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**Psyc 311: Adolescent Psychology**  
**Fall 2018**

**Monday, Wednesday, Friday 11:00 – 11:50 a.m. (Pierce 107)**

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**Instructor**

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**Office Hours**

Monday 1:30-3:00  
Tuesday 10:30-11:45  
Also by appointment

**Course Overview and Goals**

How do we understand and study the second decade of life? Is adolescence a period of storm and stress? Is it a period of smooth transition from childhood to adulthood? The concept of adolescence as we know it today came into being around the turn of the twentieth century, and since that time, adolescence has been studied extensively by psychologists, anthropologists, sociologists, neuroscientists, and many others. In this course, we will investigate the important changes that occur biologically, cognitively, emotionally, and socially from approximately ages 10 to 20. In studying these changes, we will consider how they are affected by the contexts in which adolescents live—families, schools, peers and friends, cultural contexts—and we will focus primarily on a developmental psychology perspective on adolescence. Specifically, we will study how empirical research in psychology can help us ask and answer questions about adolescence. In addition, we will consider how that research informs our understanding of more applied questions, including questions about adolescent risk taking, bullying prevention, media influences, and others.

Our course is a Theory/Practice-Service Learning (TPSL) course. As such, it integrates the theory of the classroom with experience in the local community, and you will partner with a particular social service agency or school both to serve and to learn from the community. TPSL is an integral component of our course, and I envision it accomplishing several goals. First, it will give you an opportunity to work with adolescents and to have first-hand experience with many of the topics we will be reading about and discussing all semester. As a result, you will be able to think more directly about how the research we read could be applied in real-world settings. Second, it provides a way for you to be involved in the life of Newton County, to get outside the “Oxford Bubble,” and to be a valuable resource in our community. Details about TPSL, our community partners, and your specific schedule will be discussed in class. You are expected to spend approximately 2 hours per week (18 hours over the course of the semester) engaged in activities at your site.

**Required Texts**

- Steinberg, L. (2017). *Adolescence* (11<sup>th</sup> ed.). New York: McGraw Hill.
- Articles and additional readings available on reserve.

## Honor Code

All work submitted for evaluation in this course assumes adherence to the honor code of Oxford College. Unless instructed otherwise, all of your work in this course should represent completely independent effort. No part of your tests or papers completed for this course may be shared with other students in this class or with students in future classes. In addition, you may not refer to tests, papers, or assignments from previous classes. The Oxford College Honor Code can be found here: <http://oxford.emory.edu/academics/student-services/student-honor-code/>

## Class Policies

### *Attendance*

Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. Therefore, attendance is mandatory. You are allowed two absences, for any reason, without penalty. Note that it is impossible to receive credit for class participation if you are absent, and your participation grade will be adversely affected by more than two absences. In addition, students with excessive absences (6 or more) without documentation from the Advising Support Center (ASC) or the Office of Accessibility Services (OAS) will be referred to the Assistant Dean for Academic Affairs. Excessive absences may result in withdrawal from or failure of the course. There are no excused absences for medical or other reasons unless someone from the ASC or OAS contacts me directly about your need to miss class (and you may need to provide documentation to them). If you realize you will be missing classes for a medical or other reason, please contact the Advising Support Center ([oxadvising@emory.edu](mailto:oxadvising@emory.edu)) so that they can notify all of your professors. If you miss class, you are responsible for obtaining class notes, handouts, announcements, etc. from a classmate. Please do not email me to ask “Did I miss anything in class today?” because the answer will always be “Yes!” As soon as possible, please inform me of any religious holidays or approved Oxford athletic or other commitments that might require you to miss class so that alternative arrangements for completing work can be made at the earliest opportunity.

### *Electronic Devices*

Unless otherwise instructed, I expect that you will not use electronic devices in class. You should take notes the old-fashioned way with paper and pen/pencil. In addition, I expect that your cell phone will be turned off and put away (i.e., completely out of sight) for the duration of class. On discussion days and other days on which a reading other than the textbook is assigned, I expect that you will have a copy of the reading accessible during our discussion because you will need to refer to it frequently. You may access the reading electronically, and on these days, you may use your laptop or other electronic device in class for that purpose. There may be other class days on which I ask you to bring your laptop or other device with you for some activity we will be doing in class.

## Evaluation

Evaluation of your performance in this course will be based on various tests, papers, and other assignments. Each component is described in greater detail below. Letter grades will be assigned based on the following scale:

A = 100-93	A- = 92-90	B+ = 89-87	B = 86-83	B- = 82-80	C+ = 79-77
C = 76-73	C- = 72-70	D+ = 69-67	D = 66-63	D- = 62-60	F = 59-0

Assignment	Percentage of Grade	Date Due
Test 1	16%	October 3
Test 2	16%	November 2
Test 3	16%	December 3
Analysis paper 1	15%	October 15
Analysis paper 2 & TPSL presentation	22%	December 18
Class participation	10%	Every day
Leading discussion	5%	Date varies
TPSL journal	—	October 22 & December 10

Assignments will be penalized one full letter grade (e.g., A- to B-, C to D) for each part or whole day the assignment is late. No extension or make-up option is available for class discussion.

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, I encourage you to contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at [oas\\_oxford@emory.edu](mailto:oas_oxford@emory.edu).

If you are currently registered with OAS and have not requested or received a copy of your accommodation notification letter, please notify OAS immediately. Students who have accommodations in place are encouraged to coordinate sometime with me, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. Accommodations are not implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for this course face to face with the OAS student. All discussions with OAS and faculty concerning the nature of your disability remain confidential. For additional information regarding OAS, please visit <http://www.equityandinclusion.emory.edu/access>.

## Tests

There will be three tests in this course that will be taken during class. Test questions will be drawn both from your readings and from material covered in class and will emphasize the synthesis and application of your knowledge about adolescence. Only under extraordinary circumstances will a make-up exam be administered. It is your responsibility to make all arrangements for the make-up exam before the start of the regularly scheduled exam.

## Writing Assignments

### *Analysis Papers*

You will be assigned two analysis papers. Additional information about these assignments will be distributed and discussed in class. The first paper will require you to integrate and apply themes and ideas in course readings and will give you experience finding and effectively using existing research studies to support your arguments. For the final paper, you will write about your experiences at your TPSL site, specifically ways in which your experiences with adolescents at your site is both

consistent with and not consistent with the research and theory we have read and discussed in class. Also on the scheduled exam day for our class, you will present some aspect of your TPSL experience (as you've analyzed in your paper) to the class. Failure to complete the expected TPSL commitment and/or poor work at your TPSL site will result in a substantially lowered grade for your final paper.

### *TPSL Journal*

Each time you go to your TPSL site, you are required to complete a journal entry and upload it to Canvas. These entries will serve as a prompt for you to reflect on what you are observing, doing, and learning in this component of our class. Each entry should follow the format described below:

- Each entry should be in a separate document (so you can easily upload it in the appropriate place in Canvas).
- At the top of each entry, you should type "Journal Entry #X" and the date.
- Each entry should include two sections.
- Section 1 should describe what you did that day. If it's easier, you can include a bulleted list.
- Section 2 should include your reflections on your experiences. The form this reflection takes is up to you. Some questions you might consider include... What did this experience make you think about? How did this experience make you feel, and why? In what ways does this experience relate to something you've read about and/or we've discussed in class? Did the experience raise questions for you that might be answered with an empirical study, and how would you conduct that study? How did your experience fit with research and theory on adolescent development? Are there ways in which your experience is inconsistent with research/theory on adolescence? How and why? How did your experience fit with nomothetic and/or individual differences perspectives on adolescent development?

Once during the semester and again at the end of the semester, you are required to turn in your journal for me to read. Your journal will not be graded *per se*. However, the completeness and quality of your journal entries will be reflected in your class participation grade. In addition, you should find that these reflections will be immensely helpful to you when you write your final paper.

## **Class Participation and Leading Discussion**

### *Participation in Class Discussion*

The format of this class requires that the assigned readings be completed before the date they will be covered in class. I expect you to be thoroughly engaged with the material, your colleagues, and me for the full class session. Your contribution to the class activities and discussion is viewed as an essential component of your own learning process in this course as well as that of your classmates. *Everyone* is expected to participate at *every* class meeting. If you are hesitant about speaking up in class, talk to me about it without delay, and I will help you get started. Remember that the *quality* of your contributions is more important than the *quantity*. Your contributions to class meetings will be scored as follows:

- ++ Outstanding contributions (comments, questions, and responses to others show careful critical analysis of material)

- + Good contributions (comments, questions, and responses move the discussion forward)
- Neutral contributions (comments, etc. do not move the discussion forward) or minimal contributions
- — Listening attentively but no contributions
- 0 Not engaged or absent

### *Facilitating Class Discussion*

On specific days throughout the semester, class will be led by a team of discussion leaders. The task of the leaders is to facilitate discussion of the readings assigned for that day. Once during the semester, you will work with several partners to serve in this role. When you are a discussion leader, the class session is yours to organize and plan, so be creative! Remember that your goal is to facilitate discussion with your classmates and not to complete a class presentation. Your grade for this component of the course will be based on the following: overall clarity, contribution to colleagues' understanding of the material, grasp of material and ability to answer questions, facilitation of discussion, teamwork, completeness, placing the material in the context of other course readings, effective style of speaking, preparation, and creativity.

You and your partners *must* meet with me to talk about your plans for facilitating discussion before your scheduled discussion day. This meeting needs to occur *before* the day before your discussion (i.e., before Friday for a Monday discussion, before Tuesday for a Wednesday discussion, and before Thursday for a Friday discussion). Be sure to arrange this meeting with me well in advance so that we can all get it on our calendars. You should come to our meeting having carefully read the materials for your discussion and with a plan for your class session. Your preparation for this meeting will be taken into account when I grade your discussion facilitation.

### **Additional Resources**

There are numerous resources available to you on campus. Below I've listed a few that might be helpful to you. If you do not see a relevant resource below, please see me, and I will do my best to help connect you to the right person/place.

#### Advising Support Center (ASC)

The Advising Support Center is a great first stop for students who have general academic questions or concerns. The ASC can help you access all of the appropriate resources on campus. Stop by the first floor of Seney Hall or email [oxadvising@emory.edu](mailto:oxadvising@emory.edu) for more information. "Just ASC!"

#### The Writing Center

The Writing Center usually opens in the third or fourth week of the semester. Consultants in the Oxford Writing Center are available to support Oxford College students as they work on any type of writing assignment and/or text, at any stage of the composing process. Consultants can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They usually do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. All students, monolingual and multilingual, are welcome to visit the Writing Center tutors. Learn more and make an appointment by visiting the WOnline website <https://oxford.mywconline.com/>. Please review tutoring policies before your visit.

### Counseling Center

Many students visit the Counseling Center at some point during their Oxford careers. Counselors are available to talk with you about any difficulties that might be limiting your intellectual, emotional, or social development. Their services are confidential and highly professional. See

<http://oxford.emory.edu/life-at-oxford/counseling-and-career-services/> for more information.

You can schedule an appointment by calling 770-784-8394.

### Career Services

It's never too early to start thinking about and preparing for your time after Emory! The Career Services Center is available to help you explore opportunities during your time at Oxford (e.g., internships) as well as to help you think about the future. See <http://www.oxford.emory.edu/life-at-oxford/counseling-and-career-services/career-services/>.

### **Let's Meet for Coffee**

I am eager to get to know you and have a chance to learn more about your interests, your goals, and who you are outside of our regularly scheduled class meetings. To that end, I invite you to join me for coffee (or my personal favorite...chai tea!) at the library coffee shop or the dining hall some time this semester. This is not a requirement, but I hope you will take me up on the offer—just let me know a time we could meet.

### **List of Articles for Discussion Days**

#### Pubertal timing

- Weil, E. (2012, March 30). Puberty before age 10: A new “normal”? *New York Times Magazine*.
- Reynolds, B. M., & Juvonen, J. (2011). The role of early maturation, perceived popularity, and rumors in the emergence of internalizing symptoms among adolescent girls. *Journal of Youth and Adolescence*, 40, 1407-1422.
- Reese, B. M., Trinh, S. L., & Halpern, C. T. (2017). Implications of pubertal timing for romantic relationship quality among heterosexual and sexual minority young adults. *Journal of Adolescent Health*, 61, 685-693.

#### Adolescent brains, rewards, risk

- Dobbs, D. (2011, October). Beautiful brains. *National Geographic*.
- Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology*, 41, 625-635.
- Smith, A. R., Chein, J., & Steinberg, L. (2014). Peers increase adolescent risk taking even when the probabilities of negative outcomes are known. *Developmental Psychology*, 50, 1564-1568.

#### Parenting and adolescent adjustment

- Luthar, S. S., & Barkin, S. H. (2012). Are affluent youth truly “at risk”? Vulnerability and resilience across three diverse samples. *Development and Psychopathology*, 24, 429-449.
- Gottlieb, L. (2011, July/August). How to land your kid in therapy. *The Atlantic Monthly*.
- Teti, D. M., Cole, P. M., Cabrera, N., Goodman, S. H., & McLoyd, V. C. (2017). Supporting parents: How six decades of parenting research can inform policy and best practice. *SRCD Social Policy Report*, 30(5), 1-33

### Social media

- Rabin, R. C., (2016, June 14). For teenagers, the pleasure of “Likes.” *New York Times*.
- Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., & Dapretto, M. (2016). The power of the *Like* in adolescence: Effects of peer influence on neural and behavioral responses to social media. *Psychological Science*, 27, 1027-1035.
- Underwood, M. K., & Ehrenreich, S. E. (2017). The power and the pain of adolescents’ digital communication: Cyber victimization and the perils of lurking. *American Psychologist*, 72, 144-158.
- Hoffman, J. (2010, December 4). As bullies go digital, parents play catch-up. *New York Times Magazine*.

### Gender identity and gender-role behavior

- Padawer, R. (2012, August 8). What’s so bad about a boy who wants to wear a dress? *New York Times Magazine*.
- Toomey, R. B., Ryan, C., Diaz, R. M., Card, N. A., & Russell, S. T. (2010). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. *Developmental Psychology*, 46, 1580-1589.
- DeLay, D., Martin, C. L., Cook, R. E., & Hanish, L. D. (2018). The influence of peers during adolescence: Does homophobic name calling by peers change gender identity? *Journal of Youth and Adolescence*, 47, 636-649.

### Sex and romance

- Taylor, K. (2013, July 12). Sex on campus: She can play that game, too. *New York Times*.
- Shulman, S., Seiffge-Krenke, I., & Walsh, S. D. (2017). Is sexual activity during adolescence good for future romantic relationships? *Journal of Youth and Adolescence*, 46, 1867-1877.
- Nesi, J., Widman, L., Choukas-Bradley, S., & Prinstein, M. J. (2016). Technology-based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation. *Journal of Research on Adolescence*, 27, 471-477.

### **Schedule**

WEEK	DAY	DATE	TOPIC / ASSIGNMENT DUE	READING
1	W	8/29	Welcome	—
	F	8/31	Scientific study of adolescence Introduction to TPSL	Intro chapter
2	M	9/3	LABOR DAY HOLIDAY	
	W	9/5	More on science, introduction to discussions	—
	F	9/7	Puberty and biological foundations Introduction to TPSL	Ch. 1
3	M	9/10	Puberty and biological foundations	Ch. 1
	W	9/12	<i>Discussion:</i> Pubertal timing	Weil (2012); Reynolds & Juvonen (2011); Reese et al. (2017)
	F	9/14	Puberty and biological foundations	Ch. 1
4 *TPSL begins	M	9/17	Cognitive development	Ch. 2
	W	9/19	Cognitive development	Ch. 2
	F	9/21	PsycInfo day	—

WEEK	DAY	DATE	TOPIC / ASSIGNMENT DUE	READING
5	M	9/24	<i>Discussion:</i> Adolescent brains, rewards, and risk	Dobbs (2011); Gardner & Steinberg (2005); Smith et al. (2014)
	W	9/26	Social transitions	Ch. 3
	F	9/28	Social transitions	Ch. 3
6	M	10/1	The family	Ch. 4, Park (2018)
	W	10/3	<b>Test 1</b>	—
	F	10/5	The family	Ch. 4
7 <i>*No TPSL this week</i>	M	10/8	<b>FALL BREAK</b>	
	W	10/10	<i>Discussion:</i> Parenting and adolescent adjustment	Luthar & Barkin (2012); Gottlieb (2011); Teti et al. (2017)
	F	10/12	Peers and peer groups	Ch. 5
8	M	10/15	Peers and peer groups <b>Analysis Paper 1 due (uploaded to canvas by start of class)</b>	Ch. 5
	W	10/17	Catch up day	—
	F	10/19	<i>Discussion:</i> Social media	Rabin (2016); Sherman et al. (2016); Underwood & Ehrenreich (2017); Hoffman (2010)
9	M	10/22	TPSL reflections <b>TPSL journals due</b> (uploaded to canvas by class time – should have 4 entries)	—
	W	10/24	Schools	Ch. 6
	F	10/26	Schools	Ch. 6
10	M	10/29	Identity	Ch. 8
	W	10/31	Identity	Ch. 8
	F	11/2	<b>Test 2</b>	—
11	M	11/5	<i>Discussion:</i> Gender identity and gender-role behavior	Padawer (2012); Toomey et al. (2010); DeLay et al. (2018)
	W	11/7	Autonomy	Ch. 9
	F	11/9	Autonomy	Ch. 9
12	M	11/12	Autonomy	Ch. 9
	W	11/14	Intimacy	Ch. 10
	F	11/16	Intimacy	Ch. 10
13 <i>*No TPSL this week</i>	M	11/19	<i>Class does not meet today</i>	—
	W	11/21	<b>THANKSGIVING BREAK</b>	
	F	11/23	<b>THANKSGIVING BREAK</b>	
14	M	11/26	Sexuality	Ch. 11
	W	11/28	Sexuality	Ch. 11
	F	11/30	<i>Discussion:</i> Sex and romance	Taylor (2013); Shulman et al. (2017); Nesi et al. (2016)
15 <i>*Last TPSL week</i>	M	12/3	<b>Test 3</b>	—
	W	12/5	Psychosocial problems in adolescence	Ch. 13
	F	12/7	Psychosocial problems in adolescence	Ch. 13
16	M	12/10	Wrap-up <b>TPSL journals due</b> (uploaded to canvas by class time)	—
17	T	12/18 2:00-5:00 pm	<b>TPSL presentations</b> <b>Analysis Paper 2 due</b>	—



