

PSY 422/422G – Adolescent Psychology
COURSE SYLLABUS
SUMMER 2019

Instructor: W. Pitt Derryberry, Ph.D.
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Phone: 745-5250 (office)
Office Hours: None during May Term though I will be in my office for the majority of each day.
Email if you would like to set up an appointment.
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Blackboard: <http://ecourses.wku.edu/>

Class Meeting: N/A – Web course

Course Description: An introduction to behavior and development from early adolescence to adulthood, emphasizing a critical review of research and literature. Topics addressed include the nature of adolescent development; biological and cognitive development during adolescence; psychosocial development during adolescence; contexts of adolescent development; and adolescent problems.

Prerequisite: PSY 100 and junior standing or instructor permission

Required Textbook:

Steinberg, L. (2019). *Adolescence (12th Ed.)*. New York: McGraw-Hill.*

* You may also use the 10th or 11th edition as the difference is negligible.

Course Objectives:

Students will:

1. Address the nature of adolescence and adolescent development.
2. Explore scientific research methodology and theoretical orientations and their impact on knowledge about adolescence and adolescent development.
3. Distinguish among various forms of development, changes, and transitions during adolescence and their impact on behavior.
4. Create an understanding of the contexts of adolescent development and their impact on adolescent developmental variability.
5. Investigate adolescent problems.
6. Illustrate an understanding of literature and research related to the field of adolescence.
7. Demonstrate proficiency in understanding of a chosen topic of interest.
8. Engage in critical review, discussion, reflection, and synthesis of all considered course topics.
9. Utilize technology to enhance access to resources, class information, and interaction.

Instructional Methods and Activities: Discussion board postings, textbook readings, quizzes, and written assignments.

Course Requirements and Assignments:

1. *Quizzes* – This course is comprised of 10 units. Each unit will have an accompanying quiz available on Blackboard. Although you must take the quizzes by specified dates, do not take the quiz until you feel comfortable with and knowledgeable of all relevant material for each unit (as covered in your notes and appropriate chapters in the text). You are free to refer to your notes and your text in taking each quiz. Your quiz average will account for **15 percent** of the overall course grade.

Please note that there are two links for each quiz. The first is a MS Word formatted copy of the quiz. Print this out and determine the answers. The second link is the direct link to the quiz. Access this link **ONLY** when you are ready to input **ALL** of your answers. If necessary (i.e., if you don't make a 100 the first time you take a quiz), you can take each quiz two times. Simply click onto the quiz grade in the gradebook and you will be able to input your answers again. If you take a quiz a second time, please note that your quiz grade for that unit will be the average of your two attempts. Please also note that in taking each quiz, Blackboard will tell you the number of questions that you missed but it will not report which questions you missed (that is for you to determine!) until after the due date.

Discussion boards are available for each quiz. Students are expected to post questions about each quiz (see # 3 below on Participation for posting requirement specifics). You will access the discussion board for each quiz by clicking onto the discussion tab on Blackboard and then selecting discussion board. Students should check the discussion board daily not only to post questions but to provide help and/or insights for fellow students regarding their questions. I will also check these discussion boards regularly (though perhaps not as regularly as you so be patient) and will respond to any unanswered (or incorrectly answered) or remaining questions when warranted. Please view my role on the discussion boards as that of a moderator, though. ***The purpose of the discussion boards is for students to help each other.*** I will jump in, however, if it seems that there is confusion or further help is needed. If there is something addressed on a discussion board that you feel needs immediate or further attention explanation from me and I have yet to post anything, please email me and let me know.

2. *Reflection papers* – Students are expected to complete 8 reflection papers. There are 10 units overall so this allows you two skips of your own choice. PLEASE NOTE that you are to post your reflection papers on Blackboard at two different places. You must **first** post your papers to the corresponding link under the “Assignments” tab. This enables *me* to access and grade your paper. This also allows you to know whether I have received the paper (If I have received it, you will see a “!” in the gradebook. If I have received it and graded it, you will see a grade in the gradebook. If I haven't received it, you won't see anything in the gradebook). The **second** place you will post your paper is to the designated discussion board on Blackboard. This is so that *your fellow students* can also see your paper. Students are expected to look over each other's reflection papers daily

and post feedback, comments, and/or responses (e.g., the web class version of class discussion). See # 3 below on Participation for posting requirement specifics.

You have two options to choose from in writing each reflection paper (i.e., choose one or the other, not both). The first option is to respond to the following question: “What are the three most important things that you have learned from this unit? How do you think you will use and apply these three things you have learned?” The second option for a reflection paper is to respond to one of the unit’s “Questions for Consideration.” As you will see in the Powerpoints I have provided, I present various “Questions for Considerations” that will hopefully encourage you to think further about various course content.

You must complete 8 total reflection papers. Each reflection paper is worth 2 points (2 = standard is met: effective consideration in paper; content is accurately addressed and paper is well organized. 1.5 = standard is mostly met though there are some issues: adequate consideration in paper; content is mostly accurate though there are some inaccuracies and/or the paper is not well organized and hard to follow. 1 = standard is not met; the content in your paper is inaccurate, largely conjecture, and there is little evidence that you considered your textbook or class discussion in your paper). I may also grade papers with a 1.75 or 1.25 for those papers that are not quite at the 2, 1.5, or 1 levels. The ratings of your eight reflection papers will be totaled and divided by the total possible number of points (i.e., 16) in generating your overall reflection paper grade. Your overall reflection paper grade will account for **15 percent** of your overall course grade. Each reflection paper should be 2 – 3 pages (double spaced, 12 point font).

As noted, you may skip two assigned reflection papers. You do not have to inform me which ones you are skipping. The only requirement is that you have turned in 8 on their due dates. If you wish to complete all 10 papers, I will use your 8 highest grades in calculating your overall reflection paper grade.

3. *Participation* – Participation in a web class is possible and is expected in this one. As noted already, there will be discussion boards on Blackboard pertaining to the quizzes and also the reflection papers. Your participation grade is based on your involvement on these discussion boards. Your participation grade is worth **10 percent** of your overall course grade. *Minimum* requirements for participation follow below.

On the quiz discussion boards, you must post a question about at least one quiz question you are struggling with on at least four occasions during the term. These questions must be posted *prior to* the due date of the quiz. You must also assist someone (or provide further assistance and information following someone else’s assistance) with their posted question on at least two occasions during the term. The assistance must also be provided *prior to* the quiz’s due date. In providing assistance, **DO NOT** simply state what the answer is. Your assistance should help the person who posted the question how to determine the answer. In other words, don’t just give them a fish; teach them to fish!

On the reflection paper discussion boards, you must provide some sort of feedback, comment, or response to someone's paper for at least six different units. Your post in response to someone's paper must be specific. Statements like, "Good job," or "I liked your paper," don't count as participation. You need to be specific about what you liked about the paper (or what you didn't like about the paper). What was it specifically about the paper that made it good or likeable? One way to approach this could be to discuss how it is that the paper made you think in a way or about something that you hadn't before.

4. *Exams* – There will be three exams. Each exam will consist of multiple choice questions and one essay question. Each exam is worth **20 percent** of your final grade. A link will be posted for the multiple choice questions. The link will contain both the questions and the input option for answering the question. Upon activating the link you will be given 55 minutes to complete the multiple choice questions. You will be allowed to use your notes and text in completing the multiple choice questions. You must complete the multiple choice questions independently.

The essay question will be posted separate from the multiple choice questions. A link will be provided for uploading your essay question.

Course Policies and Other Information:

1. *Plagiarism and cheating:* Cheating or plagiarism of any kind will result in an "F" for the course.
2. *Disability accommodations:* In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
4. *Missed quizzes and tests:* Students unable to take tests and quizzes by the due date must provide proper documentation. Appropriate documentation consists of a note from a physician or a letter from the Academic and Career Development Center. Students that do not proper documentation will not be allowed to take the quiz or test.
5. *The role of your textbook.* There are a wide variety of topics to cover in this course. Some topics may receive more attention in the Powerpoint slides than others. However, that you are responsible for all portions of the text that are noted in the course outline.
6. *Format of class.* Many people assume that web courses are easier than are face-to-face classes. This is not necessarily true! This is not because the assignments are harder or different. It is simply because you are on your own and do not have the regular face-to-face interactions with your fellow students and me. Therefore, in order to do well in this

class, you must not be afraid to contact me when you have questions about anything. You also must be a self-regulated person who is able to manage and organize your time effectively. You must be willing to regularly attend to the various discussion boards each day. The course outline and assignments are set, and it is up to you to monitor and follow them. This is a three week course. It is fast moving and highly concentrated. Therefore, *you must attend to it every day!* How much time you spend each day is up to you. Be sure that whenever you have questions or concerns that you email or phone me as soon as possible. Those who keep up with everything generally do well in this course. Because each day has required assignments, those who fall behind do not do well because they have so much trouble catching up.

7. *May term.* The course is designated for the May term session ranging from May 13 – May 31. As such, you must be certain to complete all designated assignments no later than the due dates that are specified. Because this is a web-based course, however, there is a little more flexibility and you are free to work ahead of schedule (even before the start of the term). Thus, if you wish to complete all of the requirements of the course prior to June 1, you are free to do so. In other words, you can set your own schedule and complete assignments early, but you may not complete assignments any later than the due dates that are specified. Please note, however, that should you choose to work ahead of schedule that you may not have the benefit of information that your fellow students ultimately provide on the various discussion boards. Additionally, it is not possible to work ahead where some requirements are concerned – like posting on the discussion boards. Finally, understand that I do not grade reflection papers that are turned in early until all others have been received.
8. *Course content.* Sometimes people enroll in this class thinking it is a course about adolescent problems. Although the problems that adolescents experience are considered in this class in Unit 10, please note that this course mainly focuses on adolescent development and the contexts of adolescent development. That is, the focus in this course is on normative development and processes during adolescence. Please also understand that problems are not synonymous with adolescence and can occur during any developmental period (e.g., childhood, adolescence, adulthood). If your primary reason for taking this class is so that you can better understand problems and the kinds of problems adolescents experience, you should enroll in Abnormal Psychology.
9. *Unit 10.* As noted above, the focus in this course is on normative development and processes during adolescence. As such, there is a quiz over Unit 10, but it is not covered in test 3. Test 3 only addresses Units 7 – 9.
10. *Correspondence and email.* As I note below, I highly encourage you to touch base with me whenever the need arises. Please email or call whenever you have questions. However, understand that email can be an inefficient and unreliable means for correspondence. I receive numerous emails on a given day (depending on the time of year, anywhere from 50-100). As such, it is very easy for your email to get buried in my inbox and get overlooked. If you send me an email and do not hear back from me within 24 hours, please be sure to either email me again or touch base with me via phone to

make sure I received your email. Please also understand that if you don't request a response back that I probably will not respond. As long as you don't receive a message stating that I did not receive your email, trust that I have it.

11. *Touching base.* Students are encouraged to touch base with me if they are having difficulty or any other problems in the course. If you are struggling, worried, or confused, do not wait until it is too late to do anything about it. Seek me out early and often and ask me for help regardless of how trivial you may feel your question is. I will be more than glad to help. That's my job. It's what I do!

Course Outline

Day 1: Monday, May 13

- Readings to complete:

Blackboard:

- Unit 1 Blackboard notes

Text:

- Introduction (pp. 1 – 13) and Chapter 3 (pp. 71 – 90)

- Assignments due **Tuesday, May 14** by 12:00 pm (noon):

- Quiz 1
- Reflection Paper # 1

Day 2: Tuesday, May 14

- Readings to complete:

Blackboard:

- Unit 2 Blackboard notes

Text:

- Chapter 1

- Assignments due **Wednesday, May 15** by 12:00 pm (noon):

- Quiz 2
- Reflection Paper # 2

Days 3 and 4: Wednesday, May 15 and Thursday, May 16

- Readings to complete:

Blackboard:

- Unit 3 Blackboard notes.

Optional text:

- Chapters 2 and 9 (pp. 260 – 271)

- Assignments due **Friday, May 17** by 12:00 pm (noon):

- Quiz 3
- Reflection Paper # 3

Day 5: Friday, May 17

- Readings to complete:

Blackboard:

- None

Text:

- None

- Assignments due **Monday, May 20** by 12:00 pm (noon):

- Test 1 (Units 1 – 3)

Day 6: Monday, May 20

- Readings to complete:
Blackboard:
 - Unit 4 Blackboard notes*Text:*
 - Chapter 8
- Assignments due by **Tuesday, May 21** by 12:00 pm (noon):
 - Quiz 4
 - Reflection Paper # 4

Day 7: Tuesday, May 21

- Readings to complete:
Blackboard:
 - Unit 5 Blackboard notes.*Text:*
 - Chapters 10 and 11
- Assignments due by **Wednesday, May 22** by 12:00 pm (noon):
 - Quiz 5
 - Reflection Paper # 5

Day 8: Wednesday, May 22

- Readings to complete:
Blackboard:
 - Unit 6 Blackboard notes.*Text:*
 - Chapter 5 and Chapter 9 (pp. 256 – 260)
- Assignments due by **Thursday, May 23** by 12:00 pm (noon):
 - Quiz 6
 - Reflection Paper # 6

Day 9: Thursday, May 23

- Readings to complete:
Blackboard:
 - None*Text:*
 - None
- Assignments due by **Friday, May 24** by 12:00 pm (noon):
 - Test 2 (Units 4 – 6)

Day 10: Friday, May 24

- Readings to complete:
Blackboard:
 - Unit 7 Blackboard notes.*Text:*
 - Chapter 4 and Chapter 9 (pp. 249 – 254)
- Assignments due by **Monday, May 27** by 12:00 pm (noon):
 - Quiz 7
 - Reflection Paper # 7

Day 11: Monday, May 27

- Readings to complete:
Blackboard:
 - Unit 8 Blackboard notes.*Text:*
 - Chapter 6
- Assignments due by **Tuesday, May 28** by 12:00 pm (noon):
 - Quiz 8
 - Reflection Paper # 8

Day 12: Tuesday, May 28

- Readings to complete:
Blackboard:
 - Unit 9 Blackboard notes.*Text:*
 - Chapter 7
- Assignments due by **Wednesday, May 29** by 12:00 pm (noon):
 - Quiz 9
 - Reflection Paper # 9

Day 13: Wednesday, May 29

- Readings to complete:
Blackboard:
 - Unit 10 Blackboard notes*Text:*
 - Chapter 13
- Assignments due by **Thursday, May 30** by 12:00 pm (noon):
 - Quiz 10
 - Reflection Paper 10

Day 14: Thursday, May 30

- Readings to complete:
Blackboard:
 - None*Text:*
 - None

- Assignments due by **Friday, May 31** by 12:00 pm (noon):
 - Test 3 (Units 7 – 9)