

**California State University, Channel Islands**  
**Department of Psychology**  
**Psychology 445: Adolescent Development**

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CSU, CI Fall 2012 (August 25 to December 15, 2012)  
Class Meetings: Friday 9:00 a.m. – 11: 50 a.m.  
Room: Bell Tower 2572  
Units: 3

**CONTACT INFORMATION:**

Instructor: Nicole Stanoff, Ph.D.

Office Hours: Tuesday/Thursday 10:30 a.m. – 11:30 a.m.; Tuesday: 6:00 p.m. – 7:00 p.m.,  
Thursday: 1:30 p.m. – 3:00 p.m.

Location: Madera Hall, Room 2702

Phone: (951) 990-3130 (cell)

E-mail: [nicole.stanoff@csuci.edu](mailto:nicole.stanoff@csuci.edu)

**REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS:**

Santrock, J.W. (2012). *Adolescence*, (14<sup>th</sup> edition). New York, NY: McGraw-Hill  
ISBN: 9780078117169

**COURSE DESCRIPTION:**

This course will focus on the study of adolescent development from pubescence to young adulthood. Emphasis will be placed on the physical, cognitive, and psychosocial development of adolescents during the early and middle years. The study of identity development, gender identity, family dynamics, cultural influences, and problems faced by today's adolescents will also be explored.

This course will be presented using a combination of lecture, discussion, video, and group activities. Other multi-media techniques may be employed to enhance the learning experience.

**PREREQUISITES**

Psych 213, upper division standing or consent of instructor

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to

- Know the major developmental theories and concepts
- Be able to describe physical, cognitive, and socioemotional development of adolescents
- Develop an understanding of the relationship between heredity and the environment
- Understand the issues and challenges facing adolescents of diverse backgrounds
- Integrate community learning within a classroom setting in order to gain a real world experience and understanding of adolescent development in your own community
- Demonstrate critical and analytical thinking in class participation, integrating theories, methods, and conceptual models, and connecting them with examples of insight from your own experience and knowledge as an adolescent

- Reflect upon your own adolescent development over time and across cultural contexts

### **COURSE ASSIGNMENT AND EVALUATION**

Students will be expected to complete all assigned readings from the text, attend class lectures and presentations, watch videos, and participate in class learning activities.

Students must apply the knowledge and skills learned in this course to classroom activities. The course is divided into six components, totaling 500 points.

1. Exams (3)
2. Quizzes (5)
3. Journals (3)
4. Discussion Leader
5. Research Paper
6. Student Presentation
7. In Class Assignments, Attendance, and Class Participation

Point values for course requirements are as follows:

<u>Component</u>	<u>Points</u>
1. Exams (60 points each)	180
2. Quizzes (5 points each)	50
3. Diaries/Journals (15 points each)	45
4. Discussion Leader	50
5. Research Paper	100
6. Student Presentation	40
7. <u>In Class Assignments, Attendance, and Class Participation</u>	<u>30</u>
<b>TOTAL Points for Course</b>	<b>500</b>

### **Grade Cut-Offs**

Grading is based on 500 points and will be based on the following percentages:

92-100% A; 90-91% A-; 88-89% B+; 82-87% B; 80-81% B-; 78-79% C+; 72-77% C; 70-71% C-; 68-69% D+; 62-67% D; 60-61% D-; Below 60% F

### **Assignments will include but not be limited to the following:**

#### **Exams**

There will be 3 exams (60 points each) (including the Final) covering material from the text, research articles, videos, and class discussions. The exams will consist of multiple choice, short answer, and essay questions. No make-up exams will be given without a formal excuse (signed note by doctor or coach). If you have a formal excuse and must miss an exam, you must inform me as soon as possible, and no later than a day after the exam

#### **Quizzes**

There will be 5 quizzes given anytime throughout the semester. Students will be expected to be prepared to take a quiz at any class period during the semester. Students will be responsible for material based in the textbook as well as in class discussion. Quizzes will have 5 multiple choice questions and will be based on the material discussed in class.

### **Diaries/Journals**

Each student will prepare a **two-page minimum** journal or personal reaction as indicated in the syllabus written in APA style. Topics will be assigned during the semester. There are **3** journals in this class. Refer to the Class Schedule for due dates. For each diary entry, write

1. A short description of a personal experience or an observation which illustrates or exemplifies the topic pertaining to that Journal;
2. A brief explanation of the theory or research dealing with the phenomenon or process applicable (or not) to your personal experience-complete with citations
3. Evaluate the "fit" of the theory to the life experience

### **Discussion Leader**

Teams of **2-3 students** will be responsible for leading one discussion. You will prepare an activity/introduction of the week starting week 2 of the semester. The goal is to make the topic relevant to student's interests and to seek students' participation. The topic for presentation can consist of presenting on a research study, current event in the news related to adolescence, clips from film/movie, social media.

- Your preparation for this will include making a hand-out with an outline containing questions for the class to consider based on the topic of the week. Plan to spend **10-15 minutes** leading the discussion and prepare a presentation that is engaging and generates class discussion.
- You can take various approaches to encourage discussion; plan an activity, have group work, show a film clip, do free writing. Do not repeat what we have all read, instead explore the reading from your perspective.

### **Research Paper**

A 4-5-page paper (APA style) that reviews an **empirical study** cited in your textbook will be required. The study must be selected from **chapters 2-13** and must be current (published after 2000). You **must** select an empirical study, where researchers actually collected data. Any article that is a literature review will not be accepted. By **the 4<sup>th</sup> week, Friday, September 21st**, you will need to provide me with the following: (1) The citation and page number where the citation appears in the text, (2) the full reference in APA style, and (3) a copy of the article pertaining to the citation.

In the body of the paper, you will be summarizing (1) the purpose of the study (including its rationale or importance), (2) the research questions or hypotheses, (3) the methodology and design (description of the sample, measures used, and procedure), (4) the main findings, and (5) the implications and conclusions of the study.

At the conclusion of the paper, and not in the body of your paper, it is also necessary to have at least **2 pages** of your own "personal reflections" (personal thoughts and feelings) about the topic and a critique of the research study. Issues that can be raised (e.g. Was this a valid study? What suggestions for future research would you make; etc). The Research section is done first and the Personal Reflections is a separate part added after your "works cited" page or endnote page. Please note, these are not blended together, but are both necessary for this paper.

The requirements or guidelines for the paper will be posted on the blackboard course website. The paper is due at the **BEGINNING of WEEK 14 (NOVEMBER 30<sup>TH</sup>)**. Late papers will be penalized one letter grade for each day or part of the day they are late.

### **Student Presentation**

You will be asked to schedule a time to present your research study to the class on **Week 14, November 30<sup>th</sup> or Week 15, December**. A sign-up sheet will be passed around in class. Your presentation should be about 10 minutes long, and should not be read from your report. Try to get the class interested and involved in your topic presentation. Other approaches besides lecture are recommended, such as using powerpoint, DVD or video clips, guest speakers, drama, etc.

### **Classroom Assignments**

Students will also be given a variety of classroom assignments throughout the semester that will require both oral and written responses. Student must be present in class to get credit for assignment. Full participation is expected.

### **Attendance and Class Participation**

15 attendance sessions: 1 point for each = 15 points

### **EXTRA CREDIT OPPORTUNITY: YOU MAY CHOOSE ONE OF THE FOLLOWING**

#### ***PSYCHOLOGY IN THE NEWS (This assignment adds 10 points to your point total)***

You may submit one assignment that identifies news from newspapers and newsworthy periodicals like Time or Newsweek that is relevant to specific topics that we cover in class. In this two page assignment, the first paragraph summarizes the article. The second paragraph related information in the article to specific, referenced information from the text. In the second paragraph, you evaluate the quality of the information/research using standard statistical concepts and draw conclusions about the potential impact of the information. At least two text citations along with the articles are cited as per APA guides within the written text and properly cited using APA guidelines on page two entitled "References" with "References" aligned in the center in the page and describe how the source relates to the topic being presented.

#### ***RESEACH PARTICIPATION (This assignment adds 10 points to your point total)***

Psychology is a behavioral science based upon research. Professors at CSUCI engaged in research to promote the understanding of behavior. Upper division students choose to complete research because it is an essential role for psychologists. All psychologists, regardless of their professional focus, understand research design and the statistical basis for research for research to interpret professional focus, understand research design and the statistical basis for research to interpret the reasonableness of conclusions and the limits of their applications. You are encourage to participate as a subject in university conducted research, because it will enhance your understanding of psychology as a science and support your classmates and faculty in their professional pursuits. If you wish to receive credit for your participation and have it add 10 points, complete a one page report describing the hypothesis of the research, the research design (survey, single or double blind, case study, etc.) your experience as a subject (what you did, why you did it, what your felt as a research subject, what you learned) and what efforts were implemented by the researchers to maintain the ethical standards for research as described by the American Psychological Association. Attach the slip you received from the experimenter to this form and turn it in.

## **COURSE POLICIES**

### ❖ **Buddy System**

- I strongly recommend finding a buddy with whom you can exchange phone numbers and generally help each other out. It is the student's responsibility to know what happened in a missed classed.

### ❖ **Attendance is extremely important!**

- A large portion of learning in this course happens in class! Arriving more than 20 minutes late, or leaving class early is considered a half absence.

### ❖ **Grading (continued)**

- Class participation involving active and respective engagement in activities is necessary for learning and success in this class. Class participation includes focused attention, participation in discussions and activities, asking relevant questions, etc. Grades may be lowered by one letter based upon level of participation in this class. Plus or minus grades may be given in these situations. Students who do not participate in class activities, engage in disruptive behavior or discussions with their neighbors when their attention is required elsewhere, text message, email, surf the internet, or do homework, make flash cards, etc., during class will have their grades lowered.

### ❖ **Academic Dishonesty.**

- All work you submit as your own work must, in fact, be your own work. Any information acquired, learned, or copied from other sources must be cited. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc.-- must be placed in quotation marks and the source identified. Likewise, work on examinations must be your own work, not copied or taken from other students' work. You must also comply with instructions regarding use of books, notes, and other materials.
  - **In accordance with CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to an include failing the course.**
  - **A homework assignment and/or class paper with plagiarized ideas or language will be graded "F" and must be rewritten with proper use of quotations and referencing. The grade of "F" will remain the recorded grade on that assignment.**
  - **In cases where the cheating or plagiarism was premeditated or planned, students will receive an "F" for the course**

### ❖ **Writing Center**

- All students are encouraged to make use of the writing support offered by the CI Writing Center

❖ **Students with Disabilities**

- Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with disabilities needing accommodations should contact the Disability Accommodation Services, Bell Tower, East Wing, Room 1769 (805-437-8510). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me, as I am more than willing to work with you and arrange optimal learning conditions.

❖ **Respect in the Classroom**

- The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that support the learning process, create an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

❖ **CI Student Policy**

- “Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.” (CSU Channel Islands Catalog, 2011-2012, p. 103).
- Students who engage in disruptive behavior will be dismissed from class.
- Academic dishonesty will not be tolerated, including cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.
- Students will be held to the Standards of Student Conduct from Title 5, California Code of Regulations (See CSUCI Catalog).

**Course Schedule:** (Please note that this course syllabus may change based on the needs of the class.  
 Students are responsible for staying apprised of the progress of the class.

Week	Date	Topic	Reading	Assignment Due
1	8/31	Introduction and Course Overview	Chapter 1	
2	9/7	Puberty, Health, and Biological Foundations	Chapter 2	
3	9/14	The Brain and Cognitive Development Film: Frontline: Inside The Teenage Brain	Chapter 3	<b>Journal 1</b>
4	9/21	The Self, Identity, Emotion, and Personality  Gender	Chapter 4, 5	<b>Article Approval</b>
5	9/28	<b>EXAM 1 (CHAPTERS 1-5)</b>  Sexuality	Chapter 6	
6	10/5	Sexuality  Moral Development, Values, and Religion	Chapter 6, 7	
7	10/12	Moral Development, Values, and Religion  Families	Chapters 7, 8	
8	10/19	Families Peers, Romantic Relationships, and Lifestyles Film: Growing Up Online	Chapters 8, 9	<b>Journal 2</b>
9	10/26	<b>EXAM 2 (CHAPTERS 6-9)</b>  Schools	Chapter 10	
10	11/2	Schools Film: Food, Inc	Chapter 10	
11	11/9	Achievement, Work, and Careers	Chapter 11	<b>Journal 3</b>
12	11/16	Culture	Chapter 12	
13	11/23	THANKSGIVING HOLIDAY		
14	11/30	Problems in Adolescence and Emerging Adulthood Student Presentations	Chapter 13	<b>Research Paper due</b>
15	12/7	Student Presentations		
16	12/14	<b>FINAL EXAM (CHAPTERS 10-13)</b> <b>8:00AM -10:00AM</b>		

## Research Paper Grading Rubric

<b>APPROVAL OF ARTICLE BY SEPTEMBER 21<sup>ST</sup></b>	10 points/_____
<b>BODY OR TEXT OF PAPER (4-5 PAGES)</b>	
Summary of purpose of the study	10 points/_____
Importance of the study	6 points/_____
Research questions or hypotheses	10 points/_____
Description of the methodology and design including	12 points/_____
Participants	4 points
Measures	4 points
Procedure	4 points
Results: Main findings	12 points/_____
Conclusions or implications	12 points/_____
Personal Reflection	12 points/_____
<b>APA STYLE</b>	8 points/_____
Title Page	2 points
Citation of journal article	2 points
Reference	2 points
Overall Formant (1" margins)	2 points
<b>WRITING STYLE</b>	8 points/_____
<b>TOTAL</b>	100 points/_____