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

Spring 2017

Course and Contact Information

Instructor: Dr. Mildred Alvarez  
Office Location: DMH 323  
Telephone: (408) 924-5640  
Email: mildred.alvarez@sjsu.edu.

- Please write PSY 112 on the subject line when communicating with me by email.  
- While I try to check email regularly during the day, please allow 1 business day for a response. Please note that I do not regularly check email on evenings or weekends.

Office Hours: Tuesdays 1:30-2:30pm & Thursdays 9:15-10:15am and 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 and before the date of a quiz, exam, etc. & do not wait too long to see me.

Class Days/Time: Tuesdays & Thursdays 10:30-11:45AM (section 01)
Classroom: DMH 359
Prerequisites: PSYC 001 (General Psychology)

Faculty Web Page

Copies of selected course materials such as the syllabus and review sheets (when available) can be found on the course website on my faculty web page at http://www.sjsu.edu/people/mildred.alvarez/courses/psyc112/index.html

Lecture notes are not available on the course website and I do not post my personal lecture notes online. Should you miss class, it is your responsibility to get
lecture notes from a classmate. Lecture notes will not be copied for or emailed to students. I will announce in class when specific handouts are available on this website.

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 and Course Goals

Course Learning Outcomes (CLO)

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

Theoretical frameworks will be introduced at the beginning of the course and elaborated on throughout the semester (CLO1); information on historical and cultural factors affecting adolescent development is distributed in the readings and lectures throughout the course (CLO2); information about developmental changes influencing adolescent behavior is organized topically and distributed throughout the course (CLO3). Course Learning Outcomes will be met through quizzes, exams, and the writing assignment.

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 Texts/Readings

Textbook

- This textbook is available at the University (Spartan) Bookstore.

Other Readings

- Note that both articles appear in the same issue of the journal. The journal is available at King Library and the articles can be accessed/downloaded from the King Library system.

Other Material Requirements

- You will need to purchase two (2) 882E 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).
  You will need to bring SCANTRON Form 882E & #2 pencils on the dates of Exam 1 and Exam 2 (you will not need a scantron for Quiz 1 or Quiz 2). Bring a blank form to class on the exam dates. 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.

Course Requirements and Assignments

Evaluation and Percentage of Grade from Course Requirements:

(1) **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 located at the end of the syllabus along with an estimate of the course material to be included on each quiz. Course material consists of required readings, class lectures, and other information from additional sources (e.g., videos) that may be required. Each quiz will consist of a mix of multiple-choice, fill-in-the-blank, and short answer questions. Quizzes are closed book and notes are NOT allowed.

(2) **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. The Final (Exam 2) will NOT be cumulative. Exams are closed book and notes are NOT allowed.

(3) **ESSAY** = 10%
You will be required to write a short essay for a total of 10% of the course grade. The essay will be based on two assigned journal articles. See the “Other Readings” subsection of the syllabus under “Required Texts/Readings” for information on the articles and how to obtain copies. The essay you will write will respond to a specific question and your response will be based on the required articles. Additional instructions and a separate handout will be provided with more information about this assignment. If you would like for me to review a draft of your essay, it must be submitted in class (not by email) at least 2 weeks before it is due.

Final Examination

As noted in the above section describing the course requirements, Exam 2 will be the course Final Exam.

Extra Credit Opportunities:

Throughout the semester, there will be 4 opportunities to earn extra-credit. Each extra-credit assignment will be worth ¼ point (+.25).

Some extra-credit assignments will ask that you either (a) produce an individual written comment on a selected topic or (b) participate in a group activity and produce a group written comment. In the case of group activities, you must be present at the START
of the activity and participate throughout its duration to earn credit for the activity (i.e., you cannot arrive late and join an ongoing group activity).

These assignments/activities will NOT be announced in advance and will occur at random times during the semester. They are intended to prompt your reflection on selected course topics. The short written comments you submit in class will not be returned. They will be scored generously and if you are generally on target in your comments, you should receive full credit for each of these assignments. Unless you are notified otherwise within one week, you can assume that you received full credit on the assignment you submitted. Please be sure to regularly have blank, standard size (8 ½ x 11), lined paper to use when these extra-credit assignments are given in class.

---

**Grading Policy**

**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 and the points per item will be indicated on each quiz. The Essay is worth 50 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>Requirement</th>
<th>Points Earned</th>
<th>Multiplied by % of Course Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1:</td>
<td>36</td>
<td>x .15</td>
<td>5.40</td>
</tr>
<tr>
<td>Quiz 2:</td>
<td>39</td>
<td>x .15</td>
<td>5.85</td>
</tr>
<tr>
<td>Exam 1:</td>
<td>35</td>
<td>x .30</td>
<td>10.50</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>42</td>
<td>x .30</td>
<td>12.60</td>
</tr>
<tr>
<td>Essay:</td>
<td>42</td>
<td>x .10</td>
<td>4.20</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**  
38.55 (rounding up) = 39 = C+

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

**NOTE:** You would add +.25 to your TOTAL SCORE (before rounding) for each extra-credit assignment you successfully completed. Therefore, if you completed all 4 extra-credit assignments, then you would add “1” point to your TOTAL SCORE. In the example above, this would mean a TOTAL SCORE of 39.55 (rounding up) = 40 = B-.

**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 e-mail as soon as possible and no later than two (2) days after the scheduled date of the missed requirement – include your full name and telephone number (with area code) in your e-mail. Appropriate written documentation (e.g., a doctor’s note) is required for a make-up on a missed class requirement 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 this 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).

There are NO MAKE-UPS on the Extra-Credit Opportunities.

If you have questions about any aspect of this make-up policy, please see me.

Classroom Protocol

Class Attendance: You are responsible for all class content and your presence in class is expected. Exams and quizzes will consist of questions from your text, class lectures, and any other information (e.g., videos, activities) required for 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; I encourage you to exchange contact information with one or two classmates.**

Recording of Class: University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record course material.

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. Such 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.” 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 during class, please let me know in advance.**

ClassCourtesy: 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, please enter the classroom quietly and unobtrusively. **On test days, it is expected that you arrive on time.**
2. **Do not use headphones or cell phones in class (this includes texting).** If you have an emergency and must use your cell phone, please step outside the
3. The use of laptops or tablets is limited to class related note-taking. If a student is found using electronic devices for anything other than class note-taking, they will lose their privilege to use it in class.

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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 are 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.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an
appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
PSYC 112 (Psychology of Adolescence) Spring 2017

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 all course requirements, 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. 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.

<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>1/26</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/31 &amp; 2/2</td>
<td>Historical &amp; Theoretical Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 1</td>
</tr>
<tr>
<td>3</td>
<td>2/7 &amp; 2/9</td>
<td>Historical &amp; Theoretical Issues (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biological &amp; Pubertal Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 2</td>
</tr>
<tr>
<td>4</td>
<td>2/14 &amp; 2/16</td>
<td>Biological &amp; Pubertal Development (cont.)</td>
</tr>
<tr>
<td>5</td>
<td>2/21 &amp; 2/23</td>
<td><strong>Thursday, 2/23: QUIZ 1</strong> (chapters 1 &amp; 2 and related lectures – specific content of Quiz 1 will be confirmed in class before the quiz date).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitive &amp; Social-Cognitive Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 3</td>
</tr>
<tr>
<td>6</td>
<td>2/28 &amp; 3/2</td>
<td>Cognitive &amp; Social-Cognitive Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cognitive &amp; Social-Cognitive Development (cont.)</td>
</tr>
<tr>
<td>7</td>
<td>3/7 &amp; 3/9</td>
<td>Cultural Beliefs &amp; Gender Socialization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chaps. 4 &amp; 5</td>
</tr>
<tr>
<td>8</td>
<td>3/14 &amp; 3/16</td>
<td><strong>Tuesday, 3/14: ESSAY DUE IN CLASS (NOT BY EMAIL)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Beliefs &amp; Gender Socialization (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of the Self [Highlight of Selected Issues]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 6</td>
</tr>
<tr>
<td>9</td>
<td>3/21 &amp; 3/23</td>
<td>Parent-Adolescent Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 7</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>
<tr>
<td>10</td>
<td>3/27 – 3/31</td>
<td><strong>SPRING RECESS – NO CLASSES</strong></td>
</tr>
<tr>
<td>11</td>
<td>4/4 &amp; 4/6</td>
<td><strong>Thursday, 4/6:</strong> Exam 1 (estimated on chapters 1 – 6 and related lectures; specific content of Exam 1 will be confirmed in class before the exam date). Parent-Adolescent Relations (cont.)</td>
</tr>
<tr>
<td>12</td>
<td>4/11 &amp; 4/13</td>
<td>Friendships &amp; Peer Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 8</td>
</tr>
<tr>
<td>13</td>
<td>4/18 &amp; 4/20</td>
<td><strong>Thursday, 4/20:</strong> Quiz 2 (estimated on chapters 7 &amp; 8; specific content of Quiz 2 will be confirmed in class before the quiz date) Love &amp; Sexuality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 9</td>
</tr>
<tr>
<td>14</td>
<td>4/25 &amp; 4/27</td>
<td>Love &amp; Sexuality (cont.)</td>
</tr>
<tr>
<td>15</td>
<td>5/2 &amp; 5/4</td>
<td>The Changing Environment of the Adolescent (School, Work and Media issues)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 10 [School] (pp.284-305 only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 11 [Work] (pp. 317-328 only)</td>
</tr>
<tr>
<td>16</td>
<td>5/9 &amp; 5/11</td>
<td>The Changing Environment of the Adolescent (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 12 [Media]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems &amp; Resilience [Highlight of Selected Issues]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chap. 13</td>
</tr>
<tr>
<td>17</td>
<td>5/16</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Monday, May 22</td>
<td><strong>EXAM 2 (Final Exam)</strong></td>
</tr>
<tr>
<td></td>
<td>9:45-11:30am</td>
<td>Exam 2 is estimated to be on chapters 7 – 13 &amp; related lectures. I estimate that the majority of questions on Exam 2 will focus on content from chapters 7 – 10 &amp; 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. <strong>Note:</strong> You must take the Final Exam with your class section. Final Exam dates and times are determined by the University.</td>
</tr>
</tbody>
</table>