San Jose State University  
Department of Psychology  
The Psychology of Adolescence  
PSYC 112; Sec. 3 - (#25700)  
Spring, 2013

Instructor: Russell A. Arias, Ph.D.  
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Office Hours: MW - 115-215pm & TTH-12:00-1:00pm; or by Appointment.  
Class Days/Time: Mon. & Wed. - 10:30-11:45am  
Classroom(s): Dudley Morehead Hall #355  

Course Description:  
SJSU Course Catalog Description: Psychological development of adolescence, including identity development, personality, and social development. Psychological influences on the development of the adolescent is examined through emerging adulthood from a cross-cultural perspective.

Specific Course Description: This course will introduce students to the developmental theories as a basic framework for understanding the human development and behavior(s) of adolescence (ages 12-18 years of age) through emerging adulthood (ages 18-25 years). By examining recent literature and research, students will analyze the theories of adolescent development as they relate to “normal” and “abnormal” behaviors. Students will analyze and process their analytic perspectives regarding individual behavior from the context of family, culture, and community. Using research, class discussions, case presentations, and video(s), students will explore the literature and the application of understanding the important issues and possible challenges often faced during adolescence. We will also examine the following psychosocial issues: Influences on Development; Cognitive Development; Personality Development; Psychosocial Development; Gender Identity Development; Moral Development; Parenting Styles; The influence of Peers on Development; Cultural Beliefs and Development; and possible Countertransference Issues for future clinicians interested in treating adolescent clients/patients.

Learning Outcomes:  
Course Learning Objectives (CLOs):
Upon successful completion of this course, students will be able to:
CLO1: To recognize normative (i.e., “average” or “typical”) and individual aspects of development on the adolescent in contemporary American: Student will develop an understanding of the major developmental theories which comprise the field of Adolescent Development and Emerging Adulthood. Students will also analyze and explore the theoretical approaches of adolescent development and the impact on one’s identity development throughout the early lifespan.

CLO2: To identify and describe psychological theories and concepts of cognitive, social and emotional development as they relate to the identity development of adolescence through emerging adulthood: Students will develop an understanding of the psychological theories, literature, and research regarding adolescent development and emerging adulthood.

CLO3: To have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, sexual orientation, and socioeconomic status: Students will develop an understanding of the various contributing factors of adolescents, their families, and the psychosocial influences of family, community, class and culture in a diverse, multicultural society.

CLO4: To gain an understanding of introductory knowledge of the research methods and assessment techniques used in the evaluation of adolescence, and their families: Students will gain an introductory knowledge of the research methods and assessment techniques used in the evaluation and study adolescents, emerging adults, and their families.

CLO5: To become familiar with the influence and contributors of “normal” and “abnormal” behaviors, and the biases and stigma associated with adolescent populations from a cross-cultural perspective: Students will become familiar with the influences and contributors of “normal” and “abnormal” behaviors, and the biases & stigma associated with adolescent and emerging adult populations from a cross-cultural, psychosocial contexts.

GE/SJSU Student Learning Objectives:
Upon successful completion of this course, students will able to:
CLO1: Analyze and understand the literature and research on normal versus abnormal behaviors during adolescent years of development.

CLO2: Synthesize the developmental literature as they relate to adolescent development and behaviors into emerging adulthood.

CLO3: Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual
orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

CLO4: Analyze and understand the basic theoretical concepts and research regarding individual and family influence through formative adolescent years.

CLO5: Acquire basic knowledge about the socio-cultural factors (i.e., gender, ethnicity, social class, sexual orientation, physical disability) and family influences that contribute to the development of the adolescent’s identity development.

CLO6: Develop a sensitive cross-cultural perspective/application from the literature and research while understanding or working with adolescent persons.

Program Learning Outcomes (PLO):
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 Readings:

Definition of Credit Hour:
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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:**

**University policy regarding expectation of student time investment:** “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.” Therefore, *for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.*

**Class Policy on Recording of 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.*

**Specific Class Policy on Etiquette:** In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

**Special Note:**

- If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.
- It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book to class.

- Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before hand via email if you will not be in class.
- Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.
Classroom Protocol:  The learning environment will consist of traditional, college learning, e.g., reading the assigned chapter from the text a week prior to discussion of the content. A summary of notes will be provided or presented (via electronic programs such as power-point-presentations) for each class. In each class session, we will interpret, examine, and understand the literature and research for appropriate application to real life interactions. As adult/college-age students, you are required to learn and practice your **Critical Thinking Skills** throughout the semester. The class culture will consist of interactive exchanges between each person involved in the course. Since we will exam delicate concepts such biases, prejudices, beliefs, attitudes, and understanding social differences in cultures and lifestyles you are expected to understand how your opinions could be different from another persons. This means more than being “politically correct.“ Such a skill is the basis for truly understanding cross-cultural development. If you become “triggered” and may feel offended by a difference of opinion, you are required to discuss/process your feelings and beliefs in an mature, adult perspective within the class culture. With the ultimate goal of respectfully: **Agreeing to Disagree.** It is also extremely important that you respect the class culture’s CONFIDENTIALITY.

Meeting with the Instructor: Students are encouraged to meet with the instructor should they wish. While I hope that students would feel comfortable addressing many questions, concerns, and issues in class discussions, nonetheless, I know some students may wish to have the opportunity to meet with me in private. I would be pleased to meet with you at an arranged meeting space on campus by appointment or feel free to make an appointment via e-mail.

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Cell Phones as well as other electronic devices:
Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

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.**

Laptops:
You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

Dropping and Adding:
Students are responsible for understanding University policies and procedures about add/drops, grade forgiveness (formerly academic renewal), etc. The [University Catalog](#)
Assignments and Grading Policy:

**Class Attendance & Participation** is Critical - 25% of Final Grade - Class discussions, experiential exercises, and multi-media presentations are an essential part of the learning process during this course. Students are expected to attend class sessions as scheduled and participate in class discussions. In the unlikely event of a student absence, students will be expected to acquire notes from a fellow student. It is not the responsibility of the instructor to update students on content they missed in class. Participation in class discussions and exercises based on assigned readings, is expected from all students. Students are expected to read the chapters assigned for each class period especially for comprehensive class discussions and debates. Personal self-disclosure is appropriate and ENCOURAGED; however, the instructor will take into account the fact that students vary in their ease and ability to initiate or participate in such discussions. Since we will discuss developmental theories across the life-span and potential causes of mental disorders and potential abnormal behavior, it will be important for students to share their personal perspectives/experiences regarding the theories as they relate to child and adolescent populations from diverse, ethnic backgrounds and lifestyles.

**Examination(s) of Student Learning** - 50% of Final Grade - Students will be required to take 2 examinations throughout the semester. Exams will be announced by the instructor. Review days will be held the class session prior to the exam, and students will be granted a weekend to study for the exam. **Review days are mandatory.** It is the responsibility of the student to acquire the “review-information” from a fellow student, NOT the professor. Exams will be given on the Mondays after the in-class review of the material. Students are required to bring their own Scantron Forms and pencils for the exam. Examinations will consist of multiple-choice, true/false, and/or essay format.

**Final Examination of Student Learning** - 25% of Final Grade - Students will be required to take a final examination, the date of the examination will be announced later in the semester. The final examination will be comprehensive and will consist of all the material discussed throughout the course. The final examination will consist of multiple choice questions, and one final essay question.

- Class Attendance & Participation: 25%
- Exams (2): 50% (25% per exam)
- Final Exam: 25%

**NOTE:** Grading is based on a straight percentage with 90% for lowest A; 80% for lowest B; 70% for lowest C; and 60% for lowest D.

**Make-up Policy:**
A make-up or extension on a course requirement will 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, please see me.

Using Desire2Learn:

Our course, The Psychology of Adolescence, will be using San Jose State’s online learning management system Desire2Learn for the upcoming semester. SJSU will no longer be using Blackboard CE 8, you will log in and participate in this course through Desire2Learn. This is a great opportunity to explore a new tool for online learning.

IMPORTANT: Enrolled students will be able to log in and see your course list links in Desire2Learn about 7 days prior to the start of the course—but the links will not be active until midnight of the start date of the class 1/24/13.

Login URL: http://sjsu.desire2learn.com

Please note that it should NOT have the “www” at the start of the URL like many other websites.

Username: about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your mySJSU account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames will generally be in the form of firstname.lastname, but may have an appended number (e.g., firstname.lastname#) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

Password: Your initial Desire2Learn password is your 9 digit SJSU ID number.

Courses: Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

It is strongly recommended that you visit the eCampus website at www.sjsu.edu/ecampus/students/ . Desire2Learn looks and functions differently than Blackboard CE 8, so even experienced online students will benefit from spending some time familiarizing themselves with Desire2Learn to be successful in this course. This website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools. For questions regarding the course or course materials, please contact me, the instructor.

For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk . The Help Desk can give technical support for password reset, browser problems, and other issues encountered in D2L Courses.

- Phone: (408) 924-2377
- Submit a help ticket using the University Help Desk Submit Ticket page
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.sjsu.edu/senate/S07-2.htm. This Policy requires that you be honest in all your academic course work.

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. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

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 department 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.

Plagiarism:
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.”
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) (http://www.drc.sjsu.edu/) to establish a record of their disability.

The Psychology of Adolescence
PSYC 112; Sec. 3 - #25700
Spring, 2013
Weekly Class Schedule:

Wednesday, January 23, 2013: Overview of the Course - Introduction of the course, course syllabus, and expectations & obligations of students.- Chapter 1 - Introduction to Adolescence & Emerging Adulthood.


Wednesday, January 30, 2013: Biological Foundations - Chpt. 2.
Monday, February 4, 2013: Biological Foundations - Chpt. 2.

Wednesday, February 6, 2013: Cognitive Foundations - Chpts. 2 & 3.


Wednesday, February 13, 2013: Cultural Beliefs - Chpt. 4

Monday, February 18, 2013: Cultural Beliefs - Chpt. 4

Wednesday, February 20, 2013: Review for Exam #1 - Chpts. 1, 2, 3, & 4 - DO NOT MISS CLASS!!!!!!

Monday, February 25, 2013: Exam #1 - Chpts. 1, 2, 3, & 4 - 20% of Final Grade

Wednesday, February 27, 2013: Gender Development & Socialization - Chpt. 5

Monday, March 4, 2013: Gender Development & Socialization - Chpt. 5

Wednesday, March 6, 2013: The Self - Chpt. 6

Monday, March 11, 2013: The Self - Chpt. 6

Wednesday, March 13, 2013: Media’s Influence - Chpt. 12

Monday, March 18, 2013: Media’s Influence - Chpt. 12

Wednesday, March 20, 2013: Family Relationships - Chpt. 7

March 25-29, 2013: Spring Break - No Class - Have a safe break!!!

Monday, April 1, 2013: NO CLASS - Cesar Chavez Day!!

Wednesday, April 3, 2013: Family Relationships - Chpt. 7

Monday, April 8, 2013: Friends & Peers - Chpt. 8

Wednesday, April 10, 2013: Review for Exam #2 - Chpts. 5, 6, 7, & 12 - Do NOT Miss this Class!!

Monday, April 15, 2013: Examination #2: Chpts. 5, 6, 7, & 12

Wednesday, April 17, 2013: Love & Sexuality - Chpt. 9
Monday, April 22, 2013: *Love & Sexuality* - Chpt. 9

Wednesday, April 24, 2013: *School & Work* - Chpt. 10 & 11

Monday, April 29, 2013: *School & Work* - Chpt. 10 & 11

Wednesday, May 1, 2013: *Problems & Resilience* - Chpt. 13

Monday, May 6, 2013: *Problems & Resilience* - Chpt. 13

Wednesday, May 8, 2013: *Review for Final Examination - Chapters 8, 9, 10, 11, & 13* - Do NOT Miss this Class!!!