Chs 12-13)	100