

ADOLESCENT DEVELOPMENT [PSYC 102]
Summer Session 1 2014
TuTh 9:00 – 12:30 pm in Social Sciences 2 Room 179
Syllabus Subject to Change

Professor: Elizabeth Gonzalez, M.S.
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Office Hours: Tues. 1:00 – 2:00 pm

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Office Hours: Wed 10:00 – 11:00 am

Course Description

This course focuses on individual and relational development from early adolescence to emerging adulthood. We discuss the mutual influences and contexts of biology, cognition, family, peers, school, and culture. Special topics include: identity development of ethnic-racial minority and immigrant youth; the impact of migration on adolescent cognition, identity and relationships. The course draws upon developmental psychology perspective, but other disciplines, including sociology, education, and anthropology are represented. Videos and interactive assignments will be used to illustrate course concepts. Psychology 3 or 100 (Research Methods in Psychology) and 10 (Introduction to Developmental Psychology) are prerequisites for this course; you must have completed these courses to enroll.

Course Readings

Required Textbook

Arnett, J. J. (2010). *Adolescence and Emerging Adulthood: A Cultural Approach*. Fifth Edition. Upper Saddle River, NJ: Prentice Hall.

Used and new textbooks are available for purchase at the Bay Tree Bookstore. An electronic version for purchase is also available from the publisher. A copy of the textbook is on reserve for 2 hours at a time at the McHenry and the Science library.

Additional Required Readings

Additional required readings will be available through eCommons <https://ecommons.ucsc.edu/xsl-portal> (under Resources). These readings offer multiple perspective that help tie together some of the topics and frameworks presented in the course. It is important to read the required articles *before* each lecture to better enable you to participate and actively engage with the material in lecture.

Course Participation

Communication

I encourage you to get to know me and the TA during our office hours, and to feel free to approach me or the TA after lecture with questions or comments about the material or assignments. Please do not rely on e-mail to communicate with me, since e-mail can often be delayed or misleading in tone. Please come to office hours if you need me or the TA to read or

review assignments before they are due or have questions about your grades, we will not answer any question about grades over email.

Classroom Conduct & Participation

I encourage you to ask questions and participate in lecture. While lecture attendance is not mandatory, coming to class will not only increase your mastery of the material. In addition, the midterm and final will include questions based on videos and material presented only in class.

During this course, I ask you to abstain from all laptop and cell phone use during lecture. You may not take notes on a computer. Refraining from text, e-mail, and Internet use will help your learning and is a sign of respect for your fellow classmates, TA, and your professor.

Course Requirements

Graded Material

Mid-term Exam	200
Final Exam	200
Assignments	
1. Annotated Bibliography	100
2 Literature Review	100
3. Poster Presentation	100
Research Participation	Required*
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TOTAL	700

Exams

Mid-term: **Tuesday, July 8**

Final: **Thursday, July 24**

Exams will be a combination of multiple choice, fill-in-the-blank, short answer and one essay question. The exams will be drawn from the readings and the lectures. Please bring a scantron and a #2 pencil to each exam. **No early midterm nor final exams will be given, so please plan accordingly.** Exams not taken will receive an automatic zero. The final exam is not cumulative.

Make-up exams will be given only in exceptional circumstances (e.g., an illness for which you have a doctor's excuse). Make-ups will only be given to students who contact Elizabeth (not the TAs) before the exam and get permission for a make-up.

If you are a **DRC student** who will need special arrangements for exams, please contact Elizabeth as soon as possible—we may not be able to accommodate last-minute requests.

Assignments

In **groups of four**, you will select a topic that you are interested in and have learned/or will learn about in class. You should choose a topic that you can synthesize material related to the psychology of adolescence and emerging adulthood. Based on this topic, you will write an individual literature review and give a group poster presentation.

1. Annotated Bibliography – Due Tuesday, July 1 on eCommon

Individually you will conduct a literature search for articles pertaining to the topic your group has agreed upon. On Tuesday, July 1st you will submit an **individual annotated bibliography of at least three sources** you are thinking of using for the literature review. Of the three sources you select, one must include a theoretical framework that is useful, and two must be of an empirical study. The sources must come from peer-reviewed journals or they may be book chapters. Do not draw from the textbook. Group members CANNOT use the same sources. Guidelines on how to write annotated bibliographies will be given in lecture Thursday June 26 and posted on eCommons. You are responsible for submitting the annotated bibliography **on eCommons no later than 1pm on July 1** and send an electronic copy to the rest of your group members.

2. Literature Review – Due Thursday, July 10 on eCommons

Based on the three sources you used for the annotated bibliography, you will write **an individual 3-4 page double-spaced literature review** on the topic your group selected. You are responsible for submitting the literature review **on eCommons no later than 1pm on July 10** and send an electronic copy to the rest of your group members. Guidelines and a sample of how to write a literature review will be given in lecture Thursday July 1 and posted on eCommons.

3. Poster Presentation – Due Tuesday, July 22 in class

You and your group members will create an academic poster to present during a poster session in class. You will present an overview of your topic, drawing on the specific aspects that each group member focused their individual literature review. For example, if your group selected eating disorders as your topic, your poster will describe an **introduction** to the topic as it relates to adolescent development. The poster will also discuss the **specific aspects** of each group member's research: for example, the causes, treatment, the media, and gender differences in eating disorders, as well as a **conclusion** that touches on implications and future directions for this topic. As a group you will determine how you want to design your poster and organize the material within it. The poster should provide a coherent picture of your topic. All groups will set up their posters during an academic poster session held during lecture on Tuesday, July 22. You will each take a turn answering questions at your poster. A few guests – UCSC professors and graduate students – will be invited to visit during the poster presentation. This will serve as a useful experience to prepare you to present a poster at an undergraduate or graduate research conference in the future.

Research Participation

The Psychology Department requires that all Psych 102 students participate in psychology research projects (surveys or experiments) for a total of **2 hours, or complete an alternative assignment** (see eCommons for instructions). **It is the Psychology Department's policy that students who do not complete this requirement on time will receive a "no pass" for the course.** PLEASE pay attention to this rule because there are NO exceptions! Research participation cannot be made up the following quarter. All research participation must be completed by **4 pm on Friday, July 25** (you will have to sign up in advance for studies you want to complete by the deadline).

Alternative assignment: If you prefer not to participate in research projects **or** you are under the age of 18, you must substitute **two 2-page typed papers**, each critically evaluating a psychology research article we have placed on eCommons. If you are doing the alternative written assignments, they must be emailed directly to your TA for acceptance no later than **4 pm Friday, July 18.**

Detailed instructions on how to sign-up for research projects or how to write two 2-page research papers (the alternative assignment) are posted on eCommons.

MSI Tutoring – Extra Credit Opportunity

This course will be supported with group tutoring. Tutoring will begin during the first week of summer classes and continue until the course ends. Nathalie Zhen (nzhen@ucsc.edu) will be the tutor for your class. Tutoring sessions will be posted on the LSS Online Tutor Sign Up System (OTSS) (<https://eop.sa.ucsc.edu/OTSS/tutorsignup/>). You may sign into the available sessions. Students may attend multiple sessions each week.

*Students who attend **3 or more** session during the summer course will receive **extra credit**.

Autobiographical Life Map – due last day of class

Using a combination of art and narrative, you will sketch out your life map and reflect on the pivotal events in your life path thus far. Materials will be provided (although you may also bring your own art materials). Instructions will be given during class.

Summer Session Students with Disabilities

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of the Summer Session. Contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu for more information."

Academic Honesty

Plagiarism is a very serious form of both cheating and intellectual theft. In some cases there is clear intent and at others simple academic sloppiness. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, and (3) fabricating information for your class project. Plagiarism is a form of cheating, which is defined as any use of another author's words or 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.

Course Schedule
(This schedule is subject to change)

♣ = Readings in required textbook

◆ = Readings available on eCommons

Please complete the assigned reading before coming to class. Reading the material beforehand will orient you to the topics, help you take better notes, and make it easier for you to ask questions and participate in class discussion.

Tuesday, June 24

Adolescent Development in Historical and Cultural Context

Review your syllabus carefully. Please ask any clarification questions during our next class meet. Assignment instructions will be given today.

♣ Chapter 1

◆ Rogoff, B. (2003). *The cultural nature of human development* (pp. 150-181). New York: Oxford University Press.

Thursday, June 26

Theories of Adolescence and Schooling

◆ Coleman, J. C. (1978). Current contradictions in adolescent theory. *Journal of Youth in Adolescence*, 7, 1-11.

◆ Piaget, J. (2008). Intellectual evolution from adolescence to adulthood. *Human Development*, 51, 40-47.

Tuesday, July 1

Biological & Cognitive Changes

Annotated Bibliography due on eCommons

♣ Chapter 2 & 3

◆ Fuligni, A.J. & Telzer, E. H. (2013). Another way family can get in the head and under the skin: The neurobiology of helping the family. *Child Development Perspectives*, 1-5. doi: 10.1111/cdep.12029

Thursday, July 3

Gender and Gender Roles

♣ Chapter 5

◆ Talbani, A. & Hasanali, P. (2000). Adolescent females between tradition and modernity: Gender role socialization in South Asian immigrant culture. *Journal of Adolescence*, 23, 615-627. doi: 10.1006/jado.2000.0348

Tuesday, July 8

Mid-term

Please bring a scantron and a #2 pencil; you will write your answers to the short answer questions directly on the exam. For scantrons, we will use form 882 E. You can purchase these forms at the Bay Tree Bookstore.

Thursday July 10
The Self and Identity

Literature Review due on eCommons

♣ Chapter 6

♦ Azmitia, M., Syed, M., & Radmacher, K. (2008). On the intersection of personal and social identities: Introduction and evidence from a longitudinal study of emerging adults. In M. Azmitia, M. Syed, & K. Radmacher (Eds.), *The intersections of personal and social identities. New Directions for Child and Adolescent Development*, 120, 1–16.

Tuesday July 15
Family Relationships & Friends and Peers

♣ Chapter 7 & 8

♦ Suárez-Orozco, C., Bang, H. J., & Kim, H. Y. (2011). I felt like my heart was staying behind: Psychological implications of family separations & reunifications for immigrant youth. *Journal of Adolescent Research*, 26, 222-257.

Thursday July 17
Dating, Love, and Sexuality

♣ Chapter 9

Tuesday July 22
Special Interest Lecture and Poster Presentations

Poster & Group Evaluation due in class

The first half of this lecture will cover a special topic based on students' particular interest.

Thursday July 24 - Final

Please bring a scantron and a #2 pencil; you will write your answers to the short answer questions directly on the exam. For scantrons, we will use form 882 E. You can purchase these forms at the Bay Tree Bookstore. The final exam is not cumulative.

Autobiographical Life Map due in class for extra credit