

PSY 422 Adolescent Psychology/Fall 2019

COURSE SYLLABUS

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Course Information

Course Prerequisites: PSY 100 and junior standing or instructor permission

Credit Hour: 3.0

Catalog Description:

An introduction to behavior and development from early adolescence to adulthood, emphasizing a critical review of research and literature.

Required Textbook:

Steinberg L. (2017). *Adolescence (11th Ed.)*. New York: McGraw-Hill.

Special Materials Needed for the Online Student:

Minimum Technical Requirements

Since this is an online course, your computer should meet the recommended technology guidelines. Please refer to the [Technology Requirements page](#) to determine if your computer and internet speed meets the requirements.

Blackboard

If you are not familiar with Blackboard, please enroll and complete the Blackboard Student User Training Course. The [IT Training page](#) is where you will find the course and be able to enroll in it. You will have immediate access to the course upon enrollment. It is self-paced and should take no more than 90 minutes to complete. Pay particular attention to "How to Submit Assignments".

Browser

Blackboard functions better in some internet browsers. Please see information from IT to explore if you are using the best browser.

Microsoft Word, Excel, and PowerPoint

You will be expected to use Microsoft Word, Excel, and PowerPoint course assignments. If you do not already have Microsoft Word, Excel, and PowerPoint, you should be aware that all WKU faculty, staff, and students are given free access to Office 365, which includes all Microsoft Office programs. Go to the [IT Microsoft 365 page](#) for information and instructions to obtain access.

Location/Synchronicity Requirements

This course will have no face-to-face meetings or synchronous online meetings. All requirements will be fulfilled independently by the student and according to the deadlines presented.

Title IX Misconduct/Assault Statement

WKU is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>

And Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Course Objectives:

1. Address the nature of adolescence and adolescent development.
2. Distinguish among various forms of development, changes, and transitions during adolescence and their impact on behavior.
3. Create an understanding of the contexts of adolescent development and their impact on developmental variability.
4. Investigate adolescent problems through research.
5. Illustrate an understanding of literature and research related to the field of adolescence.
6. Engage in critical review, discussion, reflection and synthesis of all course topics.

Course Policies

1. *Internet Access:* In order to effectively participate in class activities, reliable access to the internet and Blackboard is necessary. Failure of technology- At times Blackboard can have issues. If you have issues with Blackboard, please contact the IT Help Desk at 270-745-7000.
2. *Plagiarism and Cheating:* Cheating and plagiarism may result in an automatic grade of "F" for the entire course. Please refer to the link to learn more about the definition of plagiarism.
<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>
3. *Disability Accommodations:* Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Consult the instructor within the first two weeks of class regarding disabilities and/or accommodations.
4. *Attendance Policy:* Although there is no formal attendance policy, you will be expected to complete assignments according to the course schedule.
5. *Late Work:* You are expected to complete assignments by the scheduled due dates. Late work will be accepted up to two days late with a 10% penalty for each day it is late (i.e., work late one day=10% penalty; work late two days=20% penalty; work turned in later than two days past due date will result in no credit for that assignment). If circumstances beyond your control arise, contact me as soon as possible.
6. *Missed Quizzes and Tests:* If you fail to complete quizzes and/or tests by the designated deadline, you will not earn full credit. Quizzes and tests turned in past the deadlines will result in no credit for that quiz or test. As always, please communicate with the instructor. I understand that life happens, and some things are out of our control.
7. *Working Ahead:* It is acceptable to work ahead of schedule IF the item is already available online. Please do not request for items to be made available in order to work ahead.
8. *The Role of Your Textbook:* Since this is an online class, you are responsible for reading the assigned chapters of your textbook in order to prepare for the weekly assignments as well as to prepare to demonstrate mastery on quizzes and tests.
9. *Supplemental readings/materials:* You will be required to review additional readings, videos, Powerpoints, etc. This material may also be covered by quizzes and tests.
10. *Powerpoints:* Powerpoints may be provided for some chapters. The intention of the Powerpoint is to highlight important material and serve as a study guide for upcoming quizzes and tests. In addition, Powerpoints may assist you in completing other course assignments.
11. *Respectful Behavior and General Civility:* I ask that everyone be respectful of each other even if we don't agree about everything. It is important that we encourage each other to be open in our discussions in order to create a positive learning atmosphere.
12. *Correspondence and email:* Please note that email is my preferred method of correspondence. Please first try my email, and I will do my best to respond to you within 24 hours. Feel free to ask me questions. I am here to help!
13. *Grading:* I will make every attempt to grade quizzes, tests, and assignments within one week after the due date. Feedback will be given at times to enhance learning.

Descriptions of Course Projects/Assignments

Getting Started Assignments

In the first few days of class, the student will be responsible for reading the syllabus and taking a Syllabus Quiz. Each student will post a blog about yourself so that the instructor and classmates can get to know some things about you. You will also submit your proposal for your Unit 10 topic for instructor approval (see section “Unit 10 Project” for more details).

Quizzes

For each unit, the student must take a pretest quiz for participation points only (not graded on accuracy) at the beginning of the unit and prior to completing the assigned readings for that unit by the designated due date. It is important to remember...this is meant to assess your knowledge of the upcoming week's topics BEFORE you have read and completed the unit. You will not be judged on how you perform on pretests. It is for the student to be exposed to the content in order to increase comprehension of readings/activities for that unit.

Additionally, for each unit, the student will take a posttest Quiz (graded for accuracy) at the end of the unit completion by the designated due date.

Discussion Board

A. Discussion Board Initial Posts

For each unit 1 through 9, the student will post by the designated due date a response to a question posed by the instructor for that unit. Note: Initial posts should be submitted no later than the Thursday of the unit week, so that there is ample time for students to read and respond to classmates' posts. Responses should be thoughtful and well-written (free of spelling and grammatical errors) and should be 2-3 paragraphs in length. Citations should be used as appropriate. If your posting does not meet the requirements, you may be asked to revise your post.

B. And Discussion Board Responses to Peers

For each unit 1 through 9, to promote learning from each other, the student will respond to at least one peer's Discussion Board post by the designated due date. Again, please remember that responses should be respectful to others and meaningful.

C. And Discussion Board Peer Reviews

For each unit 1 through 9, the student will be assigned one peer's Discussion Board posting to review, score and submit to the instructor. Rubric will be provided. This must be a different peer than the one to whom you have selected to respond on Discussion Board. However, please feel free to also respond on Discussion Board to this peer as well. You will receive an email from the instructor with your assigned post to review for each week. Please pay attention to the emails as the names of student responses to review will change periodically during this course.

Reflection Papers

For 5 units, students will submit by the designated due date a paper reflecting on the following questions: “What are the three most important things that I’ve learned in this unit? How could I use and apply them?”. Papers should be 1 to 2 pages double spaced, 12 point font. Citations should be used when appropriate. IMPORTANT: Students may choose the 5 units on which to complete their Reflection Papers. During the weeks in which the student opts out of writing this Reflection Paper, more time could be devoted to studying for tests and/or working on the Unit 10 Independent Project (see below section).

Grades will be based on the following: 2 points=Standards met: effective consideration in paper; content is accurately addressed and paper is well organized. 1.5 points=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 point=standard is not met: the content is inaccurate and there is little evidence of textbook content.

Tests

There will be a total of three tests in this course. Each test will cover materials from three units.

Test 1-Units 1,2,3

Test 2- Units 4,5,6

Test 3- Units 7,8,9

Unit 10 Project

This unit will be done independently by each student throughout this course. The material in this unit will not be included on any tests or quizzes.

The student will read Chapter 13 of Steinberg and review supplemental readings. The student will complete annotated bibliographies for 5 articles discussing any topic of his/her choice in adolescent problems. This topic shall be selected by the student and submitted to the instructor for approval within the first week in the course. An annotated bibliography is a brief synopsis and discussion of research that has been published in scholarly journals. I would prefer articles no earlier than 2008. Each of your annotated bibliographies must address articles that report empirical research findings. Each annotated bibliography should be approximately one to two pages in length (double spaced, 12 point font).

Unit 10 Annotated Bibliographies should include the following information:

- A. APA style citation and copy of first page of article or link to article if available on web.
- B. Background information/Purpose of study
- C. Research findings and conclusions
- D. Pertinence of study to your subject
- E. Your thoughts and commentary about the article including the following: "Why did you select this article among the many available? What are some recommendations for future study?"

I will provide an example of a model annotated bibliography for this course's purposes. Each student should complete and submit an annotated bibliography over the course of the term by the designated due dates, so that I can give you feedback before doing the rest of your project by the end due date. This also serves to keep you from procrastinating. Meeting the deadlines for submitting the first four bibliographies also counts towards your Participation score (as outlined below).

The student will submit their completed project by the due date. Feel free to make changes according to the feedback you're given before submitting your final project.

Grading

5%-Participation Grade

- 100 points-Assignments submitted on time
- 100 points-Participation is respectful of others
- 50 points-Completes the Welcome Blog
- 100 points-Syllabus Quiz
- 50 points-Completes all Pretests for Unit Quizzes

10%-Quizzes

- 90 points-Posttests for each of the 9 units at up to 10 points each

10%-Discussion Board

- 18 points-Initial Posts (one for each of the 9 units at up to 2 points each)
- 18 points-Peer Responses (one for each of the 9 units at up to 2 points each)
- 18 points-Peer Reviews (one for each of the 9 units at up to 2 points each)

15%- Reflection Papers

- 10 points-Five Reflection Papers at up to 2 points each

45%-Tests

- 300 points-Three tests at up to 100 points each, each test covering three units

15%- Unit 10 Independent Project

- 50 points- Five annotated bibliographies at up to 10 possible points per correctly written annotated bib.

100%

Course Outline/Schedule

	General Topic	Assignments	Due Dates
Week 1	Getting Started	Read Syllabus Take Syllabus Quiz Post Personal Blog Submit Unit 10 Project Topic for Instructor Approval	8-26-19 8-28-19 8-28-19 9-1-19
Week 2 UNIT 1	Intro to Adolescent Development/Social Transition	Pretest Quiz 1 Read Steinberg Intro and Ch. 3 Watch video Review Powerpoint notes Discussion Board (DB) initial post *Reflection Paper Unit 1 DB Peer Response and Peer Review Posttest Quiz 1 **Unit 10**	9-1-19 (due to Labor Day falling on Monday 9-2-19) 9-5-19 9-8-19 9-8-19 9-8-19 **
Week 3 UNIT 2	Biological Change	Pretest Quiz 2 Read Steinberg Ch. 1 Watch video Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 2 DB Peer Response and Peer Review Posttest Quiz 2 Submit Annotated Bibliography #1	9-9-19 9-12-19 9-15-19 9-15-19 9-15-19 9-15-19
Week 4 UNIT 3	Cognitive Change	Pretest Quiz 3 Read Steinberg Ch. 2 and 9 (pp. 249-259) Additional Reads/video Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 3 DB Peer Response and Peer Review Posttest Quiz 3 **Unit 10**	9-16-19 9-19-19 9-22-19 9-22-19 9-22-19 **
Week 5		Take TEST 1 covering Units 1,2,3 Submit Annotated Bibliography #2	9-29-19 9-29-19
Week 6 UNIT 4	The Adolescent Self	Pretest Quiz 4 Read Steinberg Ch. 8 (pp.208-230) and Ch. 9 (pp. 236-248) Additional reads/videos	9-30-19

		Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 4 DB Peer Response and Peer Review Posttest Quiz 4 **Unit 10**	10-3-19 10-6-19 10-6-19 10-6-19 **
Week 7		Use to Work on Unit 10 Project HAPPY FALL BREAK!!!!!!!!!!!!	
Week 8 UNIT 5	The Adolescent in the Context of Others	Pretest Quiz 5 Read Steinberg Ch. 10 and Ch. 11 Additional reads/videos Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 5 DB Peer Response and Peer Review Posttest Quiz 5 Submit Annotated Bibliography #3	10-14-19 10-17-19 10-20-19 10-20-19 10-20-19 10-20-19
Week 9 UNIT 6	Peer Groups	Pretest Quiz 6 Read Steinberg Ch. 5 Additional reads/videos Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 6 DB Peer Response and Peer Review Posttest Quiz 6 **Unit 10**	10-21-19 10-24-19 10-27-19 10-27-19 10-27-19 **
Week 10		Take TEST 2 covering Units 4,5,6 Submit Annotated Bibliography #4	11-3-19 11-3-19
Week 11 UNIT 7	Families	Pretest Quiz 7 Read Steinberg Ch. 4 Additional reads/videos Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 7 DB Peer Response and Peer Review Posttest Quiz 7 **Unit 10**	11-4-19 11-7-19 11-10-19 11-10-19 11-10-19 **
Week 12 UNIT 8	Schools	Pretest Quiz 8 Read Steinberg Ch. 6 Additional reads/videos Review Powerpoint notes	11-11-19

		Discussion Board initial post *Reflection Paper Unit 8 DB Peer Response and Peer Review Posttest Quiz 8 **Unit 10**	11-14-19 11-17-19 11-17-19 11-17-19 **
Week 13 UNIT 9	Work, Leisure, and Media	Pretest Quiz 9 Read Steinberg Ch. 7 Additional reads/videos Review Powerpoint notes Discussion Board initial post *Reflection Paper Unit 9 DB Peer Response and Peer Review Posttest Quiz 9 **Unit 10**	11-18-19 11-21-19 11-24-19 11-24-19 11-24-19 **
Week 14		Thanksgiving Break Use to work on Unit 10 and Study for Test 3	
Week 15		Take TEST 3 covering Units 7,8,9	12-8-19
Week 16 **UNIT 10	Adolescent Problems	Read Steinberg Ch. 13 Additional reads/videos Research scholarly articles regarding adolescent problems Submit all 5 annotated bibliographies	Completed Unit 10 Project including all 5 Annotated Bibliographies due 12-13-19

Note: Each unit is typically covered from Sunday to Sunday. All assignments are due by 12am end of day on their designated due dates.

Attention

"The above schedule and procedures in this course are subject to change in the event of extenuating circumstances." Altman, H. (1989). Syllabus shares what the teacher wants. The Teaching Professor, 3(5), 1-2.