Instructor Information

Instructor       Laura Jones-Hagata
Office Location  DMH 232
Email            Mail function through course Canvas site or laura.jones@sjsu.edu
Class Days/Time  Mondays and Wednesdays, 1:30 – 2:45, Clark Building 226
Office Hours    Wednesdays 9 – 10:15 am or by appointment
Prerequisites   General Psychology – PSYC 001
GE/SJSU Studies Area Z

see Fall 2014 GE Guidelines (pp. 43 – 44) for a full description of Area Z goals and requirements

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. It is expected that you will have completed the assigned readings before each class meeting.
Learning Outcomes and Required Course Content

Overview

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 112 is designed to address 2 levels of Learning Outcomes.

Psychology 112 Course Learning Outcomes (CLOs). These are outcomes for this specific course. For Psychology 112, the specific Course Learning Outcomes (CLOs) for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

Program Learning Outcomes (PLOs). These outcomes refer to the broad goals of the SJSU Psychology Major program. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

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.

Criteria used to assess mastery of CLO1 include instructor presentations, classroom activities and discussions, course assignments, and exams. In addition, this objective is reinforced through material presented in Arnett (2013); specifically, chapters 7, 8, and 12. General topics covered include: theoretical issues, moral development, and intergroup interactions. The Media Influence and Gender assignment affords students the opportunity to examine how media popular with adolescents can promote gender stereotypes, and to critically analyze media influences in their paper.

CLO2 – Analyze and distinguish the historical and cultural factors that may affect societal perceptions of adolescence as a period of development.

Criteria used to assess mastery of CLO2 include instructor presentations, classroom activities and discussions, guest speakers, course assignments, and exams. In addition, this objective is reinforced through material presented in Arnett (2013); specifically, chapters 4, 6, 10, and 11. General topics covered include: cultural beliefs and socialization, globalization and the history of adolescent work in traditional cultures, cultural beliefs and school, and the changing forms of adolescent sexuality.

CLO3 – Identify and describe the potential impact of various developmental changes (e.g., biological, cognitive, social) on adolescents’ perceptions of themselves and their relationships with others.

Criteria used to estimate mastery of CLO3 include instructor presentations, classroom activities and discussions, guest speakers, course assignments, and exams. In addition, this objective is reinforced through material presented in Arnett (2013); specifically, chapters 2 and 3. General topics covered include: the biological revolution of puberty, social and personal responses to adolescent growth and development, and cognitive foundations.

For Psychology 100W, the general GE student learning outcomes (SLOs) for 100W
(Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [Matched GE SLOs indicated in brackets]. Upon successful completion of this course students will:

Program Learning Outcomes (PLOs)

Upon successful completion of the psychology major requirements…

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 Skills 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.

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<th>Required Texts/Readings</th>
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Text Book


Other Readings

Additional course reading material will be posted on our course management website, Canvas http://sjsu.instructure.com

Other Resources

APA Style Tutorial

Owl APA style resource

SJSU Library: Psychology-specific tutorials, resources

Other equipment/material requirements

- You will need to purchase three (3) T & E Form 0200 scantron forms.
- #2 Pencil & a black pen
• You will need to bring blank, standard size (8 ½ x 11), lined paper to class on a regular basis to be used for periodic in-class writing assignments.

• Regular access to a computer and internet connection

• Paper for printing assignments (no emailed assignments are accepted; some assignments require posting on Canvas which is not the same as emailing an assignment)

• Handouts will be made available in a timely manner via Canvas. It is your responsibility to print out and bring copies of handouts to the appropriate lecture.

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**Course Canvas site**

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

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**Accessing Course Canvas site**

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/) and click on “Log in to Canvas”

Username = *SJSU 9-digit ID*

Password = *your current SJSUOne password*

For additional information or help with logging in:

Canvas Student Tutorial: [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

Note: clearing your browsing history may help if you have trouble logging into the site.

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**Assignments and Grading Policies**

Exam #1 - 50 points
Exam #2 - 50 points
Final Exam - 50 points
Media Influence and Gender Assignment - 30 points total (the group presentation = 15 points and the individual paper = 15 points)
Essay - 30 points
The assignments in Psychology 112 are designed to challenge your thinking and assess your mastery of the material appropriate for the discipline of psychology.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Exams**
The three exams will cover both the textbook and the instructor’s presentations. They will consist of approximately 40 multiple-choice questions and 1 long answer. Exams are to be taken alone. Group collaboration is unacceptable, transparent, and unethical. Those who do not observe the honor system will receive a failing grade automatically. Missed exams will receive a score of zero. (50 points each)

**Media Influence and Gender Assignment:**
Media popular with adolescents promote gender stereotypes. Gender intensification and culture at adolescence encourage girls and boys to conform to presented ideals. The focus on physical appearance in the female gender role is associated with girls’ negative body image, depression, and eating disorders. For boys, gender expectations and value of aggression are associated with social problems and problem behavior. You and your group will observe and record how adolescents are portrayed in the media (e.g., television, music, movies, news, internet, magazines). Each group member will write a 3-page individual paper (using three scholarly articles), and participate in a group presentation. This assignment will be explained further in class. (30 points total)

**Essay**
You will be required to write a short essay (between 2 ½ -3 double-spaced pages in length, not including title page and references) based on a prompt and two journal articles of choice. Additional instructions and a separate handout will be provided with more information about this assignment. (30 points total)

**In-class Reflection Papers**
You will be required to do several short, in-class writing assignments. These in-class writing assignments will not be announced in advance and will occur at random times during the semester. The in-class writing assignments are intended to prompt your reflection on selected course topics. You will turn in your short written assignments when these are collected in class (they 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 in-class writing assignment you submitted. Please be sure to regularly have blank, standard size (8 ½ x 11), lined paper to use when these assignments are given in class. (20 points total)

**Class Activities**
The activities will be held inside of the classroom throughout the semester. These activities have been designed to enhance your understanding of the material and reinforce program learning outcomes one through five. This portion of you grade cannot be earned outside of the activities they are allotted to (i.e., you cannot earn extra credit for these points if you miss class the day of these activities). (20 points total)

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Course Grade and Assignment Policies

Course grades will be based on the number of points accumulated throughout the semester. Final grades in this course will be assigned as indicated below.

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Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended
that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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 Integrity Policy S07-2 requires approval of instructors.

**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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/).

**Expectation of Work Load: Senate Policy S12-3 on student work expectations**

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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester
2. A credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and a minimum of six hours of out-of-class student work each week.
Consent for Recording of Class and Public Sharing of Instructor Material

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

- “Common courtesy and professional behavior dictate 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.”
  - The instructor's process for granting permission is required, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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 instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Classroom Protocol and Policies

Contacting Instructor

1. **I will answer emails M - TH, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.
3. Through Canvas (Canvas) discussion board. Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. Through regular email. laura.jones@sjsu.edu.

5. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 112: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructors title
   c. **Identify yourself** and the course/section you are in.
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. **Expect replies within 2 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc 112: Assignment due date question

Dear Professor Jones-Hagata,

My name is Doughnut Holschtein and I am in your 112 class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

D.H.

student id # 001234567

Regular attendance is necessary to do well in the course.
Although the course has an online resource, this resource is not a substitute for attending lectures.

**Laptops**
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**
Use email!! Use office hours! Talk to me!!

**Check the course Canvas site regularly**
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**
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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

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 instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

**Student Resources**

**Librarian: Psychology**
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

**Psychology Librarian:** Bernd Becker  
408.808.2348  
Bernd.Becker@sjsu.edu  
http://libguides.sjsu.edu/psychology

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center at  
http://www.sjsu.edu/at/asc/ 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 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
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<tr>
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<td>W</td>
<td>8/22</td>
<td>Course introduction</td>
<td>Log onto course Canvas site</td>
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<td>2</td>
<td>M</td>
<td>8/27</td>
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<td>Biological and Pubertal Development</td>
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<td>10/24</td>
<td>Friends and Peers Chapter 8</td>
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<td>11</td>
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<td>Review</td>
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<td>12</td>
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<td>11/5</td>
<td>Exam 2</td>
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<td>W</td>
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<td>Love and Sexuality Chapter 9</td>
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<td>M</td>
<td>11/12</td>
<td>Veterans Day (Campus Closed)</td>
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<td>W</td>
<td>11/14</td>
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<td>Article summary Due</td>
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<td>14</td>
<td>M</td>
<td>11/19</td>
<td>The changing Environment of the Adolescent; school work, and media issues</td>
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<td>Non-Instructional Day</td>
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<td>15</td>
<td>M</td>
<td>11/26</td>
<td>The changing Environment of the Adolescent Chapter 11 (work)</td>
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they are often perceived and stereotyped by the five D’s: dumb, deprived, dangerous, deviant and disturbed. Moreover, Blacks were twice as likely as Whites to be portrayed as perpetrators, six times more likely to be portrayed as perpetrators than as officers, and overrepresented as criminals 37% of the time while comprising only 21% of those arrested according to crime reports. So even though my family has had to struggle, we have not had to struggle against a society that has stereotyped us to the point where it prevents us from getting a job (research has shown the same applicant with the name Deshawn was less likely to get hired than with the name Dennis), that teachers punish students differently (teachers were more likely to suspend a student name Malikiah whereas Mike was allowed to stay in class but go to detention for the same infraction). Our challenges and struggles are not equal and because of that I have white privilege. I can protest without the fear of being harassed, so I do, because I teach students who are immigrants and cannot, because I teach students who have been harassed for doing the things I can do without worry or care.