San José State University
College of Social Sciences/Psychology Department
PSYC 112 (Psychology of Adolescence) Sections 02 & 03

Fall 2011

Instructor: Dr. Mildred Alvarez
Office Location: DMH 323
Telephone: (408) 924-5640
Email: mildred.alvarez@sjsu.edu. When contacting me by email, please write PSY 112 STUDENT on the subject line.

Office Hours: Tuesdays & Thursdays: 12:20-12:50 & 2:50-4:00P
You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Class Days/Time: Tuesdays & Thursdays 09:00-10:15AM (section 02)
Tuesdays & Thursdays 1:30-2:45PM (section 03)

Classroom: DMH 353 (sections 02 & 03)
Prerequisites: PSYC 001 (General Psychology)

Faculty Web Page
Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/ I will announce in class when specific handouts are available on this website. The “lecture outlines” provided as handouts list broad issues to be discussed in more detail during class lectures. These short outlines merely provide you with a general organizational tool and you will need to fill in important details for which you will be responsible during lectures.
Course Description

_SJSU Course Catalog Description_: “Adolescent personality as the product of cultural and psychological factors, emphasizing normal behavior and development. _Prerequisite_: Psyc 001 (General Psychology).”

_Specific Course Description_: The purpose of this course is to provide information about a variety of important issues and possible challenges often faced during adolescence. There will be a few recurring themes throughout several portions of the course. One of the themes of the course (highlighted in the text) is the diversity of cultural practices and beliefs about adolescence. A second general theme is whether and how adolescence may serve as a “transitional” period between childhood and later development. Finally, a third general theme will involve a consideration of the importance of the adolescent years for the development of gender roles. The textbook and lectures will be the main source of information. The readings and lectures will sometimes coincide; however, _there will also be unique information from each source (i.e., required readings and lectures) for which you will be responsible_. It is expected that you will have completed assigned readings _before_ each class meeting.

Course Goals and Learning Objectives

_Course Learning Objectives:_

- To identify and describe psychological theories and concepts relevant to cognitive, social, and emotional development during the adolescent years
- To have an appreciation for the historical and cultural factors that may affect societal perceptions of adolescence as a period of development
- To recognize and understand the potential impact of various developmental changes (e.g., biological, cognitive, social) on adolescents’ perceptions of themselves and their relationships with others

Required Textbook


Materials/Forms

You will need to purchase three (3) _T & E Form 0200_ scantron forms. _Only a standard #2 pencil can be used on these forms_. Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils.

Classroom Protocol

_Class Attendance_: I do not regularly take class roll. However, you are responsible for all class content and your presence in class is highly encouraged. Exams and quizzes will
consist of questions from your text, class lectures, and any other information (e.g., videos) presented in class. I sometimes lecture on material that is not included in the text and for which you are responsible. Also, you are responsible for required material from the textbook even if that material is not discussed in class. You are responsible for all information and announcements made in class whether you are present or not. When you are absent, you will need to make arrangements with a classmate regarding notes for missed lectures.

**Class Courtesy:** Out of respect for other members of the class, as well as to avoid unnecessary distractions, I ask that everyone remember to follow the guidelines listed below:

1. **Be on time for your classes.** Arriving late can cause a distraction. If you are running late or need to leave early on a regular (i.e., non-test) class day, please enter/leave the classroom quietly and unobtrusively. **On quiz and exam days, it is especially important that you arrive on time.**
2. **Do not use cell phones for any purpose during class (this includes texting).** **Turn off cell phones** for the time you are in class.
3. The use of a laptop is permitted so long as it is limited to class-related use – note taking. **Do not use your laptop for personal matters during class time.**
4. On test days, be sure to take care of any personal needs before entering the classroom because **you will not be able to leave the classroom during a test & then return and continue taking the test.**
5. **Do not talk unnecessarily** during lecture or when other students are asking questions. Unnecessary and inappropriate conversation during class can make it difficult for students to hear and follow class lectures and discussions.

**Dropping and Adding**

Students are responsible for understanding University policies and procedures about add/drops, grade forgiveness (formerly academic renewal), etc. Information on add/drops is available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/aars/](http://www.sjsu.edu/aars/) and search for Late Drop Policy. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy**

**Evaluation and Percentage of Grade from Course Requirements:**

(1) **EXAMS = 55%**
You will be required to take 2 exams for a total of 55% of the course grade (Exam 1 = 30% and Exam 2 = 25%). Exam dates are indicated on the course schedule and an estimate of the course material that will be included on each exam is also shown on the course schedule. Each exam will consist of 50 multiple-choice questions. Course material consists of required readings, and information presented and discussed in class. The Final (Exam 2) will NOT be cumulative. Exams are closed book and notes are NOT allowed.
(2) **QUIZZES = 30%**
You will be required to take 2 quizzes for a total of 30% of the course grade. Quiz dates are indicated on the course schedule together with an estimate of the course material that will be included on each quiz. Quiz 1 (15%) and Quiz 2 (15%) will consist of a mixture of multiple-choice questions, fill-in-the-blank questions, and one short answer question. Quizzes are closed book and notes are NOT allowed.

(3) **GROUP LECTURE & SHORT REPORT = 10%**
You will be required to present one Group Lecture to the class and submit a Short Report on the content of the lecture for a total of 10% of the course grade. More information about the group lecture and short report will be discussed in class and a separate handout with a list of suitable topics and instructions for how to prepare for your group lecture will be posted on the course website shortly after the start of the semester. You will be required to participate in three (3) short in-class preparation sessions to meet with your group members as you plan your group lecture presentation. In-class preparation dates and Group Lecture dates are indicated on the course schedule. **Short Reports will be due on the day of your Group Lecture and will be accepted in class only.**

(4) **WRITTEN REFLECTIONS ON TWO (2) GROUP LECTURES = 5%**
You will be required to provide a thoughtful reflection/evaluation on the topic of any two (2) in-class group lectures you choose (excluding your own) for a total of 5% of the course grade. Instructions: using information about the topic of the group lecture that is discussed in your textbook, you will write a short reflective comment (evaluation) and a question about the topic (you will also provide the **page number(s) from the text** where you learned about the information). Each written reflection should be brief – about one short paragraph and no more than one-half page in length (typed, double-spaced, 12-point font size, and 1-inch margins). Print two (2) copies of your reflection comment and question and submit one of these copies when collected **at the beginning of class** on the day of the group lecture on the topic you chose to write about – do not submit advance comments & only submit comment(s) for topics of the day. **Please note that late submissions (after class has started) and email submissions will not be accepted – reflections will be accepted in class only.**

**Please Note:** There will be no extra credit assignments.

**Points and Grade Scale:**

The maximum number of points for each course requirement is 50. Each of the two Exams is worth 50 points (each exam has 50 questions, 1 point per question). Each of the two Quizzes is worth 50 points (the number of items and the points per item will be indicated on each quiz on the day of the quiz). The Group Lecture is worth 50 points and will be graded as “excellent” (45-50 points); “very good” (40-44 points); “satisfactory” (35-39 points); or “low pass” (34 points). The two (2) required Written Reflections are worth 50 points (each
write-up is worth 25 points and will be graded “credit” (25 points); or “no credit” (0 points). Failure to do a course requirement will result in a score of 0 points for that missing requirement.

49-50 = A+  
47-48 = A  
45-46 = A-  
43-44 = B+  
41-42 = B  
40 = B-  
38-39 = C+  
36-37 = C  
35 = C-  
33-34 = D+  
31-32 = D  
30 = D-  

Example of How to Calculate Your Course Grade: In calculating your course grade, you will need to take into account the points you have earned on each course requirement in terms of its percentage weight of the course grade. Below is an example of how to do this.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points Earned</th>
<th>Multiplied by Percent of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>40</td>
<td>x .15</td>
<td>= 6.00</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>43</td>
<td>x .15</td>
<td>= 6.45</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>38</td>
<td>x .30</td>
<td>= 11.40</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>43</td>
<td>x .25</td>
<td>= 10.75</td>
</tr>
<tr>
<td>Group Lecture</td>
<td>44</td>
<td>x .10</td>
<td>= 4.40</td>
</tr>
<tr>
<td>Written Reflections (2)</td>
<td>50</td>
<td>x .05</td>
<td>= 2.50</td>
</tr>
</tbody>
</table>

TOTAL: 41.50 or (rounding up) = 42 = B

Sum all the scores to obtain a total score. To interpret your total score, use the grade scale shown above.

Make-up Policy: A make-up or extension on a course requirement will only be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me (by leaving me a voicemail or email message including your name and telephone number) as soon as possible and no later than two (2) days after the scheduled exam/quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, see me. There will be no make-ups or extensions on the Group Lecture & Short Report Activities or the Written Reflections.

University Policies

Academic Honesty: To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. If you are found to engage in an act of academic dishonesty, it will result in negative consequences on the course requirement in question. In addition, acts of academic dishonesty will be
reported. You are responsible for understanding and following the **University Academic Integrity Policy** available in the SJSU Catalog and on the web at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). This Policy requires that you be honest in all your academic course work.

**About Academic Integrity:** Academic integrity is essential to the mission of SJSU. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. Academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the University’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violation of the Academic Integrity Policy is a serious matter and violators risk course failure and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from the University. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

From a portion of the SJSU policy on Cheating: “1.1 CHEATING: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: 1.1.1 Copying, in part or in whole, from another’s test or other evaluation instrument; 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or departmental policies; 1.1.6 Sitting for an examination by a surrogate, or as a surrogate; 1.1.7 any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.”

From a portion of the SJSU policy on Plagiarism: “1.2 PLAGIARISM: At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: 1.2.1 the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work.”

For your information, the following URL will take you to the SJSU library’s tutorial page: [http://tutorials.sjlibrary.org/tutorial/index.html](http://tutorials.sjlibrary.org/tutorial/index.html). Search Plagiarism Tutorial for more information.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, **please make an appointment with me as soon as possible, or see me during office hours.** Presidential
Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
# PSYC 112 (Psychology of Adolescence) Fall 2011 Course Schedule

The following schedule is approximate. Some topics may take a little more (or less) time to cover than anticipated, so the planned topics for a given week may not always be completed by the expected date; however, I do plan to follow the order of the topics as they are listed. We will work to stay on schedule. I expect to keep to scheduled dates of the quizzes/exams, but it is possible that specific content to be included on the quizzes/exams may need to be adjusted. The date of the final exam will not change and will remain as scheduled. If there are any changes to the specific content of the quizzes/exams it will be announced in class. Also, I expect to keep to the scheduled date for the group lectures. Finally, although I anticipate following the schedule as provided below, the planned course schedule is tentative and may need to be changed with fair notice. **It is your responsibility to be aware of where we are in the readings, class lectures, and announcements.**

You will need to *bring a T & E Form 0200 & #2 pencils on the dates of Quiz 1, Exam 1, and Exam 2 (you will not need a scantron for Quiz 2)*. Bring a **blank form** to class on these days. You will receive instructions about how to complete specific parts of the form on the test day. **Scantron forms that are in poor condition may result in errors in scoring; therefore, do not fold, bend, or tear scantron forms and keep them free of stains and stray marks.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (Arnett Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>8/30 &amp; 9/1</td>
<td>Historical &amp; Theoretical Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 1</td>
</tr>
<tr>
<td>3</td>
<td>9/6 &amp; 9/8</td>
<td>Biological &amp; Pubertal Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 2</td>
</tr>
<tr>
<td>4</td>
<td>9/13 &amp; 9/15</td>
<td>Cognitive &amp; Social-Cognitive Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 3</td>
</tr>
<tr>
<td>5</td>
<td>9/20 &amp; 9/22</td>
<td>Cognitive &amp; Social-Cognitive Development (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>9/20: QUIZ 1 (estimated on chapters 1 &amp; 2 and related lectures; specific content of Quiz 1 will be confirmed in class before the quiz date).</strong></td>
</tr>
<tr>
<td>6</td>
<td>9/27 &amp; 9/29</td>
<td>Cultural Beliefs &amp; Gender Socialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chaps. 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>9/27: Group Lecture Preparation (Session 1)</strong></td>
</tr>
<tr>
<td>7</td>
<td>10/4 &amp; 10/6</td>
<td>Development of the Self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 6</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings (Arnett Text), Test Dates</td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>10/11 &amp; 10/13</td>
<td>Parent-Adolescent Relations&lt;br&gt;  • Chap. 7&lt;br&gt;  10/13: Group Lecture Preparation (Session 2)</td>
</tr>
<tr>
<td>9</td>
<td>10/18 &amp; 10/20</td>
<td>Parent-Adolescent Relations (cont.)</td>
</tr>
<tr>
<td>10</td>
<td>10/25 &amp; 10/27</td>
<td>Friendships &amp; Peer Relations&lt;br&gt;  • Chap. 8&lt;br&gt;  10/25: EXAM 1 (estimated on chapters 1 – 6 and related lectures; specific content of Exam 1 will be confirmed in class before the exam date).&lt;br&gt;  10/27: Group Lecture Preparation (Session 3)</td>
</tr>
<tr>
<td>11</td>
<td>11/1 &amp; 11/3</td>
<td>Friendships &amp; Peer Relations (cont.)</td>
</tr>
<tr>
<td>12</td>
<td>11/8 &amp; 11/10</td>
<td>Love &amp; Sexuality&lt;br&gt;  • Chap. 9&lt;br&gt;  11/8: QUIZ 2 (estimated on chapters 7 &amp; 8; specific content of Quiz 2 will be confirmed in class before the quiz date).</td>
</tr>
<tr>
<td>14</td>
<td>11/22</td>
<td>The Changing Environment of the Adolescent (School, Work, and Media Overview)&lt;br&gt;  • Chaps. 10, 11, &amp; 12&lt;br&gt;  11/24: THANKSGIVING HOLIDAY (NO CLASSES)</td>
</tr>
<tr>
<td>15</td>
<td>11/29 &amp; 12/1</td>
<td>The Changing Environment, etc. (cont.)&lt;br&gt;  11/29: 2 GROUP LECTURES: Eating Disorders/Depression&lt;br&gt;  12/1: 2 GROUP LECTURES: Substance Use/Delinquency</td>
</tr>
<tr>
<td>16</td>
<td>12/6 &amp; 12/8</td>
<td>Problems &amp; Resilience (Overview)&lt;br&gt;  • Chap. 13&lt;br&gt;  Conclusion</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings (Arnett Text), Test Dates</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Final Exam       | See your class section number for the date, time, and location of your final exam | **EXAM 2 (Final Exam)**<br>Exam 2 is estimated to be on chapters 7 – 13 & related lectures. I estimate that the majority of questions on Exam 2 will focus on content from chapters 7 – 10 & related lectures and that relatively fewer questions will come from chapters 11 – 13. The specific content of Exam 2 will be confirmed in class before the exam date.  
- **Section 02 (morning class) Final Exam:**
  Wednesday, Dec. 14 – 07:45-9:30am in DMH 353  
- **Section 03 (afternoon class) Final Exam:**
  Wednesday, Dec. 14 – 12:15-2:00pm in DMH 353  
*Note:* You must take the Final Exam with your class section. This day and time are determined by the University. |