

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

**Psychology 102 Adolescent Development into Young Adulthood
Tuesday and Thursday Room 103 Natural Sciences Annex
Summer Session 1, June 25 to July 24, 2024**

Instructor: Professor Margarita Azmitia; pronouns she, hers

Office: 369 SS2 Email (best way to reach me): azmitia@ucsc.edu

Phone: 459-3146

Drop in and chat with me in our classroom! T & Th noon to 12:30 or by appt.

Teaching Assistant: Felicity Gutierrez, MA.

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Office hour: Tuesday 1-2pm room 206 SS2

Adolescent development into young adulthood: course description. This course focuses on individual and relational development from early adolescence through young 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.

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):

Arnett, J. J., & Jensen, J. A. (2024) *Adolescence and emerging adulthood: a cultural approach* (7th edition; the 6th edition is also fine). Pearson Publishers.

The Bay Tree Bookstore will charge you for the ebook unless you opt out. Instructions for accessing the e-book are on Canvas, Module 1.

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 the first week of instruction 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.

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.. **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. **A score of 5 requires that you go beyond summarizing the reading.**

EXAMS AND QUIZZES: (50% of grade; 40% Exams, 10% quizzes). There will be two in-person multiple choice *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 during 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 15% of grade. You and a partner will develop a scholarly poster on an issue in adolescent or young adult 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,

research the literature, and upload the different components of the poster onto Canvas. 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.

The poster session will take place July 24 after the final exam. You can purchase an inexpensive poster board at dollar tree, Safeway, or CVS.

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 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. 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.

All work submitted in this course, including your responses to the canvas readings, must be your own. Contributions from anyone or anything else- including AI sources, such as ChatGPT, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow UCSC's policies on integrity.

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 us 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. We are happy to help you.

Readings and Topics for Lectures

READINGS: TXT =Arnett & Arnett

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. The readings are in the Files tab on Canvas.

Exams and quizzes will be based on the lecture material (including videos) textbook, and Canvas readings

<i>DATE</i>	<i>TOPIC</i>
Tu June 25	Introduction to course and the history the science of adolescence and young adulthood, discussion of syllabus, and in-class activity.

Please read your syllabus carefully and take the syllabus quiz by 11:59pm Wednesday 6/26. 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.

Reading: TXT Ch 1

From adolescence as problems to possibilities:

Ann Masten Ordinary Magic: Resilience

<https://youtu.be/GBMet8oIvXQ>

Rebecca Covarrubias: Navigating your first year as a #FirstGen college student

https://youtu.be/s_Q7d7uCBGI?si=iz-qQ97GV4nmnAxf

Jeffrey J. Arnett: Why does it take so long to grow up today?

https://youtu.be/fv8KpQY0m6o?si=odRxU898y_8X6BaX

Th June 27	The Developing Brain, Puberty, and Sociocultural Impacts of Biological Change
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TXT: Chapter 2

Canvas Reading: Gupta, A. H. (May 30, 2024). Girls of color are getting their periods earlier. No one knows why. *The New York Times*. **Please post your response to the article and respond to one peer by 11:59pm Wednesday 6/26**

Teens not getting enough sleep, <https://video.wfyi.org/video/early-warnings-1696451030/>

Video: Adriana Galván, The adolescent brain: A Thriving look.

<https://youtu.be/G99wxwK-mG8>

- Tu July 2** **Cognitive Development**
 TXT Chapter 3
- Canvas:** Wray Lake, L. (2019). How do young people become politically engaged?. *Child Development Perspectives*, 13(2), 127-132. **Post your response and respond to a peer by 11:59pm Monday July 1.**
- Formal operational thinking.
https://youtu.be/hvq7tq2fx1Y?si=7wz1d08P21N_oy5O
- Information processing theory
<https://youtu.be/J1TYC-I2vN0?si=PUXeGhfbL5Z0AeGS>
- Th July 4** **No Class, observance of holiday**
- Tu July 9** **Cultural Beliefs, Gender**
 TXT Chapter 3 and 4
- Canvas** McKenzie, J. (2022). Digital media as sites for cultural identity development: The case of Hmong American emerging adults. *Journal of Adolescent Research*, 07435584221116312. **Please post your response and respond to a peer by 11:59 Monday July 8.**
- Niobe Way:** Why “boys will be boys” is a myth—and a harmful one at that.
<https://youtu.be/ydzfQ1X7ips?si=gWCL05R0Uigr0dXR>
- Th July 11** **In-Person Midquarter Exam (first half); work on poster (second half)**
- Tu July 16** **Identity and the Self; Family Relationships**
 TXT Chapter 6 and 7
- 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 a peer by 11:59 Wednesday July 15.**
- Andrew Fuligni: Giving adolescents an opportunity to contribute. <https://youtu.be/9zfyEuXZtzE>
- Chimamanda Ngozi Adichie: The danger of a single story.
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshere

Th July 18

Peers and Love and Sexuality
 TXT Chapters 8 and 9

Canvas: Toomey, R. B. (2021). Advancing research on minority stress and resilience in trans children and adolescents in the 21st century. *Child Development Perspectives*, 15(2), 96-102. **Please post your response and respond to a peer by 11:59 pm, Wednesday, July 17.**

Phil Hammack: The Radical Authenticity revolution
<https://youtu.be/BVr1A35jhYU?si=AkdKxUklXzFw7Ms0>

Terrie Moffit: Adolescence Limited and Life-course persistence delinquency
<https://youtu.be/odSZFo92Cms?si=cyy1WWjVh3bQouHu>

Elizabeth Cauffman: Juvenile Justice
<https://youtu.be/wUa0blqZ0XU>

Tu July 23

School, Media, Problems and Resilience

TXT Chapters 10 and 12 (We will not read chapters 11 and 13; I will cover them in lectures)

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 and respond to a peer by 11:59 pm Monday July 22.**

Mitch Prinstein: **Why teen brains are particularly vulnerable to social media:** <https://youtu.be/5YOmhEgxn0c?si=nFw6N9tIXwJEiN8B>

Prudence Carter: Opportunity Gaps and schools
<https://youtu.be/0QakBLcldTQ>

Th July 25 In-person Final Exam (first half); Poster session (second half)

