

*Psychology 321*  
*Psychology of Adolescence*  
*Monday & Wednesday 2:30-3:45 PM*  
*Spring 2013*

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**Instructor:** Dr. DeMarquis Hayes

**Office:** Binnion 219

**Office Hours:** Monday & Wednesday 11:00-1:00  
 or by appointment

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**Class:** Henderson Rm. 207

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**StudentDisabilityServices@tamuc.edu**

**Catalog Course Description:**

PSY 31. *Psychology of Adolescence*. The course considers the patterns of “teenage” growth and development and the factors which influence them.

**Instructor’s Description:**

This course examines salient issues concerning adolescent development. The focus is on adolescent development as influenced by diverse contexts. Particular attention is given to the challenges and strengths associated with adolescent development in urban cities.

**Course Objectives**

1. One of the major purposes of this class is to heighten students' awareness of today's challenges, involve them in defining solutions, and build a basis of writing and critiquing scientific research on adolescents. We address this purpose in several ways. In the classroom we focus on **typical developmental processes** for diverse adolescent groups. Outside of class each student is expected to critique information that addresses specific areas of adolescent development.
2. Another objective of the course is for students to learn how to critically evaluate empirical articles about adolescent development. We address this objective by having in-class discussions about the assigned readings. Additionally, each student is required to complete an empirical article critique.

**Class Format:**

The course format includes lectures and discussion. Each class meeting I will lecture on specific topic to be covered. Each student is expected to be ready to discuss the assigned readings. In addition to class lectures, student discussions regarding current adolescent themes are scheduled throughout the term.

**Required Text:**

Santrock, J. (2011). *Adolescence*, 14<sup>th</sup> Ed. Boston, MA: McGraw-Hill Companies, Inc.

**Optional Reading:**

There will be other journal article readings assigned throughout the class. These readings will be made available on eCollege. Also, students can download them from the library website.

**Administrative Policies and Requirements:** □

**Attendance, Tardiness, & Leaving Class Early.** Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. You **MUST** contact me if you are going to miss class for any reason. Best way of contact is email (either directly or on eCollege). If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class.

Students that miss more than **TWO** classes will have 5 points per absence deducted from their final grade. Also, if any work is due on the day you are absent and you fail to turn it in due to missing class I will **NOT** accept the late work. The only acceptations, as previously mentioned, would be for extreme circumstances as long as you have appropriate documentation and have contacted me.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 10 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but this will count against your number of absentees as discussed earlier. Students will be allowed to have up to **TWO** late arrivals with no penalties against them but for each additional tardy (10 minutes or more) you will be counted as absent and therefore loose 5 points per excessive tardy on your final grade. If for whatever reason your schedule will not allow for you to be in class on time you need to consider dropping this course.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class and sit in the back or on the side in order to minimize distractions when you leave. Just because you are allowed to leave early does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early will have similar consequences as coming to class late.

**Professional Conduct.** Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office). Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

**Class Participation.** All students **NEED** to actively participate in class in order to fully gain knowledge and build competence in the material covered. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

**Leo Mail and eCollege.** All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts.

**Late Assignments:** Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). I do understand that life happens outside of class but you are responsible for keeping up with assignments and turning them in on time. Please read your syllabus in order to turn in all assignments on time. If for some reason you become aware that you will not be able to turn in an assignment you need to contact the instructor immediately.

**Academic Integrity.** All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any

student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

### **Course Requirements and Grade Determination:**

#### **1. Attendance & Class Participation: (15 points)**

Attendance is strongly encouraged because this course is interactive and participatory. Students who are shy or feel uncomfortable speaking in front of groups should consult with me so that I may assist you in developing success strategies.

#### **2. Exams (3): (150 points)**

There will be 3 exams throughout the semester that cover materials discussed up until the time of the exam. None of the 3 exams are cumulative. No make up exams will be given. If you miss one of the exams you **MUST** take the final exam. *Please note that if you arrive after any student has completed an exam, the late student will not be allowed to sit for the exam.*

#### **3. Adolescent Movie Critique: (20 points)**

Students must complete a 2-3 page typed adolescent movie critique. The movie will be shown during class on February 25<sup>th</sup> & 27<sup>th</sup>. Specific details are included later in the syllabus and are posted on eCollege. All work must be turned in on eCollege prior to the start of class on the day that it is due. **Due Date is March 4<sup>th</sup>**

#### **4. Empirical Article Critique: (25 points)**

One 2-3 paged type article critique is due during the term. The paper must be a critique of a published empirical study. Specific details are included later in the syllabus and are posted on eCollege. Students will be randomly assigned due dates for the critique. All work must be turned in on eCollege prior to the start of class on the day that it is due.

#### **5. Presentation on Empirical Article: (20 points)**

Students will be assigned to present the material they learned from their article critique in class to their peers. Students are encouraged to develop a brief power point slide to share with their classmates. These slides will be made available on eCollege. Each presentation should be approximately 10 - 15 minutes in length. **Your paper is due on the day of your presentation. The paper must be turned in on eCollege prior to the start of class.**

#### **6. Quizzes from Presentations: (70 points)**

To ensure students attend class, pay attention, and are actively involved while their classmates are presenting each presenter will give the class a 2-question quiz based on the article they presented. Approximately, 5 students will present on each "Presentation Day". I will also take the quizzes to make sure questions are adequate. FYI, the 15-minute length on the Empirical Article Presentation includes time to take the quiz (approximately 2 - 3 minutes).

### 7. Cumulative Final Exam: (50 points)

An **OPTIONAL** cumulative final exam will be administered on the final exam day (TBD) for students who are not satisfied with their grades on any of the 3 exams given during the semester. You can take this exam and use it to replace your lowest exam score. Also, any students who miss any of the 3 exams **MUST** take the final exam in order to have 3 exam scores.

### Grading Scale

A 300 – 270	C 239 – 210	F < 180
B 269 – 240	D 209 – 180	

### Spring 2013 Course Schedule PSY 321 (Subject to Change)

#### Week 1

Jan 14	Class Introduction & Overview
Jan 16	Arnett, J. J. (1999). Adolescent storm and stress reconsidered. <i>American Psychologist</i> , 54, 317-326.
	Arnett, J. J. (2007). Emerging adulthood: What is it and what is it good for? <i>Child Development Perspectives</i> , 1, 68-73.

#### Week 2

Jan 23	Ch. 1 Introduction
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#### Week 3

Jan 28	Ch. 2 Puberty, Health, & Biological Foundations
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Jan 30	Ch. 3 The Brain & Cognitive Development
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#### Week 4

Feb 4	Ch. 4 The Self, Identity, Emotion, & Personality
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Feb 6	<b>Presentation Day 1 (Article Critique Due)</b>
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#### Week 5

Feb 11	Ahmed, M., & Minnaert, A. (2010). Perceived social support and early adolescents' achievement: The meditational roles of motivational beliefs and emotions. <i>Journal of Youth and Adolescence</i> , 39, 36-46. doi: 10.1007/s1094-008-9367-7
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	Wang, M. & Huguley, J. (2012). Parental racial socialization as a moderator of the effects of racial discrimination on educational success among African
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American adolescents. *Child Development*, 83, 1716-1731.  
doi: 10.1111/j.1467-8624.2012.01808.x

	Feb 13	<b>Exam 1</b>
Week 6	Feb 18	Ch. 5 Gender
	Feb 20	<b>Presentation Day 2 (Article Critique Due)</b>
Week 7	Feb 25	<b>Movie</b>
	Feb 27	<b>Movie</b>
Week 8	Mar 4	Ch. 6 Sexuality <b>Movie Critique Due</b>
	Mar 6	<b>Presentation Day 3 (Article Critique Due)</b>
Week 9	Mar 18	Ch. 7 Moral Development, Values, & Religion
	Mar 20	Ch. 8 Families
Week 10	Mar 25	<b>Presentation Day 4 (Article Critique Due)</b>
	Mar 27	<b>Exam 2</b>
Week 11	Apr 1	Ch. 9 Peers, Romantic Relationships, & Life Styles
	Apr 3	<b>Presentation Day 5 (Article Critique Due)</b>
Week 12	Apr 8	Ch. 10 Schools
	Apr 10	Ch. 11 Achievement, Work, & Careers
Week 13	Apr 15	Ch. 12 Culture
	Apr 17	<b>Presentation Day 6 (Article Critique Due)</b>

Week 14

Apr 22 Ch. 13 Problems in Adolescence & Emerging Adulthood

Apr 24 **Presentation Day 7 (Article Critique Due)**

Week 15

Apr 29

Daddis, C. (2011). Desire for increased autonomy and adolescents' perceived peer autonomy: "Everyone else can; why can't I?" *Child Development*, 82, 1310-1326. Doi: 10.1111/j.1467-8624.2011.01587.x

Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults? Minors' access to abortion, the juvenile death penalty, and the alleged APA "Flip-Flop." *American Psychologist*, 64, 583-594. doi:10.1037/a0014793

May 1 **Exam 3**

Week 16

Finals Week

### **Empirical Article Critique**

Empirical Article critiques are graded in accordance to the requirements listed below. The critique must include the following things:

1. APA formatted reference of the article
2. The content of the critique must contain the following sections:
  - a. summary of the article – (this is your summary, not the abstract from the article)
  - b. How is the article related to a topic covered in class? Make explicit links. Describe how the authors advanced our textbook knowledge.
  - c. Were there limitations to the authors' findings? What would have to change if the study was replicated on a different ethnic group and a different social economic group?
  - d. Did the authors' findings advance scientific knowledge? If so, how? If not, why not?
  - e. State your concluding remarks. Did you enjoy the article? Do you have any personal reactions to the points made?
3. You must attach the article's abstract to your critique.

**You may not use an article listed on the syllabus. Journals from which you may choose:**

- *Adolescence*
- *Child Development*
- *Cultural Diversity and Ethnic Minority Psychology*

- *Developmental Psychology*
- *Development and Psychopathology*
- *Journal of Adolescence*
- *Journal of Adolescent Health*
- *Journal of Adolescence Research*
- *Journal of Black Psychology*
- *Journal of Research on Adolescence*
- *Journal of Youth and Adolescence*
- *Youth and Society*

### **Adolescent Classic Movie Critique Criteria**

1. Total Length - (2-3) typed double spaced pages
  - a. Include the following info at the top of the 1<sup>st</sup> page
    - Your name
    - Date
    - Title of Movie
  
2. The content of the movie critique must include the following sections
  - a. Summary of the movie – (this is your summary, not the description on the movie case)
  - b. How is the movie related to a topic or topics covered in class? Make explicit linkages.
  - c. How are adolescents portrayed in the movie? Consider the movie's timeframe. Are adolescent portrayals realistic?
  - d. What **research questions** can be developed from viewing the movie?
  - e. Conclusions and personal reactions

**NOTE:** Consider that each section takes about a half of page; so the total page length is 2.5 – 3 typed and doubled spaced pages.