

Psychology 3020 Adolescence and Emerging Adulthood

Spring 2012

Instructor: Deborah Decker, B.S.

Office: 338 Whitehead SSC

Phone: (435)879-4358

e-mail: ddecker@dixie.edu

Office Hours: M,W, F 9am-10 am, or by appointment

Lecture: Monday, Wednesday and Friday, 12:00 pm to 12:50 pm, McDonald 106

Course Description: Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and cultural changes of this phase.

Prerequisites: PSY 1010, and either PSY 1100 or FCS 1500

Required Text: Arnett, J.J. *Adolescence and Emerging Adulthood: A Cultural Approach (4th edition)*. Upper Saddle River, New Jersey: Prentice Hall. ISBN: 978 0 205 66525 9. Available at the Dixie State College Book Store and through on-line retailers (ie Amazon or Barnes & Knobel, etextbook- www.coursesmart.com)

Recommended Text: American Psychological Association (APA). *The Publication Manual of the American Psychological Association* (2009). 6th ed. Washington, DC: [American Psychological Association](http://www.apa.org). Available for use at the Dixie State College library.

Philosophy/Expectations: This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class to maximize the learning experience. The provided course calendar indicates when topics will be covered; however, please allow for some flexibility in the schedule.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities, including possible extra credit opportunities.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.
3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence of an attitudinal frame of reference which would be expressed in written or oral activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

Course Objectives & Outcomes: The primary objective of this course is to provide an overview of adolescence and emerging adulthood and its methodology. By the end of this course, students should be able to:

1. Demonstrate knowledge of the history and study of adolescence and emerging adulthood.
2. Demonstrate knowledge of the biological processes of adolescence and emerging adulthood.
3. Demonstrate knowledge of cognitive development in adolescence and emerging adulthood.
4. Demonstrate knowledge of the development of the self in adolescence and emerging adulthood.
5. Demonstrate knowledge of the contexts of development of adolescence and emerging adulthood.
6. Demonstrate knowledge of the development of social relationships in adolescence and emerging adulthood.
7. Ability to apply concepts learned in class to work with adolescents and emerging adults.

Paper: There will be an eight (8) page paper worth 100 points. Because students have different objectives in pursuing upper division courses in psychology, you will have the option of choosing between three equally rigorous paper assignments as described below. All papers will be required to adhere to the American Psychological Association Publication Manual. All papers are due March 23, 2012. No late papers will be accepted under any circumstance.

Option 1: For students interested in pursuing an academic/research career in psychology, you will select an area of interest from the text and write a review paper of the selected topic. Your paper should follow the guidelines for a review article as outlined in the APA Publication

Manual. You will select a topic of interest (approved by the instructor) and review relevant literature (between 5 and 10 research articles published in a peer-reviewed journal) to write your paper.

Option 2: For students interested in pursuing an applied career in psychology, you may volunteer at an agency that provides services to adolescents such as Big Brothers/Big Sisters or another program approved by the instructor. You must complete a minimum of 20 hours (documented by your supervisor in the program of your choosing). Your paper will consist of an ongoing journal of your experiences including how the concepts learned in class apply to your experience.

Option 3: For students interested in pursuing a research career in psychology, you may design a research proposal on a topic of interest related to adolescence or emerging adulthood. You will need to submit a consent form, IRB proposal, along with standard APA style experimental write up (the literature review will be actual but all other parts will be proposed and not actual).

Examinations: There will be 4 exams throughout the course. Your lowest exam grade will be dropped from the calculation of your final grade. Mid-semester exams will be administered in the Testing Center (you will be required to present your student ID to take the exam) between the hours of 9:00 am and 9:00 pm Monday through Friday and 4:00 pm to 9:00 pm Saturday and Sunday over a three-day period. Please see the Testing Center Website for further information and to verify hours of operation. The final exam will be in class on Friday, 27 April 2012 from 12:30 to 2:30 pm. No early or make-up exams will be permitted for any of the exams under any circumstance.

The exams will consist of multiple choice, true/false and matching items from the material presented prior to the examination.

	Date(s)	Location	Points
Exam 1:	26 – 29 Jan 2012	Testing Center	100 points
Exam 2:	23 – 26 Feb 2012	Testing Center	100 points
Exam 3:	4-7 April 2012	Testing Center	100 points
Exam 4:	27 April 2012	In class (12:30-2:30 pm)	100 points

Grading: The exams are each worth one-quarter of your total grade (300 points total) and the paper is worth one-quarter of your total grade (100 points). You may receive up to 25 extra credit points (for a maximum total of 400 points for the course) for taking advantage of extra credit opportunities presented randomly during the course.

<u>Grade</u>	<u>Points</u>		<u>Grade</u>	<u>Points</u>
A	372-400	-	C	292-307
A-	360-371		C-	280-291
B+	348-359		D+	268-279
B	332-347		D	252-267
B-	320-331		D-	240-251
C+	308-319		F	239 or below

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Academic Honesty: As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Please carefully review the APA Publication Manual section on plagiarism to avoid unintentional plagiarism. Another helpful resource is: www.Plagiarism.org

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Disruptive Behavior Policy: If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class

Written warning that you are negatively affecting the class

Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Policy for Absences Related to College Functions: For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.

Projected Course Calendar

Date	Course Topic/Assignment	Important Notices
9 Jan	Introduction (text chapter 1), History of adolescence and emerging adulthood(text pp. 2 – 13)	Coursework begins
11 Jan	Study of adolescence and emerging adulthood; and around the world (text pp. 13 – 27)	
13 Jan	Puberty (text pp. 31 – 41)	
16 Jan	Holiday	
18 Jan	Puberty (text pp. 42 – 52)	
20 Jan	Puberty (text pp. 42 – 56)	
23 Jan	Paper topic and outline	Class held in library
25 Jan	Exam 1 review and Q&A	
27 Jan	Test Day	No Class
26-29 Jan	Exam 1	
30 Jan	Cognitive development (text pp. 59 – 68)	
1 Feb	Cognitive development (text pp. 68 – 77)	
3 Feb	Cognitive development (text pp. 77 – 89)	
6 Feb	Cultural beliefs (text pp. 93 – 101)	
8 Feb	Cultural beliefs (text pp. 101- 109)	
10 Feb	Cultural beliefs (text pp. 109 – 118)	
13 Feb	Gender (text pp. 121 – 129)	
15 Feb	Gender (text pp. 129 – 138)	
17 Feb	Gender (text pp. 138 – 143)	
20 Feb	Holiday	No class
22 Feb	Exam 2 Review	
24 Feb	Test Day	No Class
23-26 Feb	Exam 2	
27 Feb	Self (text pp. 147 – 156)	
29 Feb	Self (text pp. 156 – 165)	
2 Mar	Self (text pp. 165 – 171)	
5 Mar	Family relationships (text pp. 175 – 185)	
7 Mar	Family relationships (text pp. 185 – 194)	
9 Mar	Family relationships (text pp. 194 – 207)	
12-16 Mar		Spring Break
19 Mar	Friends and peers (text pp. 211 – 221)	
21 Mar	Friends and peers (text pp. 221 – 228)	
23 Mar	Friends and peers (text pp. 229 – 238)	Paper due
26 Mar	Love and sexuality (text pp. 241 – 253)	

28 Mar	Love and sexuality (text pp. 254 – 265)	
30 Mar	Love and sexuality (text pp. 265 – 274)	
2 Apr	School (text pp. 277 – 306)not included in Exam 3 material included in exam 4	
4 Apr	Exam 3 Review	
4-7 Apr	Exam 3	
6 Apr	Work (text pp. 309 – 323)	
9 Apr	Work (text pp. 323 – 333)	
11 Apr	Media (text pp. 337 – 345)	
13 Apr	Media (text pp. 345 – 354)	
16 Apr	Media (text pp. 354 – 360)	
18 Apr	Problems and resilience (text pp. 363 – 375)	
20 Apr	Problems and resilience (text pp. 375 – 386)	
23 Apr	Problems and resilience (text pp. 387 – 391)	
25 Apr	Review for final	
27 Apr	The final exam for this course is Friday, 27 April 2012 from 12:30 to 2:30 pm	Final Exams

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Student Support Services:

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The office is located in the **Student Services Center, Room #201 of the Edith Whitehead Building.**

Library: For information concerning the library and hours of operation go to <http://library.dixie.edu/>.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writing Center is located on the first floor of the Browning Learning Resource Center if you need assistance with a written assignment in any class. For more information go to http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: **North-East Corner** of the **North Plaza Building** (On the corner of Tabernacle and 1000 East - Entrance is located on the **East** side of the building). For more information go to <http://dixie.edu/testing/>

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>.

DMail:

We wanted to notify you that we have transitioned your email account on rebelmail.dixie.edu to dmail.dixie.edu. This new system, powered by Google, will provide Gmail to our school, as well as a suite of other Google products that will enable our organization to better communicate, share, and collaborate.

What do I need to do? Nothing. Your old email address will continue to work, but all messages will be delivered to your NEW dmail account at <http://dmail.dixie.edu>. You will still have access to your old messages and address book on the rebelmail server at <http://rebelmail.dixie.edu>.

What will I get?

- o Gigabytes of email storage. No more worries about having to delete mail.
- o Instant messaging from right within your mailbox & free PC-to-PC voice calls.
- o Google Calendar to schedule meetings, create events, and share calendars with others.
- o Google Docs to create and share documents, spreadsheets and presentations online.
- o Your own personalized Start Page, where you can access all these services.
- o Access to your information from anywhere with an internet connection. You can also access your email with a mobile device.