

PSY218: Psychology of Adolescence
Maryville College
Spring 2021
Monday, Wednesday, Friday: 9:00 – 9:50 AM
Online

Instructor: Dr. Zachary Himmelberger

Email: zach.himmelberger@maryvillecollege.edu

Office: 129D Sutton Science Center

Virtual Office Hours: Monday to Thursday from 10:00-10:45. I am also available most afternoons by appointment.

General Information

Prerequisites: PSY101 (Introductory Psychology) and Sophomore standing

Required Text: Santrock, J. W. (2017). Adolescence (17th ed.). New York: McGraw-Hill. **You need access to McGraw-Hill Connect.**

Course Website: This course will use Tartan Blackboard (<http://mctartan.com>)

Syllabus: As the instructor of this course, I reserve the authority and discretion to revise this syllabus and course schedule. Although the content of the syllabus may change, the exam and assignment dates will likely stay the same. I will notify you of any changes as early as possible.

Course Description: Growth and development of the adolescent from puberty to 21. Physical, cognitive, social, moral, and emotional development are examined. The organization of appropriate educational environments, including educational tests and measurement, both formal and informal, and their interpretation are considered. Field observation study of middle school age children is required.

Course Objectives:

- Demonstrate knowledge of how scientific methodology is applied to the study of adolescent psychology.
 - Analyze and evaluate current findings and latest research related to adolescent psychology.
 - Communicate the understanding of how psychology theories and principles can be applied to practical issues faced during adolescence.
 - Analyze biological, psychological, and social factors influencing behavior in adolescence.
 - Communicate an understanding of the impact of family structure and peer groups on adolescents.
 - Describe the relevance of racism, sexism, and other prejudice on adolescent development.
 - Develop the skills to analyze the impact of an individual's unique culture on development.
 - Explore different elements of societies and develop appreciation of and respect for the variety of human cultures.
-

Course Requirements

Weekly Reading Assignments (130 points): Each week, you will have an assigned reading from your textbook. After you complete the reading, you will be prompted to take a short reading comprehension quiz. Each quiz will be worth 10 points.

Team Discussions (65 points): You will meet with your team each week to discuss that week's reading. You may also be asked to watch a short video or complete another reading. You will earn a maximum of 5 points each time you actively participate in a discussion. Partial credit will be given for minimal participation.

Research Article Reviews (40 points): You will summarize the main findings from two empirical research studies. This will prepare you to read research in psychology and facilitate the process for finding research to support your intervention.

Intervention Proposal (65 points): As part of your team, you will create and present an intervention to support healthy adolescent development. At the end of the semester, you will submit a formal paper and video pitch to sell potential investors on your intervention.

Teamwork: It is highly valuable to have strong interpersonal skills and the ability to work with others. Therefore, part of your grade for the team discussions and intervention proposal will be dependent on how much you contribute to the team. Part of being a valued member of your team is helping others contribute. With that in mind, I want to encourage you to contribute to discussions and assignments, but also facilitate others by being inclusive and motivating. If a student is not actively participating and communicating with their team, a penalty may be added to their part of the team grade. **In general, be someone who others want to work with.**

Grading

| | |
|----------------------------|-------------|
| Weekly Reading Assignments | /130 |
| Team Discussions | /65 |
| Research Article Reviews | /40 |
| Intervention Proposal | /65 |
| Total | /300 |

Grading Scale

| | | | | | |
|----|-----|----|-----|----|------|
| A | 93% | B- | 80% | D+ | 67% |
| A- | 90% | C+ | 77% | D | 63% |
| B+ | 87% | C | 73% | D- | 60% |
| B | 83% | C- | 70% | F | <60% |

Course Policies and Professionalism

Attendance: Attendance is both required and expected. Being prepared and attending class is critical for student success. However, I also understand that there are valid reasons for missing class (e.g., illness, official college functions, death in the family). Therefore, missing four classes will result in a 10-point reduction in your final grade with a further reduction of 5-point for every additional class missed.

Excused absences will not be included in the three allowed absences. For an absence to be excused, you must be required to represent the college as an official member of a college-sanctioned group or have a note from a doctor stating that you cannot attend class for medical reasons. Please see the instructor with any questions.

Remember, it is your responsibility to complete all work for the class, whether an absence is excused or unexcused. It is also your responsibility to be aware of the attendance policy and keeping track of your absences.

Zoom Policy: You are expected to be attentive and professional during all Zoom sessions. This includes having your camera turned on, being dressed appropriately, and actively contributing to class. I also acknowledge that there will inevitably be situations where this will not apply, such as a restroom break or distraction in the room. You are expected to be professional and reasonable during these times. Failure to have your camera on without previously communicating with me will result in being counted as absent.

Grade Disputes: Disputes regarding grading should be addressed by making an appointment with me within one week of receiving the grade.

Late Assignments: It is up to the instructor's discretion to accept late assignments (with or without a penalty). For the late work to be considered, the student must contact the instructor prior to the due date.

Office Hours: Due to the pandemic, I am generally unavailable for in-person office hours. However, I am available virtually at the times listed on the first page of the syllabus. Alternatively, you may email me to make an appointment. I encourage you to ask for help if you need it, or contact to me with concerns about the class, assignments, or readings. I would also encourage you to come to virtual office hours early in the semester to introduce yourself as we begin working together.

Statement on Diversity & Nondiscrimination: As an academic community, our educational mission is enhanced by the robust exchange of ideas that occurs between a diverse student body, faculty, and staff within a respectful and inclusive learning environment. I expect all students to respect the ideals of individual worth and human dignity, and to maintaining a nurturing and respectful learning environment.

Maryville College does not discriminate on the basis of race, color, gender, ethnic or national origin, religion, sexual orientation, age, disability, or political beliefs in provision of educational opportunities and benefits (MC Statement of Non-Discrimination).

Code of Academic Conduct Statement: I expect all Maryville College students 'to act with integrity in all interactions – academic, personal, and beyond' (MC Covenant). All acts of academic dishonesty in any work constitute academic misconduct and will not be tolerated. This includes, but is not limited to, cheating, plagiarism, self-plagiarism (including the submission of assignments that have previously been submitted to this class or another), fabrication of information, misrepresentations, and abetting any of the above.

Academic Support Center, Disability Services, & Accommodations

Students with a disability requiring accommodation or any student who believes that they will require accommodations due to a disability should contact (via phone or email) Kim Ochsenbein, at 865-981-8124 or Kim.ochsenbein@maryvillecollege.edu, or Debbie Stietenroth, at 865-981-8120 or Debbie.stietenroth@maryvillecollege.edu, in the Academic Support Center located in the lower level of Thaw Hall. Students are encouraged to make contact before or during the first week of classes.

MC Academic Support will be a hybrid model of assistance this Fall 2020 semester by utilizing safe and in-person support in the Academic Support Center, as well as the Google Hangout online platform for our group study, tutoring, Writing Center, Math Tank, and Cooper Success programming. Supplemental Instruction will also

use a hybrid model, meeting safely in-person, as well as online. Please contact
noah.bowman@maryvillecollege.edu, 865-981-8124 for any academic support-related questions or requests.

Course Schedule

| Week | Days | Topic |
|-----------------------|-------------------------------|---|
| 1 Jan. 18 | Monday Wednesday Friday | No Class No Class Syllabus and Introduction to Technology |
| 2 Jan. 25 | Monday Wednesday Friday | Introduction to Adolescent Development |
| 3 Feb. 1 | Monday Wednesday Friday | Methods of Studying Development |
| 4 Feb. 8 | Monday Wednesday Friday | Puberty and the Nature v. Nurture Debate |
| 5 Feb. 15 | Monday Wednesday Friday | Brain Development |
| 6 Feb. 22 | Monday Wednesday Friday | Social Cognition and Risky Behavior |
| 7 March 1 | Monday Wednesday Friday | Culture and Mental Health |
| 8 March 8 | Monday Wednesday Friday | Cognitive Development |
| 9 March 15 | Monday Wednesday Friday | Identity Development and Morality |
| 10 March 22 | Monday Wednesday Friday | Family and Friends |
| 11 March 29 | Monday Wednesday Friday | Gender and Sexuality College Closed |
| 12 April 5 | Monday Wednesday Friday | Romantic Relationships |
| 13 April 12 | Monday Wednesday Friday | Education |
| 14 April 19 | Monday Wednesday Friday | Atypical Development |
| 15 April 26 | Monday Wednesday Friday | Reflection/Team Assessment (No Reading Assignment Due) Study Day |
| May 1 | Saturday | Intervention Proposal Due |