**ADOLESCENCE (Psych 278)**

**Block 5, 2019**

Professor: Alice Ganzel

Phone: 895-4104; e-mail: [aganzel@cornellcollege.edu](mailto:aganzel@cornellcollege.edu)

Office: 106B Law Hall

Class times: 9:00-11:00 and 1:00-3:00

Office Hours: Tuesdays, 3:00-4:00 and by appointment

Texts: *Adolescent Portraits*, (7th Ed., 2012), Garrod, Smulyan, Powers & Kilkenny(**required**)

Any text on adolescence available in classroom and/or on reserve in Cole library

(Cole Library also has several *Handbooks* in psychology. Handbooks include an extensive and exhaustive review of the research literature to date on a particular topic. They are organized into chapters. You may wish to consult these for in-depth information.)

Additional readings posted on Moodle or distributed in class.

Prerequisite: Although this class has no formal prerequisite, I encourage people to take Fundamentals of Psychology first. If you have not had this class, please visit with me so I can advise you on this.

### TEACHING PHILOSOPHY, COURSE GOALS, and COURSE OBJECTIVES

My teaching philosophy is that you and I are in partnership in this endeavor and thus, we have responsibilities to each other. I see my responsibility as (1) giving you an organization to use to consider the variety of topics related to this subject matter; (2) structuring the daily assignments to lead you toward our understanding of what we know to date, and (3) engaging your skills of analysis to judge the adequacy of our current explanations of the various phenomena associated with adolescent development. For your part, I expect you to come prepared for our class time together (as detailed below), to be willing to share your questions, your perspectives, and your respect toward your classmates, and to engage with each other and with me to advance our respective learning journeys.

The broad goals for this course include the following:

* to foster your understanding of how a *social science* approach augments our understanding of the world;
* to acquaint you with the research findings that form the basis of our current understanding of adolescent development;
* to foster your understanding of how an empirical approach differ from opinion;
* to foster your willingness and ability to rely on others to deepen your understanding.

More specifically, if we are (jointly) successful in these endeavors, by the end of the course you will:

* have a working knowledge of what current research suggests about adolescent development;
* understand how a *developmental* approach differs from other subfields in psychology;
* know how to *find* and *decipher* empirical research related to a given topic in adolescent development;
* know how to formulate *empirical* questions related to adolescent development, and know the basics of formulating a research plan to address those questions;
* understand the differences between, and strengths and limitations, of both typical or normative development and individual differences in development.

Activities in this course are designed to foster and enhance the following educational priorities and outcomes (found [here](https://www.cornellcollege.edu/about-cornell/mission/index.shtml)): ***knowledge,*** ***inquiry, reasoning,*** and ***communication***(addressed further under each portion of the course below).

**ASSESSMENT**

We will be assessing your progress throughout the course in the following ways:

|  |  |
| --- | --- |
| Attendance and Participation (with weekly feedback) | 10% |
| Reflections on and Organization of Learning Journal (with weekly feedback, 5% each) | 15% |
| Retrieval and Consolidation Exams (15% each) | 45% |
| Block Project (consistent feedback throughout) | 30% |

Final course grades will be determined on a percentage basis using the following:

94 to 100% 🡪 A 84 to 86% 🡪 B 74 to 76% 🡪 C 64 to 66% 🡪 D

90 to 93% 🡪 A- 80 to 83% 🡪 B- 70 to 73% 🡪 C- 60 to 63% 🡪 D-

87 to 89% 🡪 B+ 77 to 79% 🡪 C+ 67 to 69% 🡪 D+ below 60% 🡪 F

**BROAD OVERVIEW OF DAILY AND WEEKLY COURSEWORK**

The first “text” noted above is a collection of cases (autobiographies). It is often challenging to assign a more standard textbook (which summarizes research findings to date) for adolescent development, for a variety of reasons. First, we (researchers) are learning things so rapidly that it is difficult for textbook authors to keep up. Second, students in this course vary widely in their background knowledge (including first-year students for whom this is their first introduction to the field, to psychology majors about to finish their degree).

In order to enhance learning regardless of differences in background, I use the following approach: To prepare for our daily meetings, I have posted a set of questions for each topic on Moodle. You should consult the questions, access one or more of the textbooks, either in the classroom or on reserve in the Library, and note the information in your Learning Journal (discussed further below). If you wish acquire your own text, talk with me about suggestions.

Reading from a variety of sources allows us to share with each other not only our own perspectives but also the perspectives from different authors (i.e., adolescent researchers). We will then use the autobiographies (Garrod, et al.) to analyze whether and when an individual’s life illustrates what empirical findings suggest. Plan on bringing the case studies to class as we will frequently be working from them.

Each Friday, you will review the week’s work and compose a reflection of, and organization of, those topics. Each Monday morning of the block you will demonstrate your understanding of that material through a retrieval and consolidation exam. Monday afternoons will be dedicated to advancing work on the block project; the final two days of the block will be dedicated to finishing touches on the block project.

**CLASS FORMAT, ATTENDANCE, AND PARTICIPATION**

(adapted, with permission, from Kara Beauchamp)

To prepare for class each day, consult the questions available on Moodle. Use the various textbooks on reserve in the Library or consult the textbooks in the classroom. Incorporate notes in your **Learning Journal** (see next section). I plan to use very little lecture in our daily work together. Instead, we will be applying our understanding of the research literature on adolescent development to the cases you are reading for class.

Thus, in an immersion calendar like ours, daily attendance and preparation is *essential*. We’ll generally meet both mornings and afternoons, and will spend the bulk of time discussing and workshopping ideas. Because daily activities build on previous ones, students will be allowed only ***3 excused absences*** (morning and afternoon count separately). If you must miss a class, email me beforehand, and plan to check with your classmates or me as to what was covered. If a student misses more than three classes (excused or unexcused), the course grade will be lowered by 1/3 of the letter grade (e.g., from A to A-). (I reserve the right to adjust this policy in the case of individual unforeseen and unavoidable circumstances.) Furthermore, habitual tardiness will result in the same penalty.

**Class discussion and participation:** Each of us comes into this class with our own history, interests, and understanding, which will be similar in some ways and differ in others. Willingness to share your perspective with classmates and to be open to their experiences and viewpoints advances everyone’s understanding … provided, of course, that we are respectful of others. To participate in this class, you need to be an informed participant—your comments should be related to the course material and should add to the topic being discussed. You also need to listen to each other—which requires patience, empathy, and mutual respect. Please be willing to share your ideas and be open to opposing perspectives; it is possible to disagree and still interact respectfully. Listening carefully, asking questions, and responding to what people have said all demonstrate respectful engagement. If you tend to be reticent about talking in class, one strategy for participating is to ask clarifying questions of your classmates. Doing so can help others to simplify and/or expand their ideas. As always, however, questions should be honest and respectful. Daily attendance, preparation, and participation are designed to help you meet the EPOs of ***knowledge,*** ***inquiry, reasoning,*** and ***communication.***

Each week I will give you my feedback on your participation for that week. There is a rubric for participation available on Moodle.

**Class Policies and Etiquette:** I expect you to be engaged with me, your classmates, and the course material. Participation includes being attentive and non-disruptive in class, being respectful of others’ opinions, being present and arriving to class on-time, turning off and **putting away** cell phones and ear buds, and avoiding distractions like reading the newspaper, knitting/crafts, etc. We will be using laptop computers daily, and I expect you to use it ***ONLY***for class activities (information search, doing other assigned activities): no surfing the web, checking your e-mail, watching videos, etc. When we are discussing cases or doing other activities that don’t need the computer, you must close the lid. It is very distracting to others, and to me, when you are not attending to our discussions.

Furthermore, I hold a **STRICT NO CELLPHONE** policy in the classroom. If you must consult your cellphone, do so *only* during breaks and you must leave the room. **If your cellphone or computer becomes a distraction to you and/or to me I will ask you to leave for the remainder of the class period**, and your attendance and participation points will be affected. Violating this policy will severely impact your participation and attendance grade.

**THE LEARNING JOURNAL (also known as The Interactive Notebook)**

(adapted, with permission, from Kerry Bostwick)

As you complete your daily assignments, you will keep a ***learning journal*** (also known as the interactive notebook).

**Daily Work**

**Preparation for class**: Research into the neuroscience of learning reveals that true mastery of subject occurs only when one has actively interacted with the topic. As noted earlier, I will post questions, on Moodle, to help guide your study for the topic covered each day. You can then consult one or more of the textbooks to give you the necessary background information. Feel free to use any resources that will help. For example, the Library has a database called “Films-on-Demand” that has thousands of videos across many academic disciplines. YouTube videos can be a resource, especially for many of the established theories (e.g., Piagettian tasks). Of course, Google is always available, but I would encourage you to use this sparingly; Google tends to summarize topics superficially, and I would like you will strive for deeper understanding. Regardless of the sources you use, ***you must document them in your notebook.***

Although you may be inclined to type your notes, I’d encourage you to hand-write them instead. Research into effective learning indicates that hand-writing their comments forces people to slow down their thinking and consider the ideas more deliberately. I also strongly encourage you to include any questions, objections, and/or ideas that are generated by the reading. For example, you may encounter theories or findings that you’re skeptical about, or insights you’ve gained into your own or others’ behavior, or things that surprised you. You may encounter something beyond the daily prep questions you’d like to discuss further, etc. Bring your Learning Journal with you to class, and feel free to raise any such ideas.

**In class:** We’ll use our class time together to reinforce and practice these concepts. This will include exercises and discussion. Often, we’ll be analyzing theory in light of the autobiographies in the Garrod et al. case book, so bring your casebook to class also. Sometimes we will also be searching for additional information in class so bring your laptop as well. On those occasions when I do add information through lecture, you should again take notes. However, it is INEFFECTIVE to record *only* what I show on Power Points. (Besides, I post these on Moodle after our class session.) In addition to noting these main points, write down the *examples* I use to illustrate each point. Plan also on taking notes on the exercises, demonstrations, and discussions we have in class.

**Weekly Review, Reflection, and Organization**

In order to consolidate the material you’re studying, each Friday (due on Moodle by 8:00 p.m.) you will compose a short ***reflection*** on your learning for the week; and an ***organizational overview*** of the topics that were covered. Reflecting on your own learning facilitates the practice of *metacognition* and organizing information facilitates a memory technique known as *chunking*, both of which enhance deep understanding.

The **reflection** is your self-assessment of your mastery of the material; here are some questions to consider for your review: What concepts did you already know and what was new information? Where do you feel confident in your understanding? What concepts were more difficult to grasp? What kinds of things might you do to help yourself in mastering this understanding? etc. The reflection should not exceed two pages, double-spaced, and must be typed and uploaded to the respective assignment folder. (Also see general guidelines for written assignments.)

Additionally, you will submit an **organizational overview** of the topics covered during the week. The most common approach to this is an outline of the topics, but there are alternative approaches as well: concept maps, webbings, etc. You may want to consult [www.inspiration.com](http://www.inspiration.com) for other ideas.

Please note that ***I may ask to see your notebook* *itself*.** Additionally, on your second and third reflections you should address any suggestions or questions I may note on your previous reflections. The Learning Journal reflection and organization are designed to help you meet the EPOs of ***knowledge and inquiry.***

**Work Expectations:** According to the US Department of Education, in order to receive credit for with a block course (which is equivalent to a 4 semester-hour course), a student is expected to spend at least 150 hours on coursework. This includes both in-class and out-of-class time. We will spend 3-4 hours each day in class. That means that you should spend 3.5 – 4 hours a day on coursework outside of class time every day, including weekend days.

**RETRIEVAL AND CONSOLIDATION EXAMS**

Each of these previous facets of the course is designed to prepare you for the weekly exams, and exams are designed to facilitate your further consolidation and application of your learning. These will help you to further consolidate your understanding of the material and will consist of the types of exercises and discussions we practice in class. The daily questions serve as my/your test outline. Exams are similarly designed to help you meet the EPOs of ***knowledge and inquiry.***

**BLOCK PROJECT/RESEARCH PROPOSAL**

See separate handout at the end of the syllabus.

**CORNELL POLICIES**

STUDENTS WITH DISABILITIES: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities.  For more information see [cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml). Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.  Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

HEALTH ISSUES: If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If health concerns make the completion of this course not viable, you may petition for a health withdrawal (WH), but you should be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

ACADEMIC HONESTY: Cornell College expects all members of the Cornell community to act with academic integrity.  An important aspect of academic integrity is respecting the work of others.  A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known.  When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source.  If there is no appropriate acknowledgement of sources, **whether intended or not,** this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.  The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading ‘Academic Policies – Honesty in Academic Work.’

**OTHER CLASS POLICIES**

LATE POLICIES: All written work is due at the beginning of class or as noted on the Course Schedule, and if turned in late will be penalized 2% per hour up to 5 hours, and 10% per day thereafter.

E-MAIL: Periodically I will send all-class announcements via e-mail, so you should plan on checking this frequently. Note that College policy states that electronic communications are as official as written communications and you are expected to check this at least once a day.

**COURSE SCHEDULE**

Sometimes it is necessary to make changes on the block plan. Listen for such changes in class or via email.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Preparation - completed *prior* to class | Other assignments due |
| 1/14 | Orientation | *Sarah’s case* (on Moodle)  *Chhaya’s case* (Case 10) |  |
| 1/15 | Research | any adolescent or introductory psychology text |  |
| 1/16 | Problem Behaviors | any adolescent text |  |
| 1/17 | Family | any adolescent text; *Asha’s case* (Case 3) |  |
| 1/18 | Work | any adolescent text; *Bill’s case* (on Moodle) | LJ reflection/organization 8:00pm |
|  |  |  |  |
| 1/21 | R & C Exam |  | Submit worksheet (not graded) |
| 1/22 | Peers/Friends | any adolescent text; *Jack’s case* (Case 11)  excerpt from Robbers’ Cave study (available on Moodle) |  |
| 1/23 | Schools | any adolescent text; *Jesse’s case* (Case 5); *Viana’s case* (Case 7) |  |
| 1/24 | Self/Identity | any adolescent text  Case 1 (Jean): *Someday my Elders will be Proud*  Case 4 (Jose): *The Hatred Within*  Case on Moodle (Christine): *Color-Blind* | Submit rough draft of first summary |
| 1/25 | Dating, Love and Sexuality | Hardin (2015) *A Sex Positive Framework …*  View [this video](https://www.youtube.com/watch?v=OYfoGTIG7pY) (Helen Fisher “The Brain in Love”) and/or skim Fisher article (on Moodle)  Graham’s case (on Moodle); additional cases (Cases 8, 12, 13, 17—each student reads *one* TBA) | LJ reflection/organization 8:00pm |
|  |  |  |  |
| 1/28 | R & C Exam |  |  |
| 1/29 | Biology (brain and puberty) | Steinberg Pt 1, pp. 68-73 (on Moodle)  Chapter – Spear (on Moodle)  chapter from any adolescent text on pubertal development |  |
| 1/30 | Cognition | Steinberg Pt 1, pp. 57-68 (on Moodle)  Steinberg Pt 2 (skip pp. 74-78 on IQ)  Keating, 2012 (on Moodle) | Submit rough draft of Introduction |
| 1/31 | Culture | any adolescent text; Phuoc’s case (Case 18) |  |
| 2/1 | Media | Valkenburg & Peter (2013) *Differential Susceptibility to Media Effects Model* (on Moodle) | LJ reflection/organization 8:00pm |
|  |  |  |  |
| 2/4 | R & C Exam |  |  |
| 2/5 | Work in class |  |  |
| 2/6 |  |  | Research proposal due noon |

\*If you are particularly industrious, you may want to read the appropriate chapter from *The Handbook of Adolescent Development,* **3rd** Ed. (Lerner & Steinberg, **2009**). This is available on in the Reference section on the third floor of Cole Library, 155.5, H191.

**RESEARCH PROPOSAL**

A research proposal is a detailed plan for research involving a review of previous studies on the topic (summarized in an **Introduction)**, the proposed **Methods** for obtaining the data (the sample, the measures, and the research design), and the **Proposed Analysis/Expected Findings**. Your research proposal should also reflect a *developmental* approach. The block project is designed with two purposes: to instruct you in the skills you will need in the future to keep yourself informed of new knowledge related to adolescent development; and to help you learn how to ask *empirical* questions about adolescents’ development. This activity supports the EPOs of ***inquiry, reasoning*,** and ***communication***.

Note as well that although you will be collaborating heavily with your classmates to develop the research proposal, ***YOUR FINAL RESEARCH PROPOSAL MUST REPRESENT YOUR OWN WRITING***.

To illustrate the process of psychological research, in his 2012 *Adolescence* text, Arnett proposes the following hypothesis: “**Girls are more likely to become depressed because they tend to blame themselves when they experience conflict with others**" (p. 16). To further illustrate the research process, I have placed an empirical study that touches on parts of this question on Moodle. I will guide you through the process of identifying key information from an article so that you can summarize that article. We will work on this in class on Monday afternoon, January 21st.

During our first week, we will also work in class to find additional empirical studies which address this question. Once we have identified such studies, you will summarize one, using a similar process. Although this can vary from article to article, a summary will generally include the following:

* What is the issue the authors are addressing? and/or What was the purpose of the study? Include any background that is important to understanding the purpose. This will typically include a rationale for completing the study (i.e., why is this information important?) Report the hypothesis(es) (if stated).
* Describe the sample, including the number of participants, and any relevant demographics (this will almost always include the gender split). If the participants are placed into groups, how did the researchers do so? How many in each group?
* What methodology (research design) did the authors use? Observation? Survey? Experiment? Correlation?
* Was the study a *developmental* design? If so, what type?
* What are the variables they were investigating, and *how did they measure (operationally define) those?* (I will want details on these.)
* What were the main findings of the study? (Do not report statistical tests here; concentrate on the big picture.)
* How did the authors interpret their findings and/or what conclusions did they draw from the findings?

Your goal here is to represent each study succinctly, yet clearly and completely, so I can readily visualize it in my head. (Note: please do not use the word "prove" in your summary. By its very nature, science does not "prove” things. A better way to state this is, "The evidence supports . . .” or “This suggests . . .” etc.)

Next, using your summary and collaborating with other class members who have summarized different articles, you will ‘marry’ your respective articles into an **Introduction** for your research proposal. In compiling these articles into a coherent literature review, you will identify the ‘holes’ in the research: What aspects of the previous research studies were lacking when you consider the above (Arnett’s) hypothesis? What facets need additional clarification? Which measures would best represent the hypothesis? What type of developmental design would best address the question?

Finally, again working with your classmates, you will design a research study to plan the “next steps” in addressing the hypothesis. In addition to the Introduction described above, you will formulate a **Methods** and **Proposed Analysis/Expected Findings** sections. The **Methods** sections will have at least two subsections (and possibly more): Participants and Measures. In the Participants subsection, you will describe how you will recruit the individuals who provide your data; this will also be where you describe the developmental aspect of your study. In the Measures section you will describe, in detail (possibly including appendices), your conceptual variables and how you plan to measure/quantify these.

In the **Proposed Analysis/Expected Findings** section, you will describe where—i.e., which variables—should show differences if your hypothesis is correct.

Because this is likely to be the first time many of you have done a research proposal, I will lead you fairly closely through the process. You will be using the information we cover on Research Methods (second day of class); this will include such things as selecting a research design, describing/selecting measures, and addressing how you will analyze data. (Note again that we will not be actually collecting data; rather we are designing a plan for collecting data.)

All papers must be in proper APA style. I will provide on Moodle, a template for APA style for your use, but please note it is your responsibility to make sure everything is in proper APA style.

My rubric for grading various aspects of the research proposal will be available on Moodle.

Finally, once again, note that although you will be working closely with classmates on this project, your final written proposal must be your own.