San José State University  
College of Social Sciences/Psychology Department  
PSYC 112 (Psychology of Adolescence) Sections 01 & 02  

Spring 2013

Instructor: Dr. Mildred Alvarez  
Office Location: DMH 323  
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Email: mildred.alvarez@sjsu.edu

- Please write PSY 112 on the subject line of your email  
- Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response. My email response will normally be sent Monday – Thursday from 9am – 3pm.

Office Hours: Tuesday 2:50-4:00 & Thursday 12:30-1:20 or by appointment  

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 01)  
Tuesdays & Thursdays 1:30-2:45PM (section 02)

Classroom: DMH 353 (section 01)  
DMH 356 (section 02)

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/. Once at the website, select Psych 112: Psychology of Adolescence. 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 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.

Learning Outcomes

Course Learning Outcomes (CLOs)

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

CLO1: Identify and describe psychological theories and concepts relevant to cognitive, social, and emotional development during the adolescent years

CLO2: Have an appreciation for the historical and cultural factors that may affect societal perceptions of adolescence as a period of development

CLO3: 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

Program Learning Outcomes (PLOs)

Upon successful completion of the Psychology Major requirements, the following are expected:

PLO1: Knowledge Base of Psychology – students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
PLO2: Research methods in Psychology – students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3: Critical Thinking in Psychology – students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4: Application of Psychology – students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5: Values in Psychology – students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook

Other Readings
NA

Other material requirements
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.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

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 your cell phone in class (this includes texting).** If you have an emergency and must use your cell phone, please step outside the classroom.
3. The use of a laptop is permitted so long as it is limited to note-taking. **Do not use your laptop for personal matters during class time.**
4. **ON TEST DAYS**, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.
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.

**Recording of Class Lectures**
In accordance with University policy, note that “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” Furthermore, “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” **If you plan to record lectures, please let me know in advance.**

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the **current academic calendar** web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The **Late Drop**
Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Evaluation and Percentage of Grade from Course Requirements:

1. **EXAMS** = 60%
   You will be required to take 2 exams for a total of 60% of the course grade; each exam is 30% of the course grade. 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; each quiz is 15% 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. Quizzes will consist of a mix of multiple-choice, fill-in-the-blank, and short answer question. Quizzes are closed book and notes are NOT allowed.

3. **CLASS ACTIVITIES: SHORT WRITTEN COMMENTS & GROUP DISCUSSIONS ON SPECIFIC TOPICS** = 10%
   You will be required to submit 2 short Written Comments on specific topics and to participate in 2 in-class Group Discussions related to the topics of the Written Comments for a total of 10% of the course grade (each Class Activity consisting of a Written Comment & Group Discussion is worth 5% of the course grade). The dates of each Class Activity when short Written Comments are due and related Group Discussions take place are indicated on the course schedule.

   More information about the topic of each Class Activity and the specific format to follow in writing the short Written Comments will be discussed in class and a handout with instructions for you to follow in preparing for the activity will be posted on the course website no later than one week before the date of each Class Activity.

   **PLEASE NOTE** that short Written Comments will be collected and accepted promptly at the START of class. Written Comments will NOT be accepted by email – Written Comments will be accepted in class only. If you arrive no more than 5 minutes after the start of class, you can submit your Written Comment for partial credit; after this 5-minute period, a Written Comment will NOT be accepted. To earn credit for participation in the Group Discussion, you must participate throughout the duration of the activity and you cannot leave the classroom during the activity and return later.

   Attendance will be taken on Group Discussion days.

   To summarize, on Class Activity dates:

   1. Written Comments will be collected/accepted promptly at the START of class
2. Attendance will be taken/or a sign-in sheet will be circulated
3. Instructions for Group Discussion will be given and discussions will begin
4. Groups will share/present key issues from their group discussion

**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). Each of the two Class Activities (consisting of a Written Comment/Group Discussion per activity) is worth 50 points. Failure to do a course requirement will result in a score of 0 points for that missing requirement.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>49-50</td>
</tr>
<tr>
<td>B+</td>
<td>47-48</td>
</tr>
<tr>
<td>C+</td>
<td>45-46</td>
</tr>
<tr>
<td>D+</td>
<td>43-44</td>
</tr>
<tr>
<td>A</td>
<td>41-42</td>
</tr>
<tr>
<td>B</td>
<td>39-40</td>
</tr>
<tr>
<td>C</td>
<td>37-38</td>
</tr>
<tr>
<td>D</td>
<td>35-36</td>
</tr>
<tr>
<td>D-</td>
<td>33-34</td>
</tr>
<tr>
<td>F</td>
<td>31-32</td>
</tr>
</tbody>
</table>

**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.

**EXAMPLE:**

<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>42</td>
<td>x .15</td>
<td>6.30</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>36</td>
<td>x .30</td>
<td>10.80</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>44</td>
<td>x .30</td>
<td>13.20</td>
</tr>
<tr>
<td>Class Activity 1:</td>
<td>45</td>
<td>x .05</td>
<td>2.25</td>
</tr>
<tr>
<td>Class Activity 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 be given only 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, please see me.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.
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/.

SJSU Peer Connections

The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peers Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
PSYC 112 (Psychology of Adolescence) Spring 2013
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 dates for the Class Activities. 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. Please note that if you use a scantron form that is in poor condition, you do so at your own risk.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings (Arnett Text), Class Activities, Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
| 2    | 1/29 & 1/31 | Historical & Theoretical Issues  
• Chap. 1     |
| 3    | 2/5 & 2/7  | Biological & Pubertal Development  
• Chap. 2     |
| 4    | 2/12 & 2/14 | Cognitive & Social-Cognitive Development  
• Chap. 3     |
| 5    | 2/19 & 2/21 | Cognitive & Social-Cognitive Development (cont.)  
2/19: QUIZ 1 (estimated on chapters 1 & 2 and related lectures; specific content of Quiz 1 will be confirmed in class before the quiz date). |
| 6    | 2/26 & 2/28 | Cultural Beliefs & Gender Socialization  
• Chaps. 4 & 5  |
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</table>
| 7    | 3/5 & 3/7  | Development of the Self  
|      |            | • Chap. 6                                                                                     |
| 8    | 3/12 & 3/14| Parent-Adolescent Relations  
|      |            | • Chap. 7                                                                                     |
|      |            | **3/12:** Class Activity 1: Written Comment Due/Group Discussion                               |
| 9    | 3/19 & 3/21| Parent-Adolescent Relations (cont.)                                                              |
| 11   | 4/2 & 4/4  | Friendships & Peer Relations  
|      |            | • Chap. 8                                                                                     |
|      |            | **4/4:** EXAM 1 (estimated on chapters 1 – 6 and related lectures; specific content of Exam 1 will be confirmed in class before the exam date). |
| 12   | 4/9 & 4/11 | Friendships & Peer Relations (cont.)                                                            |
|      |            | Love & Sexuality  
|      |            | • Chap. 9                                                                                     |
| 13   | 4/16 & 4/18| Love & Sexuality (cont.)  
|      |            | **4/18:** QUIZ 2 (estimated on chapters 7 & 8; specific content of Quiz 2 will be confirmed in class before the quiz date) |
|      |            | (School, Work, and Media Overview)  
|      |            | • Chaps. 10, 11, & 12                                                                           |
|      |            | **4/25:** Class Activity 2: Written Comment Due/Group Discussion                              |
| 15   | 4/30 & 5/2 | The Changing Environment of the Adolescent (cont.)                                              |
| 16   | 5/7 & 5/9  | Problems & Resilience (Overview)  
<p>|      |            | • Chap. 13                                                                                     |
|      |            | Conclusion                                                                                     |</p>
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<th>Topics, Readings (Arnett Text), Class Activities, Test Dates</th>
</tr>
</thead>
</table>
| Final Exam | See your class section number for the date, time, and location of your final exam. | **EXAM 2 (Final Exam)**  
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 01 (morning class) Final Exam:**  
  Wednesday, May 15 – 07:45-9:30am in DMH 353  
- **Section 02 (afternoon class) Final Exam:**  
  Wednesday, May 15 – 12:15-2:00pm in DMH 356  

*Note: You must take the Final Exam with your class section. This day and time are determined by the University.*