San José State University  
College of Social Sciences/Psychology Department  
PSYC 112 (Psychology of Adolescence) Sec 02 & 03  
Spring 2020

Course and Contact Information

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

- Please write PSYC 112 on the subject line when communicating with me by email
- I try to check email regularly, but 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: Mondays & Wednesdays 1:30-2:30pm 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: Mondays & Wednesdays 12:00-1:15pm (sec 02) & Mondays & Wednesdays 3:00-4:15pm (sec 03)

Classroom: DMH 356 (sec 02) & WSQ Hall 207 (sec 03)

Prerequisites: General or Introductory Psychology (PSYC 001 or equivalent)

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 periodically and as needed throughout the semester. This site will be used to provide:

- Syllabus and tentative, planned course schedule
- Handouts (test review sheets)
- Two journal articles for required reading

Please note that lectures/slides will NOT be posted on the course Canvas site. Therefore, you will want to take good notes while attending class lectures. If you miss class for any reason, it is your responsibility to get lecture notes from one of
your classmates. When new material (e.g., review sheets) has been posted on the site, I will announce this in class. **Check this site regularly for any class announcements or updates.**

### 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 the Canvas link on the right side of the page which logs you into Canvas. You can also access Canvas at [http://sjsu.instructure.com](http://sjsu.instructure.com)

**Username:** SJSU 9-digit ID  
**Password:** your current SJSUOne password

For additional information or help with logging in, please see the 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.

### Course Description

**SJSU Course Catalog Description:** Psychological development of adolescents and young (emerging) adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Prerequisite: PSYC 001.

**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-related expectations and 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 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, in-class activities and short 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

Required Textbook

- **Revel**: Revel is an online resource provided by Pearson. This online resource includes access to the textbook (eText) as well as supplementary materials. The textbook is required, but the supplementary materials are for your personal study purposes only and I will NOT require any assignments, quizzes, etc. that may be provided through Revel.
- **Revel** access to the textbook can be purchased in one of two ways: (1) through the University (Spartan) Bookstore where you can purchase an “access card with an access code” that you can use to register/redeem at Pearson to gain access to the eText; or (2) you can purchase Revel access to the eText directly from Pearson. You can access/register for Revel starting January 17th until May 22nd.

- **Course Invitation Link & Instructions to access the eText through Revel:**
  1. Go to [https://console.pearson.com/enrollment/rcyl3](https://console.pearson.com/enrollment/rcyl3)
  2. Sign in to your Pearson Account or create one.
  3. Redeem your access code or purchase instant access directly from Pearson online

- **Note**: For those of you who would like a print version of the textbook, Pearson explains that once you access the eText through Revel, that you will be offered an upgrade to buy a loose-leaf print version of the textbook at reduced cost.
- Once you purchase access to Revel, 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 have any issues accessing the textbook, please contact Pearson Tech Support at 855-875-1801.

Other Required Reading – **[Note: The journal articles are posted on our course Canvas Home Page]**

Other Material Requirements

You will need to purchase four (4) T&E 0200 SCANTRON forms to use on Quizzes and Exams. 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. Please bring a blank SCANTRON form to class on test dates. You will receive instructions about how to complete specific parts of the form on the test day. SCANTRON forms that have folds, tears, stains, stray marks, etc. may not scan properly and can result in errors in scoring, so please keep your forms clean and unfolded.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend, for each unit of credit, a minimum of forty-five (45) hours over the length of the course (normally three hours per unit per week) for instruction, reading/preparing/studying, participation in course related activities, and so on.

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 25 multiple-choice questions (2 points per question). Quizzes are closed book and notes are NOT allowed.

2. **EXAMS = 55%**

You will be required to take 2 exams for a total of 55% of the course grade; the highest of the two exams will be worth 30% and the lowest of the two exams will be worth 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 (1 point per question). The Final (Exam 2) will NOT be cumulative. Exams are closed book and notes are NOT allowed.

3. **IN-CLASS ACTIVITIES = 10%**

You will be required to participate in and complete two (2) in-class group activities/writing assignments worth 10% of the course grade. Activity dates are indicated on the Course Schedule. Each Activity is worth 25 points.

Each activity will be based on your reading and class discussion of an assigned, required journal article (research articles are listed in the “Other Required Reading” subsection of the syllabus and are posted on our course Canvas Home Page). You will need to access your personal copy of the article during the activity. **Before each activity, it is expected and important that you prepare ahead of time by reading the relevant article in advance** so that you will be prepared to engage with classmates in discussing specific issues learned from the article as well as to **clearly and thoughtfully write your answer to an article-based question**. Article-based questions will emphasize application of the information you learned from the article to a specific aspect of adolescent development. **Activity #1** is based on the Casey & Caudle (2013) research article on brain development during adolescence and the implications for the self-control capabilities of adolescents. **Activity #2** is based on the Fuligni (2019) journal article that highlights the expanding social world of adolescents and their needs as members of society. Fuligni discusses how the need to “give” and “contribute” to the welfare of others not only enhances adolescent development but also that such needs are being primed by the development of our “social selves” (including our “social brains”) during adolescence.

*The 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 response, you should receive good credit for each of these assignments. **Unless**
you are notified otherwise within one week after completing the assignment, you can assume that you received full credit on the assignment you completed and submitted.

(4) REFLECTION COMMENTS = 5%

During the semester, you will be required to complete five (5) short “reflection comments”. This requirement will be worth 5% of the course grade. Each reflection comment is worth 10 points. Reflection comments will be done either during class or may be assigned as homework.

This assignment is intended to prompt your reflection on selected course topics. The assignments might include writing a short essay, participating in small group discussion with classmates and completing a short written summary of your discussion. More information will be provided in class before each required assignment.

There are no make-ups or extensions on reflection comments.

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

Exam 2 will be the course Final Exam and it will not be cumulative. Exam 2 is closed book and notes are not allowed.

Grading Policy

Points and Grade Scale:

Each course requirement is worth a maximum of 50 points, Quizzes 1 & 2 will each have 25 questions (2 points per question), Exams 1 & 2 will each have 50 questions (1 point per question). Completion of the two In-Class Activities is worth a total of 50 points (each activity is worth 25 points). Completion of the five Reflection Comments is worth a total of 50 points (each reflection is worth 10 points). Failure to do a course requirement will result in a score of 0 points for that missing requirement. It is a student’s responsibility to request a make-up for missed class requirements (see make-up policy) and any missed requirement must be completed before the last day of instruction.

Grade Scale:

<table>
<thead>
<tr>
<th>Points</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>43 - 44</td>
<td>B</td>
</tr>
<tr>
<td>41 - 42</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>33 - 34</td>
<td>D</td>
</tr>
<tr>
<td>31 - 32</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 consideration 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 .15</td>
<td>6.45</td>
</tr>
<tr>
<td>Highest Exam:</td>
<td>40</td>
<td>x .30</td>
<td>12.00</td>
</tr>
<tr>
<td>Lowest Exam:</td>
<td>35</td>
<td>x .25</td>
<td>8.75</td>
</tr>
<tr>
<td>Two Activities:</td>
<td>50</td>
<td>x .10</td>
<td>5.00</td>
</tr>
<tr>
<td>Five Reflections:</td>
<td>50</td>
<td>x .05</td>
<td>2.50</td>
</tr>
</tbody>
</table>

In this example, your TOTAL SCORE would be 40.7 (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., 40.5 = 41). A Total Score with less than a .5 will not be rounded up (e.g., 40.4 = 40).

Make-up Policy: A make-up or extension on a course requirement will be given under serious and documented circumstances. Where such circumstances exist, it is your responsibility to notify me by email as soon as possible and no later than three (3) days after the date of the missed class requirement; be ready to provide documentation. Include our class name and section number, your full name, SJSU ID, and telephone number (with area code) in your email.

Appropriate documentation (e.g., a doctor’s note) is required for a make-up to be able to receive full credit. If you are not able to provide such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a course requirement as scheduled, then please discuss this with me and keep in mind the three (3) day contact period noted above. Depending on the circumstance, a make-up or alternative assignment might be given; however, a make-up without appropriate documentation will result in partial credit (i.e., points will be deducted). If you have questions about any aspect of this make-up policy, please see me.

There are no make-ups or extensions on Class Reflection Comments.

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, assignments) 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 talk with a classmate regarding notes for missed lectures; I encourage you to exchange contact information early in the semester 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 recordings in this class (video recordings are not permitted). Such permission allows the audio recordings to be used for your personal/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. 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 and put it away (out of view) 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.** Please plan ahead because 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. Similarly, on IN-CLASS ACTIVITY DAYS, please remain in the classroom throughout the activity.**

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 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, the office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You will find all syllabus related University Policies and resources information listed on GUP’s [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) 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 and Psychological Services**

The SJSU Counseling and Psychological Services is located at the Student Wellness Center, Room 300B. 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](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
# PSYC 112 (Psychology of Adolescence) Spring 2020 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 plan to follow the order of the topics as they are listed and we will work to stay on schedule. If there are any changes to the expected content of specific Quizzes/Exams, it will be announced in class. Finally, although I anticipate following the schedule as provided below, the planned 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.*

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Required Readings (Arnett Text), Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27 &amp; 1/29</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>2/3 &amp; 2/5</td>
<td>Historical &amp; Theoretical Issues (<a href="#">Chap. 1</a>)</td>
</tr>
<tr>
<td>3</td>
<td>2/10 &amp; 2/12</td>
<td>Historical &amp; Theoretical Issues (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>2/17 &amp; 2/19</td>
<td>Biological &amp; Pubertal Development (<a href="#">Chap. 2</a>)</td>
</tr>
<tr>
<td>5</td>
<td>2/24 &amp; 2/26</td>
<td>Monday, 2/24: QUIZ 1 (on 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>2/24: Quiz 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/2 &amp; 3/4</td>
<td>Cognitive &amp; Social-Cognitive Development (cont.)</td>
</tr>
<tr>
<td></td>
<td>3/11: Activity #1</td>
<td>(b) Cultural Beliefs &amp; Gender Socialization (<a href="#">Chaps. 4 &amp; 5</a>)</td>
</tr>
<tr>
<td>8</td>
<td>3/16 &amp; 3/18</td>
<td>Wednesday, 3/11: ACTIVITY #1 (<a href="#">Casey &amp; Caudle (2013) article posted on Canvas</a>)</td>
</tr>
<tr>
<td>9</td>
<td>3/23 &amp; 3/25</td>
<td>(a) Cultural Beliefs &amp; Gender Socialization (cont.)</td>
</tr>
<tr>
<td></td>
<td>3/25: Exam 1</td>
<td>(b) Development of the Self (<a href="#">Chap. 6</a>) [Highlight of Selected Issues]</td>
</tr>
<tr>
<td>10</td>
<td>3/30 &amp; 4/1</td>
<td>Monday, 3/23: Development of the Self (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, 3/25: EXAM 1 (on chapters 3-6 and related lectures. Specific content of Exam 1 will be confirmed in class before the exam date).</td>
</tr>
<tr>
<td>11</td>
<td>4/6 &amp; 4/8</td>
<td>SPRING BREAK – NO CLASSES</td>
</tr>
<tr>
<td>12</td>
<td>4/13 &amp; 4/15</td>
<td>Parent-Adolescent Relations (<a href="#">Chap. 7</a>)</td>
</tr>
<tr>
<td>13</td>
<td>4/20 &amp; 4/22</td>
<td>(a) Parent-Adolescent Relations (cont.)</td>
</tr>
<tr>
<td></td>
<td>4/20: Quiz 2</td>
<td>(b) Friendship, Peer Relations, Love &amp; Sexuality (<a href="#">Chaps. 8 &amp; 9</a>)</td>
</tr>
<tr>
<td>14</td>
<td>4/27 &amp; 4/29</td>
<td>Monday, 4/20: QUIZ 2 (on chapter 7 and related lectures. Specific content of Quiz 2 will be confirmed in class before the quiz date)</td>
</tr>
<tr>
<td></td>
<td>4/27: Activity #2</td>
<td>Wednesday, 4/22: Friendship, Peer Relations, Love &amp; Sexuality (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, 4/27: ACTIVITY #2 (<a href="#">Fuligni (2019) article posted on Canvas</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, 4/29: Friendship, Peer Relations, Love &amp; Sexuality (cont.)</td>
</tr>
</tbody>
</table>
The Changing and Expanding Environment of the Adolescent: The Role of School, Work and Media (Focus on School Context)

- **Chap. 10 [School – specified subsections only]**
  1) In the section titled, What Works? The Characteristics of Effective Schools: read **subsection School Climate**
  2) In the section titled, Engagement and Achievement in High School: Beyond the Classroom: read **subsections** (a) Family Environments and School, (b) Peers, Friends, and School, (c) Work, Leisure, and School, and (d) Cultural Beliefs and School
  3) In the section titled, Academic Achievement in High School: Individual Differences: read **subsections** (a) Ethnic Differences, (b) Gender Differences, and (c) High School Dropouts
  4) In the section titled, Tertiary Education: College and University: read **subsections** (a) Characteristics of College Students, (b) Educational Success in College, (c) Students’ College Learning Experiences: Four Student Subcultures, and (d) Is College Worth It? Short Term Experiences and Long-Term Effects

- **Chap. 11 [Work – specified subsections only]**
  1) In the section titled, Adolescent Work Today: read **subsections** (a) Work and Psychological Functioning, (b) Work and Problem Behavior, and (c) The Case in Favor of Adolescent Work
  2) In the section titled, From School and Part-Time Work to a ‘Real Job’: read **subsections** (a) Preparing for the Post-High School Transition to Work and (b) Educating Adolescents for the 21st Century Economy
  3) In the section titled, Occupational Choice: read **subsections** (a) The Development of Occupational Goals and (b) Influences on Occupational Goals

The Changing and Expanding Environment of the Adolescent (cont.)

- **Chap. 12 [Media]**
- **Chap. 13 [Problems and Resilience]**

>Chapter 13 is strongly recommended, but it is not required.

Conclusion

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**Final Exam**

*See your class section number for the date, time, and location of your final exam.*

**Exam 2 (Final Exam)**

Exam 2 is on chapters 8 – 12 & related lectures. I estimate that the majority of questions on Exam 2 will focus on content from chapters 8 – 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 02 (12:00 noon class) Final Exam:**
  
  *Tuesday, May 19th: 9:45-11:30am (DMH 356)*

- **Section 03 (3:00pm class) Final Exam:**
  
  *Wednesday, May 13th: 12:15-2:00pm (WSQ Hall 207)*

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