

Draft Syllabus (possibly, one or more of the canvas readings may change)

Psychology 102 Adolescent Development Summer 2023

MF 9:00-12:30

Engineering 2 Room 194

Second Summer Session July 31 to September

Instructor: Professor Margarita Azmitia; pronouns she, hers
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 Phone: 459-3146
 In-class office hours: M and W at noon or by appointment

Adolescent development into emerging adulthood: course description. This course focuses on individual and relational development from early adolescence through emerging adulthood. We discuss the mutual influences and contexts of biology, cognition, personality, family, peers, school, and culture on development. While the course emphasizes normative development, we also discuss risks and problems of adolescence and young adulthood. Psychology 100 (Research Methods in Psychology) and 10 (Introduction to Developmental Psychology) are prerequisites for this course; **if you are a psychology major you must have completed these courses with passing grades (C or better) to enroll.**

Prerequisites: Psychology 3 (or 100), Research Methods in Psychology, and Psychology 10, Introduction to Developmental Psychology.

Required Books and Readings

Required textbook (Available as an e-book through bookstore or you can purchase it directly from the publisher):

Steinberg, L. (2023). *Adolescence* (13th edition). NY: McGraw Hill.
 (The 12th edition is fine also).

Additional readings for lecture and discussion section will be available on **Canvas**. Please consult the syllabus for the readings and their due dates. Log into Canvas with your UCSC email address; you can only log into Canvas if you are registered for the class.

If you are a DRC student who will need accommodations for exams: Any student who thinks they may need an accommodation based on the impact of a disability should contact the DRC. The DRC automatically sends me your paperwork. However, please meet with me privately during office hours so we can discuss your accommodations and support your learning. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu for an accommodations assessment.

With the storms and other events this has been a challenging time. Please let me know if you are experiencing difficulties; if I don't know, I can't help you. Here are additional resources.

Counseling Services (from the website <https://caps.ucsc.edu/about/index.html>): CAPS provides UCSC students with a wide range of mental health services, including group counseling,

workshops, crisis assessment and intervention, referral services, and brief individual and couples counseling. Hours: 8:00 AM - 5:00 PM, MON.-FRI., Phone: (831) 459-2628, Fax: (831) 459-5116 Address: [Cowell Student Health Center](#), East Wing, 2nd floor After-Hours/Weekends/Holidays: For crisis services call (831) 459-2628 Emergencies: For life threatening emergencies, call 911.

Slug Support: Slug Support works to help students with financial challenges or other difficulties that are affecting their ability to do well in college. They can help students obtain financial help for food or emergency housing. They can also help students find other campus resources, such as counseling, financial aid, advising, etc.

<https://deanofstudents.ucsc.edu/slug-support/program/index.html>

Distribution of Lecture Notes and Power Point slides: Please note that students will be disciplined for selling, preparing, or distributing course lecture notes and pdf powerpoints for any commercial purpose, whether or not the student personally took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies and state law and may also constitute copyright infringement subject to legal action.

Reading responses for Canvas Readings (15% of final grade, no makeups for missed posts). You will post a 4-5 sentence response on the assigned reading AND respond **respectfully** to a peer's post. *You are welcome to post your response to the reading and peer as short videos you upload onto Canvas.* **Responses are due in Canvas by 11:59 pm the night before the lecture** they are assigned for. Late posts will not be accepted. On-time posts will be graded as 5 = excellent, 3 = good, 1 = fair, and 0 missing/late/did not follow instructions. I will provide examples of reading responses and responses to peers on a handout posted on canvas.

EXAMS AND QUIZZES: (45% of grade). There will be two in-person multiple choice and short answers *non-cumulative exams*, a **midquarter** and a **final**. You need to achieve a 70% average on the exams to get a passing grade for the course. Makeups will only be given with a documented, approved excuse. **IF YOU NEED A MAKE-UP EXAM, YOU MUST LET ME (Margarita) KNOW PRIOR TO THE EXAM AND GET MY APPROVAL FOR THE MAKEUP.** Otherwise, you will not be able to take a make-up exam. The exams will be on the days scheduled. *No early or late final exams will be given, so please plan accordingly.*

Quizzes: You will take an in-person quiz on the material in the previous class meeting at the beginning of every class meeting. This practice will encourage you to keep up with the material. We will not have quizzes on 8/16 and 8/30, the class meetings during which you will take the midquarter and final exams respectively. You will be able to drop your lowest quiz score.

In class activities: 20% of grade. We will have an in-class activity every class meeting. You must be present for the activity and turn in the activity assignment to receive credit for it.

Poster Presentation Project 20% of grade. This component includes meeting with your partner in class and presenting a poster that meets the instructions during the poster session on August 28.

Cheating and Plagiarism: Academic dishonesty will not be tolerated. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, (3) fabricating information for your class project, and (4) plagiarism. Plagiarism is defined as any use of

another author's words of ideas without providing credit or an appropriate citation. Cheating and plagiarism will result in a zero grade for the exam or paper AND a letter to the chair of your department and the provost of your college. A second time of such behavior will result in a no pass (F) for the course AND a second letter to the chair and provost. If you are unsure as to what constitutes academic dishonesty, please meet with me or your TA. Information is also available here: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Principles and procedures concerning academic integrity are available at this link: http://www.ue.ucsc.edu/academic_integrity.

Project for the Course: Develop a scholarly poster on an issue in adolescent development that interests you. We will work on this assignment in class, although you will put together your poster outside of class. Once we begin the assignment, you and your partner will have 15 minutes during each class meeting to work together. While you will develop your own individual posters, working with a partner will allow you to give and get feedback. If you do not make it to class, please plan to meet with your partner outside of class. However, if you routinely miss class, even if your poster and your performance during the poster session is outstanding, you will not get full credit for this assignment. I will provide information on how to create a poster and show you a copy of one of my recent posters so you can use it as a model.

GRADING: If you are taking the course for a letter grade, roughly:

90-100% average (canvas posts, exams, quizzes, in-class activities, poster assignment) = A

80-89% = B

68-79% = C (but you must have a C average on exams to pass the course)

58-67% = D

57 and below = F

If you are taking the course P/NP, a C = Passing

NOTES ON ATTENDANCE AND COMMUNITY.

(1) Before class, please turn off your cell phone in class or put it on vibrate.

(2) I will always start on time. Please be on time—if you arrive late or leave early, please be discrete so you do not disrupt the class. You are responsible for the material and announcements you miss.

(3) I welcome your questions and comments, within reason—monitor your floor time so that you don't dominate the conversation.

(4) Please remember that your private conversations are very disruptive to your fellow students and your instructors.

(5) You can always email me with questions or suggestions—I expect politeness and professional behavior in lecture and emails, and I will return the courtesy. I check my email in the mornings and evenings—but only do so consistently Monday-Friday. If you email me during the weekend, I will respond the following Monday.

(6) If you are having trouble with the class, a concept, etc., do not wait until the last minute. I am happy to help you.

Readings and Topics for Lectures

READINGS: TXT =Steinberg

Please complete the readings in the textbook and Canvas before the day they are assigned; this will help you take notes and succeed in the course. Exams and quizzes will be based on the lecture material, textbook, and canvas readings

<i>DATE</i>	<i>TOPIC</i>
M 7/ 31	<p>Introduction to course; discussion of syllabus, and in-class activity.</p> <p><i>Please read your syllabus carefully and take the syllabus quiz by 11:59pm Tuesday August 1. While the syllabus quiz is one of your assignments, it does not count towards your grade. It is important because it allows me to determine which aspects of the syllabus are unclear and I need to explain better.</i></p>
W 8/2	<p>The Science of Adolescence and Emerging Adulthood; The Brain, Puberty, and Social Impacts of Biological change</p> <p>TXT: Chapter 1</p> <p>Canvas Reading for 4/7: Blakemore, S-J. (2018). Avoiding social risk in adolescence. <i>Current Directions in Psychological Science</i>, 27(2), 116-122.</p> <p>Please post your response to the article and respond to one peer by 11:59pm Tuesday 8/1</p> <p>Video: Adriana Galván, The adolescent brain: A Thriving look. https://youtu.be/G99wxwK-mG8</p>
M 8/7	<p>Cognitive Development</p> <p>TXT Chapter 2</p> <p>Canvas:</p> <p>Cheah, C. S. Leung, C. Y. Y., Özdemir, S. B. (2018). Chinese Malaysian adolescents' social-cognitive reasoning regarding filial piety dilemmas. <i>Child Development</i>, 89(2), 863-396.</p> <p>Wray-Lake, L. (2019). How do young people become politically engaged?. <i>Child Development Perspectives</i>, 13(2), 127-132.</p> <p>Andrew Fuligni: Given adolescents an opportunity to contribute. https://youtu.be/9zfyEuXZtzE</p>

**Please post your responses to each paper and peers
by 11:59pm Sunday, 4/16**

W 8/9

Social Transitions: Renegotiations of Relationships, Emerging Adulthood; Family relationships; Autonomy and Intimacy

TXT: Chapters 3 & 4

Canvas: Gonzalez, L. M., Martin Romero, M. Y., Stein, G. L., Coard, S. I., & Kiang, L. (2022). Troubled waters: Barriers to preparation for bias conversations across racially/ethnically diverse families. *Family Relations*, 71(5), 1878-1895. **Please post your response and respond to one peer by 11:59pm, Sunday 4/23**

Videos:

Arnett, Emerging Adulthood

<https://youtu.be/fv8KpOY0m6o>

Andrew Fuligni: Given adolescents an opportunity to contribute. <https://youtu.be/9zfyEuXZtzE>

M 8/14

Peer and Social Media Contexts of Development

TXT: Chapter 5 and Chapter 7—**Only 191-204**

Canvas:

Manago, A. M., & McKenzie, J. (2022). Culture and digital media in adolescent development. *Handbook of adolescent digital media use and mental health*, 162-187.

Please respond to the article and on peer by Sunday, August 13.

W 8/16 Midquarter Exam; Begin Schools and College as Contexts of Development

TXT: Chapters 6

M 8/21

Finish Schools and College as Contexts of Development; Work and fun

TXT: Chapter 7, only pages 180-190 and Chapter 12

Canvas:

Azmitia, M., Sumabat-Estrada, G., Cheong, Y., & Covarrubias, R. (2018). “Dropping out is not an option”: How educationally resilient first-generation students see the future. *New directions for child and adolescent development*, 2018(160), 89-100

Please post your response to the article and one peer by Sunday 8/20

Elizabeth Cauffman: Juvenile Justice

<https://youtu.be/wUa0bIqZ0XU>

Prudence Carter: Opportunity Gaps and schools

<https://youtu.be/0OakBLcldTQ>

W 8/23

Identity Development

TXT: Chapter 8

Canvas:

Loyd, A. B., Westberg, D. W., Williams, L., Humphries, M., Meca, A., & Rodil, J. C. (2023). "I Just Want to Be Me, Authentically": Identity Shifting Among Racially and Ethnically Diverse Young Adults. *Journal of Youth and Adolescence*, 52(4), 701-718.

Miller, M., Halgunseth, L. C., Csizmadia, A., & Brenick, A. (2022). The Role of Participant Immigrant Background and Gender in Middle School Youth's Responses to Actual and Hypothetical Experiences of Bias-Based Bullying. *The Journal of Genetic Psychology*, 183(5), 446-46

Please post your responses to the articles and your and responses to peers by 11:59 pm, Tuesday 5/16

Video: Chimamanda Ngozi Adichie: The danger of a single story

<https://youtu.be/D9Ihs241zeg>

M 8/28

Sexuality and Romantic Relationships; Poster Session

TXT Chapter 11

Video: Phil Hammack: Authenticity and Sexuality

<https://youtu.be/BVr1A35jhYU>

W 8/30

Final Exam; Psychosocial Challenges and Resilience.

TXT: Chapter 13

Videos: Ann Masten on Ordinary Magic: Resilience

<https://youtu.be/GBMet8oIvXQ>

