San José State University  
College of Social Sciences/Psychology Department  
PSYC 112 (Psychology of Adolescence) Sec 01 & 03  
Spring 2018

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 after 5:00pm or on weekends.

Office Hours: Tuesdays & Thursdays 3:00-4:00pm 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.

Class Days/Time: Tuesdays & Thursdays 10:30-11:45AM (sec 01) & Tuesdays & Thursdays 1:30-2:45PM (sec 03)

Classroom: DMH 356 (sec 01) & DMH 355 (sec 03)

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
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 class activities/writing assignments.

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

  
  For your information, the ISBN that appears on the back cover of the bound, printed version of the textbook is ISBN 13: 978-0-13-459687-7 AND the ISBN for the Pearson eText version of the textbook that provides an “access card” and “access code” to register/redeem and gain access to the textbook is ISBN 13: 978-0-13-400603-1.

- Access to this textbook is available as an eText at the University (Spartan) Bookstore.

- **NOTE:** For those of you who would like a print version of the textbook, the Pearson textbook representative explains that once students obtain access to the eText by purchasing the access card provided by the bookstore and register/redeem the access card code, then students will be offered an upgrade to buy a print version of the textbook at reduced cost – *I sent an email message to all students enrolled in the class with the “invitation link” that provides 3-step instructions for how to register/redeem your “access code”*. Finally, once you register/redeem the access code that you purchased from the bookstore, you can download the Pearson Revel app on your mobile device so that you can access the eText offline (you can go to your app store and search for “Pearson Revel”). **If you did not receive my class email messages, see me in person at the end of our first day of class.**

#### Other Readings


- The above journal is available at King Library and the article can be accessed/downloaded from the King Library system.
Other Material Requirements

- You will need to purchase two (2) 882E SCANTRON forms to use on Exams 1 and 2 (you will not need a SCANTRON form for quizzes). Bring #2 pencils and a good quality eraser on test dates. Because there may not be a working pencil sharpener in the classroom, please bring additional sharpened pencils. Bring a blank form to class on the two exam dates. You will receive instructions about how to complete specific parts of the form on the test day. **NOTE:** 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** = 40%

You will be required to take 3 quizzes for a total of 40% of the course grade. Quiz 1 is worth 15%, Quiz 2 is worth 10%, and Quiz 3 is worth 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. **Quizzes will consist of multiple-choice, fill-in-the-blank, or short answer questions – or a combination of these formats.**

- **Quizzes 1 & 3** are closed book and notes are NOT allowed.

- **Quiz 2** is based primarily on your reading of an assigned, required journal article and a few short sections of your textbook to be specified in class. The research article you are required to read is concerned with brain development during adolescence and the implications for the self-control capabilities of adolescents. The article is listed under the “Required Texts/Readings” section of the syllabus (see “Other Readings” subsection). Quiz 2 is open article and you will be allowed to use your personal copy of the article during the quiz. Note that it is **very important that you read the article in advance**, so that you will be prepared to make good use of the class time provided to clearly and thoughtfully write your answers to the questions.
(2) **EXAMS = 50%**

You will be required to take 2 exams for a total of 50% of the course grade; each exam is 25% 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) **CLASS ACTIVITIES/IN-CLASS WRITING ASSIGNMENTS = 10%**

You will be required to participate in and complete three (3) class activities/in-class writing assignments worth 10% of the course grade.

The activities/writing assignments are intended to prompt your reflection on selected course topics. These assignments *might include writing a short essay, participating in small group discussion with classmates and completing a short oral or written report/summary of your discussion.* Each activity is worth specific points depending on what you will be asked to do (*one activity is worth 20 points and the other two activities are each worth 15 points*). Some activities will require that you prepare ahead of time by reading either certain sections of your textbook or other material to be specified in class. *The specific date of each class activity is NOT indicated on the course schedule,* however, as we approach a reasonable date for an in-class activity/writing assignment to take place, I will announce this IN CLASS. When I announce an upcoming activity, I will also give more information, if necessary, about how you should prepare in advance so that you can have a positive experience participating in the activity.

*The short written comments you submit in class as part of these activities will not be returned.* They will be scored generously and if you are generally on target in your comments, you should receive good credit for each of these assignments. *Unless you are notified otherwise within one week after completing the activity/assignment,* you can assume that you received full credit on the activity/assignment you submitted. *Please be sure to have blank, standard size (8½ x 11), lined paper to use when these assignments are given in class.*

**Extra Credit:** I do not plan to offer extra credit opportunities, activities, or assignments. However, if any such opportunities were given, it would be announced IN CLASS so that everyone would have a chance to do such an assignment. Please note that such an assignment would be of limited point value and that there would be no make-ups of any extra credit assignment or activity.

**Final Examination**

As noted in the above section describing the course requirements, *Exam 2 will be the course Final Exam.*
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 Quizzes is worth 50 points and the points per item will be indicated on each quiz. Completion of the three required Class Activities/In-Class Writing Assignments is worth a total of 50 points (each class activity/writing assignment is worth a specific number of points as explained in the “Course Requirements and Assignments” section). Failure to do a course requirement will result in a score of 0 points for that missing requirement.

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 - 50</td>
<td>A+</td>
</tr>
<tr>
<td>47 - 48</td>
<td>A</td>
</tr>
<tr>
<td>45 - 46</td>
<td>A-</td>
</tr>
<tr>
<td>43 - 44</td>
<td>B+</td>
</tr>
<tr>
<td>41 - 42</td>
<td>B</td>
</tr>
<tr>
<td>40</td>
<td>B-</td>
</tr>
<tr>
<td>38 - 39</td>
<td>C+</td>
</tr>
<tr>
<td>36 - 37</td>
<td>C</td>
</tr>
<tr>
<td>35</td>
<td>C-</td>
</tr>
<tr>
<td>33 - 34</td>
<td>D+</td>
</tr>
<tr>
<td>31 - 32</td>
<td>D</td>
</tr>
<tr>
<td>30</td>
<td>D-</td>
</tr>
<tr>
<td>0 - 29</td>
<td>F</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:

<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>40</td>
<td>x .15</td>
<td>6.00</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>43</td>
<td>x .10</td>
<td>4.30</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>38</td>
<td>x .15</td>
<td>5.70</td>
</tr>
<tr>
<td>Exam 1</td>
<td>36</td>
<td>x .25</td>
<td>9.00</td>
</tr>
<tr>
<td>Exam 2</td>
<td>42</td>
<td>x .25</td>
<td>10.50</td>
</tr>
<tr>
<td>Three Activities/Writing</td>
<td>50</td>
<td>x .10</td>
<td>5.00</td>
</tr>
</tbody>
</table>

In this example, your TOTAL SCORE would be 40.5 (rounding up) = 41.

Use the Grade Scale shown above to interpret your TOTAL SCORE. In this example, the total is a score of 41, which would be a course grade of B.

Note about rounding: A Total Score with a .5 and above will be rounded up (e.g., 39.5 = 40). A Total Score with a .4 or lower will not be rounded up (e.g., 39.4 = 39).

Make-up Policy: A make-up or extension on a course requirement will be given under serious and WELL-DOCUMENTED circumstances. Where such circumstances exist, it is your responsibility to notify me by email as soon as possible and no later than two (2)
**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, “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.*

**Class Courtesy:** Out of respect for 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 and in-class activity days, it is expected that you arrive on time.*

2. **Do not use earbuds, headphones or cell phones in class for personal matters (this includes texting).** If you have an emergency and must use your cell phone for this purpose, please step outside the classroom. **Please silence your cell phone for the duration of the class period.**

3. **The use of laptops or tablets is limited to class related purposes such as note-taking.** If a student is found using electronic devices for anything other than class-related purposes, 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. Please be respectful of the views and opinions of others even if you do not agree with them.

**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](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](http://peerconnections.sjsu.edu) at [http://peerconnections.sjsu.edu](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](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 2018 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. 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>1/25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>1/30 &amp; 2/1</td>
<td>Historical &amp; Theoretical Issues (Chap. 1)</td>
</tr>
<tr>
<td>3</td>
<td>2/6 &amp; 2/8</td>
<td>Historical &amp; Theoretical Issues (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>2/13 &amp; 2/15</td>
<td>Biological &amp; Pubertal Development (Chap. 2)</td>
</tr>
<tr>
<td>5</td>
<td>2/20 &amp; 2/22</td>
<td>Tues, 2/20: Cognitive &amp; Social-Cognitive Development (Chap. 3)</td>
</tr>
<tr>
<td>6</td>
<td>2/27 &amp; 3/1</td>
<td><strong>Tuesday, 2/27: QUIZ 1</strong> <em>(estimated on content related to chapters 1 &amp; 2 with focus on class lectures. Specific content of Quiz 1 will be confirmed in class before the quiz date).</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2/27: Quiz 1</strong></td>
</tr>
<tr>
<td>7</td>
<td>3/6 &amp; 3/8</td>
<td>Cultural Beliefs &amp; Gender Socialization (Chaps. 4 &amp; 5)</td>
</tr>
<tr>
<td>8</td>
<td>3/13 &amp; 3/15</td>
<td>Tues, 3/13: (a) Cultural Beliefs &amp; Gender Socialization (cont.), and (b) Come prepared to discuss the <strong>Casey &amp; Caudle (2013) article</strong> with classmates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3/15: Quiz 2</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/20 &amp; 3/22</td>
<td>Cultural Beliefs &amp; Gender Socialization (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of the Self *(Chap. 6) [Highlight of Selected Issues]</td>
</tr>
<tr>
<td>10</td>
<td>3/27 &amp; 3/29</td>
<td><strong>SPRING RECESS – NO CLASSES</strong></td>
</tr>
<tr>
<td>11</td>
<td>4/3 &amp; 4/5</td>
<td>Tues, 4/3: Parent-Adolescent Relations (Chap. 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4/5: Exam 1</strong></td>
</tr>
<tr>
<td>12</td>
<td>4/10 &amp; 4/12</td>
<td>Parent-Adolescent Relations (cont.)</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>13</td>
<td>4/17 &amp; 4/19</td>
<td>Friendship &amp; Peer Relations (Chap. 8)</td>
</tr>
<tr>
<td>14</td>
<td>4/24 &amp; 4/26</td>
<td>Love &amp; Sexuality (Chap. 9)</td>
</tr>
<tr>
<td></td>
<td>4/26: Quiz 3</td>
<td>Thursday, 4/26: QUIZ 3 (estimated on content related to chapters 7 &amp; 8 with focus on class lectures. Specific content of Quiz 3 will be confirmed in class before the quiz date)</td>
</tr>
</tbody>
</table>
| 15   | 5/1 & 5/3  | The Changing Environment of the Adolescent  
(School, Work and Media issues; Focus on School Context)  
- Chap. 10 [School – selected sections only]  
  >Read sections 10.4 & 10.5 under the heading “What works? The characteristics of effective schools” AND sections 10.10, 10.11, & 10.13 under the heading “Academic achievement in high school: Individual differences”.  
- Chap. 11 [Work – selected sections only]  
  >Read sections 11.6, 11.7, & 11.8 under the heading “Adolescent work today”; sections 11.9 & 11.10 under the heading “From school and part-time work to a ‘real job’”; AND sections 11.13 & 11.14 under the heading “Occupational choice”. |
| 16   | 5/8 & 5/10 | The Changing Environment of the Adolescent (cont.)  
- Chap. 12 [Media]  
- Chap. 13 [Problems and Resilience]  
  >Chapter 13 is strongly recommended, but it is not required. |

**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 – 12 & 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 – 12. The specific content of Exam 2 will be confirmed in class before the exam date.  

- Section 01 (10:30am class) Final Exam:  
  *Tuesday, May 22nd:* 9:45-11:30am (DMH 356)  
- Section 03 (1:30pm class) Final Exam:  
  *Wednesday, May 16th:* 12:15-2:00pm (DMH 355)  

**Note:** You must take the Final Exam with your class section. Final Exam dates and times are determined by the University.