

Dean's Syllabus Review Checklist

Submit a separate checklist for each syllabus

Date received by Dean's office: January 13, 2021

(This line to be completed by office staff)

Course: PSY 3305-30 Adolescent Development	Semester: SP/21
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Syllabus Content Requirement	Complete?
I. Course Information: <input checked="" type="checkbox"/> Semester and year <input checked="" type="checkbox"/> Course title, number, & section <input checked="" type="checkbox"/> Meeting days, times, & location(s) <input checked="" type="checkbox"/> Instructor name(s) <input checked="" type="checkbox"/> Telephone numbers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. Office location & Office hours	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. Textbooks, readings and/or bibliography	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
IV. General Objectives or Expected Learner Outcomes • Is this a General Education Course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, which competency does it meet? _____	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
V. Instructional Methods	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VI. Course Description/Course Content <input checked="" type="checkbox"/> Inclusive of catalog description and pre-requisite <input checked="" type="checkbox"/> Chronological outline inclusive of topics covered and course requirements (exams, quizzes, projects, papers, assignments, with indication of the course grading value for each)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VII. Evaluation and Grading <input checked="" type="checkbox"/> Includes specific grading system (number and type of evaluations; how final grade is determined, when assignment grades will be posted viewing in BB)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VIII. Absence Policy <input checked="" type="checkbox"/> Similar to or refers to one in catalog (is not stricter than catalog policy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
IX. Texas Wesleyan Policies <input checked="" type="checkbox"/> University policies statement <input checked="" type="checkbox"/> Disability accommodations statement <input checked="" type="checkbox"/> Syllabus subject to change statement <input type="checkbox"/> Lab/chemical use statement (if applicable) <input checked="" type="checkbox"/> Repeating Courses statement <input checked="" type="checkbox"/> Title IX syllabus statement <input checked="" type="checkbox"/> COVID-19 policies statement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Recommendations by Dean's Office

- Accept as is
- Reject
- Rationale: _____

PSY 3305-30, Adolescent Development Spring 2021

Instructor: Matthew Hand, Ph.D.
Phone: 817-531-4958
Email: mmhand@txwes.edu
Course modality: Online
Meeting Times: None
Office: NBC 108

Office Hours:

Monday: 9:00-10:00am; 11:00-12pm
Tuesday: 11-2:00pm
Wednesday: 9:00-10:00am; 11:00-12pm
Thursday: 11-2:00pm
Friday: 9:00-10:00am; 11:00-12pm

Course Introduction

In this course, we are going to learn how adolescents develop. The adolescent years are some of the most vivid years of a person's life and we exhibit tremendous change. We are going to cover the major trends and theories related to the changes that happen during the teenage and young adult years. This course will allow you to better understand one of the most important chapters of a person's life. The concepts you learn in this class will likely benefit your ability to interact with adolescents / young adults and help people from this population if you chose a career working with adolescents.

Course Description

Prerequisites: None

This class is an overview of adolescent development. Physical, cognitive, social, and emotional changes as an adolescent matures from late childhood through early adulthood will be covered in this course.

Course Learning Objectives	Psychology Program Goals
Objective 1 Understand how the different areas of psychology (cognitive, social, emotional, etc.) apply to adolescent development.	Goal 1: Knowledge Base of Psychology
Objective 2 Articulate how the scientific method is applied to the study of adolescent development.	Goal 2: Research Methods in Psychology
Objective 3 Appreciate how adolescents mature psychologically (physiologically, moral development, etc.) from childhood to young adulthood	Goal 3: Critical Thinking Skills in Psychology
Objective 4 Understand how development affects interpersonal relationships including families, peers, classrooms, romantic relationships, etc.	Goal 4: Applications of Psychology

Required Materials

Textbook(s)

Author: Dolgin, K.G.
Title: The Adolescent: Development, Relationships, and Culture
Edition: 14
Publisher: Pearson Allyn & Bacon
ISBN: 9780134415291

Software/Apps/Equipment

Students are expected to be able to use a web browser such as Google Chrome, send and receive e-mail, attach documents to e-mail, and use discussion boards.

Learning Methods and Technologies

The learning methods used in this course include the following:

- Discussion forums
- Exams
- Lectures and other content via Streaming video
- Writing-intensive assignments

Student Workload Expectation

Students are expected to spend time on course material outside of just watching the video lectures. In accordance with federal policy (U.S. Department of Education, 34 CFR, Section 600.2), Texas Wesleyan defines a credit hour as the amount of work represented in the achievement of learning outcomes, verified by evidence of student achievement, that reasonably approximates to not less than:

- One hour (50 minutes) of direct faculty instruction and a minimum of two hours of out-of-class student work, each week for approximately 15 weeks for one semester hour of credit.

Course Requirements

Submitting and Returning Assignments

Assignment Submission

- Submit all of your assignments via Blackboard.
- Your written assignments will be submitted via the "Papers" link on the Blackboard Adolescent Development course page, and you will submit your responses to discussions via the Discussion functions in each learning module. Your exams will use an online testing system, which allows you to answer the questions online and submit the quiz or exam to me by clicking on the "Exams" link on the Blackboard Adolescent Development course page.
- Use the standard Microsoft[®] Office programs such as Word and PowerPoint (available to you through your txwes.edu Office 365 account) to complete your assignments unless assignment directions specify that you should use a different file format.
- Use APA format when formatting your documents.

Assignment Feedback

- I will provide feedback on papers.
- My feedback will be provided in the form of comments on Turnitin.
- Your grades will be posted to the Blackboard Grade Center.

Communication with the Instructor

- To contact me with questions and concerns related to this course, stop by my office hours or email me at mmhand@txwe.edu. I will respond to emails within 48 hours. Please note that I do not always respond to emails during the weekend but if a message is given to me during that time, I will respond on Monday.

Exams

- There will be **three exams** worth 100 points each, as well as a **comprehensive final exam** worth 100 points. You may take the exams on your own time, at home or at school, as long as they are completed by the firm deadline listed in your syllabus. They will be made available for 48 hours. As such, all exams will be posted on Blackboard 48 hours prior to the due date listed in the class schedule. Once you open the exam, you will have **60 minutes** to complete it, and you may not switch to another window. **These exams are closed-book, closed notes.** The deadlines for completing the exams will be listed in your course calendar.
- Make-up Exams: A student missing an exam will have to provide an excuse and, if approved by the instructor, will be allowed to make an appointment to make-up the exam. Exams may be made up **ONLY** for University-excused absences and for medical emergencies **WITH A DOCTOR'S NOTE**. I will ask for documentation of these. I reserve the right to change the format and/or content of the exam, depending on how close the make-up exam is to the original exam.

Paper 1: Adolescents & Fiction

- Adolescents are drawn to works of art that relate to their developmental experiences. As such, many fictional works that are aimed at teenagers include content that directly relates to developmental concepts we cover in this course. For this assignment, *students will chose 2 works of fiction that are consumed by adolescents (ie, a book, or a movie)* and write a paper about ways in which the works of fiction relate to the psychological development that an adolescent experiences. Please be specific when relating the works of fiction to **specific developmental theories**. Students will be graded upon the level of depth given in their analysis and on the quality of the paper. Students *must cover at least six developmental concepts in related to the chosen works of fiction*. Each developmental concepts should be specific and covered in depth. Some examples of developmental concepts include adolescent egocentrism (ie, personal fable), Marcia's identity states, peer status, formal operations, Kohlberg's moral reasoning development. Your paper is intended to provide an in-depth analysis of how your chosen work of fiction includes content and themes that relate to adolescent developmental theory. Since this paper is about applying these concepts to 2 works of fiction, points will be taken off if considerable portions of the paper are merely devoted to defining the developmental concepts. Keep in mind that I know what these concepts mean so students are expected to focus on relating the concepts to the material from the works of fiction, This paper should have a length of **6 pages (double-spaced, 12 point font, Times New Roman, 1-inch margins)**. A title page must be included but does not count as one of the required 6 pages.

Some examples of possible works of fiction include: Harry Potter books or movies, Hunger Games books or movies, Twilight books or movies, any one of the super-hero comicbooks or movies, sci-fi or fantasy geared towards teens (ie, Star Wars), classical books read by adolescents about the teenage experience

Paper 2: Exploring a Theory

- Students will learn about many major theories of adolescent development in this course. For this assignment, students will write a paper that further explores one of the theories discussed in class. Students are to briefly explain the theory and discuss relevant research related to the theory. Additionally, the student should include a discussion on how the theory applies to real-world situations (ie, parenting, education, mentoring, romantic

relationships). This paper should have a length of **7 pages (double-spaced, 12 point font, Times New Roman, 1-inch margins)**. A title page must be included but does not count as one of the required 7 pages. Students must **cite at least 7 academic sources**, other than the textbook. Academic sources are usually peer-reviewed journal articles or articles on university websites. Information from websites such as “simplypsychology” or “About Psychology” should not be included as these are not considered academic sources.

Sample Outline:

A. Introduction

B. Discussion of **Theory**

(suggestions: go in depth; be specific; and discuss multiple aspects of the theory)

C. **Research** relevant to the theory

(suggestions: be specific and thorough; look up research you can cite....this section should be citing research directly; do not cite Wikipedia, About Psychology or other similar websites)

D. The **Theory and Real-World Situations**

(suggestions: be specific and thorough in applying the concepts AND research you discussed earlier to situations such as parenting, education, mentoring, romantic relationships)

E. Conclusion

Discussion Posts

- Each learning module includes a discussion topic that asks students to give substantive responses by posting in the discussion board. Students will be graded on their responses. Regarding participation, for the discussion portion of each unit, you need to make a SUBSTANTIVE comment, both in response to the original question AND in response to TWO of your classmates’ posts. “I agree with so-and-so” is not a substantive response. For each learning module, the initial comment made by the student is worth up to 3 points and each additional response is worth 1 point for a maximum of 5 points that can be acquired for the module.

Evaluation & Grading

All grades will be made available to students in Blackboard.

Each student's performance will be graded upon completion of four exams and two case study writing assignments.

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Exams	4	100	400
Papers	2	50	100
Discussion Posts	13	5	65
Total Course Points:			565

Final Grade	Final Points/Average
A	508-565
B	452-507
C	395-451
D	339-394
F	334 or below

Course Policies

Class Attendance

Attendance via participation is critical to a student's success in this course. If a student does not participate and/or turn in assignments the student will be dropped from the class.

Academic Integrity

- Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are not permitted. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. [Read the University's Academic Integrity Policy.](#)

Other University Policies

- Links to selected University policies are available in [Blackboard under the Student Resources tab](#). The current Texas Wesleyan University [Catalog](#) and [Student Handbook](#) contain all University policies.

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a "blueprint" for the course. Instructors will inform students of any changes concerning examinations, the grading or attendance policies, or changes in project assignments.

Schedule

The instructor reserves the right to modify this schedule regarding dates for a particular topic or test. Modifications will be announced on Blackboard.

Week 1 January 13- January 15

Introduction Module (Watch Introduction Video, Review Syllabus, & post in Discussion Board)

All Discussion board posts for Introduction Module due by Fri. Jan 15th at 10pm

Arrange for optional class orientation with instructor if desired

Week 2 January 18- January 22

Module 1 - Introduction and Prominent Concepts in Adolescent Development

All Discussion board posts for Module 1 due by Thurs. Jan. 22st at 10pm

(first post due by Tuesday)

Week 3 January 25 – January 29

Module 2 - Adolescents in Theoretical Context

All Discussion board posts for Module 2 due by Thurs. Jan. 28th at 10pm
(first post due by Tuesday)

Week 4 February 1 – February 5

Module 3 - Social learning, Culture, and the Science of Adolescence Research

All Discussion board posts for Module 3 due by Thurs. Feb. 4th at 10pm
(first post due by Tuesday)

Week 5 February 8 – February 12

Module 4 - The Social Context of Adolescence

All Discussion board posts for Module 4 due by Thurs. Feb. 11th at 10pm
(first post due by Tuesday)

***Exam 1 covering Modules 1, 2, 3, & 4**

- **Exam 1 is due by Mon. Feb. 15th at 10pm.** The exam will be posted on Blackboard 48 hours prior to the due date. Students will have **60 minutes** to complete the exam and must complete the exam in one sitting.

Week 6 February 15 – February 19

Module 5 - Body Issues--Physical Growth & Health-Related Behaviors

All Discussion board posts for Module 5 due by Thurs. Feb. 18th at 10pm
(first post due by Tuesday)

Week 7 February 22 – February 26

Module 6 - The Brain & Cognitive Development

All Discussion board posts for Module 6 due by Thurs. Feb 25th at 10pm
(first post due by Tuesday)

*** Paper 1: Adolescents & Fiction is due by Monday, March 1st at 10pm.**

Week 8 March 1 – March 5

Module 7 - Information Processing & Intelligence

All Discussion board posts for Module 7 due by Thurs. Mar. 4th at 10pm
(first post due by Tuesday)

Week 9 March 8 – March 12

Module 8 - Self-Concept, Identity, Ethnicity, & Gender

All Discussion board posts for Module 8 due by Thurs. Mar. 11th at 10pm
(first post due by Tuesday)

March 15-19: Spring Break: No Learning Module or Assignments

Week 10 March 22 – March 26

Module 9 - The Development of Moral Values

All Discussion board posts for Module 9 due by Thurs. Mar. 25th at 10pm
(first post due by Tuesday)

***Exam 2 covering Chapters 5, 6, 7, 8, & 9**

- **Exam 2 is due by Mon. March 29th at 10pm.** The exam will be posted on Blackboard 48 hours prior to the due date. Students will have **60 minutes** to complete the exam and must complete the exam in one sitting.

Week 11 March 29 – April 2

Module 10 - The Roles of Parents & Peers

All Discussion board posts for Module 10 due by Thurs. April 1st at 10pm
(first post due by Tuesday)

Week 12 April 5 – April 9

Module 11 - Adolescent Alienation & Stress

All Discussion board posts for Module 11 due by Thurs. Apr. 8th at 10pm
(first post due by Tuesday)

*** Paper 2: Exploring a Theory is due by Monday, April 12th at 10pm.**

***Reminder: April 13th is the last day to drop a class for the Spring semester. If you have any questions about your standing in the class. Please see Dr. Hand ahead of time.**

Week 13 April 12 – April 16

Module 12 - Adolescent Alienation & Stress Part 2 - Eating Issues

All Discussion board posts for Module 12 due by Thurs. Apr. 15th at 10pm
(first post due by Tuesday)

Week 14 April 19 – April 23

Module 13 - Substance Abuse, Addiction, & Dependency

All Discussion board posts for Module 13 due by Thurs. Apr. 22nd at 10pm
(first post due by Tuesday)

***Exam 3 covering Chapters 10, 11, 12, & Special Topic)**

- **Exam 3 is due by Mon. April 26th at 10pm.** The exam will be posted on Blackboard 48 hours prior to the due date. Students will have **60 minutes** to complete the exam and must complete the exam in one sitting.

Week 15 April 26 – May 4

Final Exam Review Module (Review for Final Exam)

A review guide for the Final Exam will be posted (in Final Exam Review Module)

A Discussion board will be created in the Final Exam Review Module to allow students the opportunity to ask

questions about the Exam

Final Exam (Comprehensive) Covers all Chapters – **Due Monday May 10th by 10pm.** Students will have **2 hours** to complete the exam and must complete the exam in one sitting.