

**Adolescent Development
PSY 333T (MWF 10-11)
Unique # 43735
SEA 3.250
Spring, 2011**

Instructor: Dr. Ann Repp

Teaching Assistant: Chelsea Cornelius

Office: Seay 5.200MA (through double doors at end of bldg closest to Speedway/Dean Keeton intersection)

Office: Seay 2.122

Office Hours: Mon 2-3; Wed 11-12; Fri 9-10

Office Hours: Mon & Thurs 1-2:30

Phone #'s: 471-3858

Phone #'s:

Email: repp@mail.utexas.edu

Email: chelseacornelius@mail.utexas.edu

I. Course Overview

This course surveys the developmental events that distinguish the transition from childhood to adulthood as a unique period in the life span. For example, we explore the issues of: puberty, the onset of intimate relationships, and identity formation. We also examine how the adolescent's heightened capacity for abstract thinking impacts not only academic problem solving, but also reasoning about interpersonal experiences. These "special" issues of adolescence are considered within the contexts of family, peers, school, and the media.

II. Course Requirements

A. The Psychology Department will drop all students who do not meet the following prerequisites:

- (1) PSY 301 with a C or better
- (2) Upper-Division standing (60 hours completed)
- (2) PSY 418 (or an equivalent listed in the course schedule) with a C or better

B. Texts: Readings are posted on our Blackboard site (www.courses.utexas.edu) in "Course Documents."

C. Evaluation of Student Performance:

Short Papers: Two exercise write-ups each worth 16 points will be assigned during the semester. These assignments may include natural observations, interviews with friends or family, or applications of concepts to readings. You will be graded on accurately completing the exercise as well as on your write up of the activity when appropriate. Specific assignments will be posted in the "Assignments" area of Blackboard and discussed in class. ***Rough drafts of these assignments are required.*** Your paper will not be graded unless you turn in a draft. These papers will also be peer reviewed. Part of your grade will come from your review of a peer's paper.

Paper Project: A longer writing assignment worth 32 points will also be assigned. This paper may take various forms, e.g., applying concepts and literature review to popular conceptions of adolescence, a research proposal, a program evaluation, a personal analysis. This assignment will also be posted in "Assignments."

Journal Discussion: This course is structured like a graduate seminar. As such, your out-of-class preparation will make or break the success of our discussion. You will be expected to read our material in sufficient depth to be able to participate in class discussion. To motivate you to do so, you will post an entry (a comment or a question about the week's reading) in the "Journals" area of Blackboard each Monday (**by midnight**) for the articles assigned for that week. To access the "Journals" area within Blackboard, click the "Communication" link. Then, click on the "Journals" link.

GROUND RULES FOR JOURNAL DISCUSSION:

1. Since one of the purposes of the journal is to encourage you to keep up with the reading, the questions/comments must ***clearly be related to the reading*** (Example of a poor question from a paper entitled, "Parental contributions to adolescent autonomy development": 'How do parents affect autonomy anyway?' You could have come up with this question simply by reading the title of a paper.) To ensure that we know where your question is coming from, include a page number from the reading. For example, 'On page 294 Grotevant talks about the importance of engagement with family members to autonomy. There seems to be an optimal level of this. How does a parent's own experience w/autonomy as a teen affect engagement?'

2. Personal reflections are fine as long as it's clear that the reflections were stimulated by the reading. ("When I read the about the specific features of music videos that seem to affect teen self concept, it reminded me of a video....")
3. Clarification questions ("What in the world is Peter Blos talking about on page") are OK, but I prefer questions that you would really like to *discuss*. ("How does what Peter Blos says about psychoanalytic views on adolescent differ from what Freud or Erikson said?") Clarification questions can often be answered on your own with a bit of Googling..
4. You need only post 1 question/comment on 1 of the assigned readings each week (even though more than one reading may be assigned for discussion). You will receive 1 point for your question/comment if it follows the above ground rules.
5. There are 13 Mondays when a question or comment will be due. So, this part of your grade is worth 13 points .

Quizzes: Thirteen 1-question quizzes will be given at the beginning of class each Wednesday. The purpose of the quiz is to encourage you to keep up with the reading and to encourage you to attend class and be a part of class discussion. Each quiz will be worth 2 points

Online Discussion : To encourage you to interact w/your classmates about course material, we'll post some discussion questions on weekly Discussion Boards accessible via Blackboard. A new board will be activated each Monday and closed the following Friday by midnight for 13 of this semester's weeks. For the weeks that the board is up and running, you are asked to offer comments/responses to posted questions and to your peers' posts. Of course, you are encouraged to read this discussion board regularly and to make comments whenever you like. In addition to offering a chance to make observations, this discussion forum also 'prods' you to keep up w/course topics. One point will be assigned for each contribution totaling 13 points..

In-Class Activities ("Labs"): On 13 Mondays class time will be devoted to activities related to the topics we are covering at the time. This participation is worth 13 points (1 point for each class attended).

Four + Two Project: During the semester we will follow lives of 4 teen-aged girls from the documentary film, *Five Girls* and 2 teenaged-boys from the documentary film, *Country Boys*. Six student groups each will be assigned a subject from the films to study as we proceed through the course. On designated Fridays, all groups will turn in completed worksheets that examine connections between the course material and their subjects, and one group will present the results of its worksheet analysis as part of our class meeting. The 6 completed worksheets will be worth 4 points each; the group presentation will be worth 4 points, in all, 28 points. Worksheets will be available to download from "Course Documents" on our Blackboard site.

Group Presentation: How film portrays adolescence: In the last week of classes you will present as part of small group a scene from a film that illustrates some aspect of adolescence that we have discussed in the course. This presentation will be worth 8 points.

Course grades will be assigned on the basis of the percentage of the total possible points (165) that you earn.

Course Grade	Per Cent of Course Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	less than 60%

D. Make up quizzes or late work will be given/accepted with the following stipulations:

- (1) You must notify me (via email, phone call or phone message) no later than the day of the exam/due date.
- (2) You must have a legitimate reason for missing a quiz/due date and be prepared to show proof.

(3) You must take the make-up quiz or turn in assignment within 5 days
If you know of something that might keep you from completing an assignment at the scheduled time, let me know early in the semester.

- E. Policy on Scholastic Dishonesty:** Cheating will be handled in accordance with U.T guidelines.
- F. Policy on Laptops:** This is a discussion based class. There is no need for you have your laptop open during class. And please, put your phones away.
- G. Policy on Attendance:** As noted above in several spots, this course depends on you being present and prepared to explore readings. You are allowed 2 “freebie” absences. Thereafter, a point will be deducted from your course total for each class that you miss (unless you have a legitimate, documented reason for your absence.)

G. Important Dates

<u>4 + 2 Worksheets</u>	<u>Writing Exercises</u>	<u>Paper Project</u>	<u>Film Project</u>
#1 2/4	#1 Rough Draft 2/14	Outline 4/11	5/2
#2 2/18	#1 Final Draft 2/25	Paper 4/27	5/4
#3 3/4	#2 Rough Draft 3/9		5/6
#4 3/25	#2 Final Draft 4/1		
#5 4/8			
#6 4/22			

III. Class Meeting Dates, Topics, Assignments

DATE	TOPIC	READING ASSIGNMENTS
1/19	Introduction <i>Discussion Board #1 opens</i>	Reading Set #1
1/21	“	“
1/24	Lab #1 <i>Reading Set #1 Question/Comment Due</i>	“
1/26	<i>Reading Set #1 Quiz</i> What is Adolescence	“
1/28	“ <i>Discussion Board #1 closes at midnight</i>	“
1/31	Lab #2 <i>Reading Set #2 Question/Comment Due</i> <i>Discussion Board #2 opens</i>	Reading Set #2
2/2	<i>Reading Set #2 Quiz</i> Biological Transitions	“
2/4	<i>Four + Two Worksheet #1 Discussion</i> <i>Discussion Board #2 closes at midnight</i>	“
2/7	Lab #3 <i>Reading Set #3 Question/Comment Due</i> <i>Discussion Board #3 opens</i>	Reading Set #3
2/9	<i>Reading Set #3 Quiz</i> Cognitive Transitions	“

	“	
2/11	<i>Discussion Board #3 closes at midnight</i>	“
	Lab #4	
2/14	<i>Reading Set #4 Question/Comment Due Discussion Board #4 opens Writing Exercise #1 Rough Draft Due</i>	Reading Set #4
	<i>Reading Set #4 Quiz</i>	
2/16	Social Transitions	“
	<i>Four + Two Worksheet #2 Discussion</i>	
2/18	<i>Discussion Board #4 closes at midnight</i>	“
	Lab #5	
2/21	<i>Reading Set #5 Question/Comment Due Discussion Board #5 opens</i>	Reading Set #5
	<i>Reading Set #5 Quiz</i>	
2/23	More Social Transitions	“
	“	
2/25	<i>Discussion Board #5 closes at midnight Writing Exercise #1 Final Draft Due</i>	“
	Lab #6	
2/28	<i>Reading Set #6 Question/Comment Due Discussion Board #6 opens</i>	Reading Set #6
	<i>Reading Set #6 Quiz</i>	
3/2	Contexts for Development: School	“
	<i>Four + Two Worksheet #32 Discussion</i>	
3/4	<i>Discussion Board #6 closes at midnight</i>	“
	Lab #7	
3/7	<i>Reading Set #7 Question/Comment Due Discussion Board #7 opens</i>	Reading Set #7
	<i>Reading Set #7 Quiz</i>	
3/9	Contexts for Development: Interpersonal	“
	<i>Writing Exercise #2 Rough Draft Due</i>	
3/11, 3/14, 3/16, 3/18	Spring Break: No Class	
	Lab #8	
3/21	<i>Reading Set #8 Question/Comment Due Discussion Board #8 opens</i>	Reading Set #8
	<i>Reading Set #8 Quiz</i>	
3/23		“

	Psychological Tasks: Autonomy	
3/25	<i>Four + Two Worksheet #4 Discussion Discussion Board #8 closes at midnight</i>	“
3/28	Lab #9 <i>Reading Set #9 Question/Comment Due Discussion Board #9 opens</i>	Reading Set #9
3/30	<i>Reading Set #9 Quiz</i> More Psychological Tasks: Autonomy	“
4/1	“ <i>Discussion Board #9 closes at midnight Writing Exercise #2 Final Draft Due</i>	“
4/4	Lab #10 <i>Reading Set #10 Question/Comment Due Discussion Board #10 opens</i>	Reading Set #10
4/6	<i>Reading Set #10 Quiz</i> Psychological Tasks: Identity	“
4/8	<i>Four + Two Worksheet #5 Discussion Discussion Board #10 closes at midnight</i>	“
4/11	Lab #11 <i>Reading Set #11 Question/Comment Due Discussion Board #11 opens Paper Project Outline Due</i>	Reading Set #11
4/13	<i>Reading Set #11 Quiz</i> More Psychological Tasks: Identity	“
4/15	“ <i>Discussion Board #11 closes at midnight</i>	“
4/18	Lab #12 <i>Reading Set #12 Question/Comment Due Discussion Board #12 opens</i>	Reading Set #12
4/20	<i>Reading Set #12 Quiz</i> Psychological Tasks: Sexuality <i>Last day to turn in optional paper project Rough Draft</i>	“
4/22	<i>Four + Two Worksheet #6 Discussion Discussion Board #12 closes at midnight</i>	“
4/25	Lab #13 <i>Reading Set #13 Question/Comment Due Discussion Board #13 opens</i>	Reading Set #13
4/27	<i>Reading Set #13 Quiz</i>	“

Psychological Problems
“

“

Paper Project Due

4/29

Discussion Board #13 closes at midnight

“

5/2

Film Project Presentations

5/4

Film Project Presentations

5/6

Film Project Presentations