San Jose State University
Department of Psychology
Psychology of Adolescence – PSYC 112
Section 3
Dr. Tina Camagna Foley
Spring 2015

OFFICE: DMH 232
OFFICE HOURS: Mondays & Tuesdays, 4:30pm – 5:45pm
OFFICE PHONE: (408) 924-5607
EMAIL: tina.foley@sjsu.edu
WEBSITE: http://www.sjsu.edu/people/tina.foley
CLASSROOM: DMH 149B
PREREQUISITE: General Psychology – PSYC 001
REQUIRED TEXT:

All students must have Internet access. This is a **hybrid course**, meaning that it is part lecture (i.e., in-class sessions) and part online through the Canvas website. Please see Class Schedule for dates.

**On the days that we meet in class**, lecture outlines, handouts, and assignments may be found on my faculty website - http://www.sjsu.edu/people/tina.foley. Students are responsible for regularly checking the website.

**On the days that we do NOT meet in class**, you will complete a class activity and upload in Canvas. You will also be required to post a reaction to the class activity via discussion boards; plus, you will respond to another student’s post.

Class attendance is assumed. You are responsible for all information and announcements made in class, whether you are present or not. It has been a long-standing policy of mine not to post my lecture notes on the course website. Should you miss a class lecture for any reason, it is your responsibility to get the lecture notes from one of your classmates. Lecture notes will **not** be copied for or emailed to students.

**LOGGING INTO CANVAS:**
Canvas Login URL – [https://sjsu.instructure.com/](https://sjsu.instructure.com/). Please note that it should NOT have the “www” at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to [http://its.sjsu.edu/services/sjsuone/](http://its.sjsu.edu/services/sjsuone/). The **Username for Canvas** then is your 9-digit SID or Employee ID; and your PW is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

For questions regarding the course or course materials, please contact me, the instructor. **For issues related to Canvas, please contact the eCampus Help Desk.**
FURTHER ASSISTANCE WITH CANVAS:
Students should go first to http://guides.instructure.com/m/4212 with problems; and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/)

- Phone: 408-924-2337
- Submit a help ticket using the following URL: http://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx. While logged into Canvas, click on the word Help on the upper right corner of the screen.

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. It is expected that you will have completed the assigned readings before each class meeting.

COURSE GOALS AND LEARNING OBJECTIVES:
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
1. Identify and describe psychological theories and concepts relevant to cognitive, social, and emotional development during the adolescent years.
Criteria used to estimate 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.

2. Have an appreciation for the historical and cultural factors that may affect societal perceptions of adolescence as a period of development.
Criteria used to estimate 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. In the Individual Interview Assignment, students will interview an adolescent who has experienced discrimination based on cultural beliefs and practices. They will critically evaluate and examine the responses of their interviewee by referring to the various processes outlined in this objective.
3. 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.

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.

**Program Learning Outcomes (PLOs)**

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 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.

**CLASSROOM PROTOCOL:**

Out of respect for your instructor and your fellow classmates, I ask that everyone try to practice the following guidelines to help the class run more smoothly, as well as to limit the amount of distractions that occur.

1. Please turn off all cell phones prior to entering the classroom, and do not text during class time. If you are expecting a very important call/text during class, please step outside of the classroom should you need to respond.

2. If you arrive late, please come in as quietly as you can and sit in the back of the room.

3. If you have to leave early, please do so quietly, and sit next to the door so you won’t distract others.

4. Don’t talk when your instructor is speaking or when other students are asking questions.

5. Please be respectful of other people’s experiences and comments, even though you might not agree with what they are saying.
6. Laptops are permitted in the classroom for note-taking purposes only. Use of laptops for any other purpose (e.g., e-mailing, surfing the web) will not be permitted.

METHODS OF IN-CLASS INSTRUCTION:
1. A variety of teaching methods will be used, including instructor’s presentations, class activities and discussions, and guest speakers.

2. A skeleton outline of each class presentation throughout the semester will be made available. These outlines are designed to show how each presentation is organized, as well as the key terms and ideas covered. The outlines thus provide an organizational structure for whatever notes students may decide to take in class.

3. Class presentations will be coordinated with reading assignments. Your instructor’s efforts in class will often be directed to presentations of ideas which involve recent theoretical and/or research developments in the field of psychology of adolescence.

4. Students are encouraged to bring to their instructor any questions they may have about readings or material presented in class as those questions arise. Each class will typically begin with your instructor inviting such questions. It is understood, however, that students may feel more comfortable asking their questions before, after, or outside of class. Your instructor’s rather open-ended office policy is designed to provide ample opportunity for asking questions.

COURSE REQUIREMENTS:
 Exam #1 - 50 points
 Exam #2 - 50 points
 Media Influence and Gender Assignment - 30 points total (the group presentation = 15 points and the individual paper = 15 points)
 Individual Interview Assignment - 30 points
 Reflection Papers - 20 points
 Canvas Class Activities – 20 points
 Final Exam - 50 points

The three exams will cover both the textbook and the instructor’s presentations. They will consist of 50 multiple-choice questions. Exams are to be taken alone. Group collaboration is not only unacceptable, it is 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.

Late assignments will have points deducted, except for major extenuating circumstances (i.e., serious illness or injury to self) as follows:

ONE DAY LATE: 50% of total point value
MORE THAN ONE DAY LATE: NOT ACCEPTED

GRADING SCALE:
250 Points Maximum
250-243 = A+  225-218 = B+
242-234 = A  217-209 = B
233-226 = A-  208-201 = B-
MAKE-UP EXAM POLICY AND PROCEDURE:
In order for the evaluation process to be fair to every student in the course, it is important to ensure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the course exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would thus have more time to study for the exam than do those students who take the exam as scheduled is inherently unfair.

Therefore, in the interests of maximizing uniformity of evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).

Make-up exams will be given only under the most extraordinary of circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam). Without your instructor's approval of a petition as described above, a missed exam will be scored as a zero in tallying the total number of points on the basis of which final letter grades will be assigned in the course.

UNIVERSITY POLICIES:
Academic Integrity Policy
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 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 Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American with Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (AEC), formerly called the Disability Resource Center, at http://www.sjsu.edu/aec to establish a record of their disability.

Dropping and Adding
Students are responsible for understanding the policies and procedures about
add/drops, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://www.info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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 at http://www.sjsu.edu/advising/.

**Intellectual Property**
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You must obtain the instructor’s permission to make audio or video recordings in this class. Additionally, you may not publically share or upload instructor generated material for this course without instructor consent (e.g., exam questions, lecture notes, course assignments).

**Accommodation to Students’ Religious Holidays**
San Jose 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.

**Definition of a Credit Hour**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**OFFICE HOURS:**
Please know that I invite you to meet with me during my regular office hours. I will be happy to discuss course requirements, grades, job opportunities, or to chat about anything. Don’t hesitate to drop in!

**COURSE ASSIGNMENTS:**
**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.

**Individual Interview Assignment:**
Your assignment is to choose an adolescent from a target group to interview about their personal experiences with prejudice, discrimination, inequality, etc. The interview should focus on their prospective as a target group member (e.g., a person of color, a gay/lesbian person, a person with a multiracial identity). The person you interview may or may not be a relative or friend of yours.

The paper must be typewritten, double-spaced, 12-point font, with 1” margins and American Psychological Association (APA) referencing; and should be **6-7 pages excluding the title page and references**. At least **five** scholarly references must be cited (i.e., peer-reviewed journal articles). You should include a discussion of these relevant articles in the Introduction and/or Discussion sections of your paper. The pages should be numbered.

All materials, ideas, statements, facts, figures, etc. that are not your own must be referenced in the paper by author and year of publication. Do not plagiarize! Plagiarism is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

The paper should include the following sections:
- **Introduction** – Explain who you chose and why; his/her relationship with you. Also, discuss any social, historical, political, and/or economic factors that may have contributed to any prejudice/discrimination your participant has experienced.
- **Methodology** – This includes setting, procedures, etc. – who was present, whether you tape-recorded, took notes, or videotaped. Include any unusual aspects of the interview; anything that might influence your findings.
- **Findings** – Content of the interview (i.e., your participant’s responses to the questions. Also, include your own emotional responses, as well as your cognitive responses.
- **Discussion** – Include a minimum of five empirical articles to support your findings. You may also discuss class readings, class lectures and/or guest speakers about prejudice, and their relevance to your findings in this interview.

This assignment will be explained further in a separate handout on your instructor’s website (http://www.sjsu.edu/people/tina.foley).

**The paper will be graded on:**
- Organization (5 pts.)
- Content (10 pts.)
- Integration of Research (10 pts.)
- Grammar/Writing Style (5 pts.)

**Reflection Papers**
You will be asked to write two, 2 to 3-page typewritten papers - 10 points each for a total of 20 points. Each of the reflection papers will present you with a question relevant to the course material, and ask you to apply what you are learning to your personal life experience. See the Schedule of Classes for due dates.

Below are descriptions of the criteria on which your Reflection Papers will be evaluated.
- **10 Point Paper** - This is a superior piece of writing, which completes the assignment
in an outstanding manner. It may have minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

**9 Point Paper** – It will also fulfill all parts of the assignment, but not to the same degree as the 10 paper. It will show less facility of expression, be less well organized, and less fully developed.

**8 Point Paper** – This displays some weaknesses in fundamentals, lack the development of the 9 or 10 papers. It may be repetitious or display some minor misreading of the assignment. However, it will demonstrate writing competence.

**7 Point Paper** – It is superficial and too general and will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. The writing is minimally adequate.

**Papers receiving 6 and below are unsatisfactory scores.**

**Canvas Class Activities**
There will be four activities that correspond with the assigned reading for the week – 5 points each for a total of 20 points. Specific instructions will be outlined on the activity. The activities will be posted at 9:00am on Mondays via Canvas. You will complete the activity independently, and upload it by Mondays at 9:00pm.

In addition, you will be required to post a discussion about your reaction to the class activity, and reply to another student’s post. Discussion posts and replies are due by Wednesdays at 9:00pm. The post and reply must be a minimum of 150 words. **There are no make-up activity points.**

**MENTORING AND TUTORING:**
**King Library Research Services**
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet with individual students. His phone number is 408.808.2348, and his email address is Bernd.Becker@sjsu.edu.

**SJSU Writing Center**
The SJSU Writing Center ([http://sjsu.edu/writingcenter](http://sjsu.edu/writingcenter)) is located in Clark Hall, Room 126. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels to become better writers. Writing skills are increasingly becoming essential to academic effectiveness in virtually every contemporary educational context. Please do not hesitate to pursue this valuable resource for improvement. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Peer Connections**
The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peers Connections is the new campus-wide resource for mentoring and tutoring. The staff is there to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university
experience. Students are encouraged to take advantage of these 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 is 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 the Peer Connections website at http://peerconnections.sjsu.edu for more information.

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center 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 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.
CLASS SCHEDULE

January 26  CLASS MEETING
Course Overview
Introduction to the Study of Adolescence
Reading: Chapter 1

February 2  CLASS ACTIVITY #1 ON CANVAS
Reading: Chapter 2
Activity due by 9:00pm on Monday
Discussion and Post due by 9:00pm on Wednesday

February 9  CLASS MEETING
Cognitive and Socio-Emotional Development
Cultural Beliefs
Reading: Chapters 3 & 4
Reflection Paper 1 Due

February 16  CLASS MEETING ONLINE
EXAM #1
(Chapters 1, 2, 3, & 4)

February 23  CLASS MEETING
Gender
Reading: Chapter 5

March 2  CLASS ACTIVITY #2 ON CANVAS
Reading: Chapter 6
Activity due by 9:00pm on Monday
Discussion and Post due by 9:00pm on Wednesday

March 9  CLASS MEETING
Media Influence and Gender Presentations

March 16  CLASS MEETING
Media Influence and Gender Presentations
Media Influence and Gender Paper Due

March 23  SPRING RECESS

March 30  CLASS ACTIVITY #3 ON CANVAS
Reading: Chapter 8
Activity due by 9:00pm on Monday
Discussion and Post due by 9:00pm on Wednesday
April 6
CLASS MEETING
Family Relationships
Friends and Peers
Reading: Chapter 7 & 8
Reflection Paper 2 Due

April 13
CLASS MEETING ONLINE
EXAM #2
(Chapters 5, 6, 7, & 8)

April 20
CLASS MEETING
Love and Sexuality
School
Reading: Chapters 9 & 10
Individual Interview Assignment Due

April 27
CLASS ACTIVITY #4 ON CANVAS
Reading: Chapter 12
Activity due by 9:00pm on Monday
Discussion and Post due by 9:00pm on Wednesday

May 4
CLASS MEETING
Work
Reading: Chapter 11

May 11
CLASS MEETING
Problems and Resilience
Reading: Chapter 13

FINAL EXAM: Monday, May 18th
1715-1830
(Chapters 9, 10, 11, 12, & 13)