

**Course number : Psyc 429**
**Course Name: Adolescence**
**Winter 2021**

**Instructor:** Suzanne Hala      **Lecture Location:** Web Based via Zoom  
**Lecture Days/Time:** T/Th 11:00-12:15

**Email:** hala@ucalgary.ca      **TA: TBA**  
**Office:** N/A  
**Office Hours:** Email or by Appointment via Zoom

### Course Description

This course is intended to provide an in-depth examination of the physical, cognitive, emotional and social changes occurring during adolescence, drawing upon history, theory, and relevant research.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe and critically evaluate theories of adolescence and adolescent development	Take-home exams in essay format	1,2,4,5	A
Critically evaluate primary research articles on adolescent development	Written article critique Research articles required reading for all exams	2, 4, 5	A
Understand biological, cognitive, and social changes that occur within normative adolescent development	Take-home exams in essay format	1,2,5	A,C
Synthesize material from several sources (empirical and review articles, textbook and lectures) to formulate appropriate debates and conclusions regarding adolescent development	Take-home exams in essay format	1, 2, 4, 5	A,C
Deliver an effective oral presentation of selected empirical article	Article presentation and critique	4, 5	A,C
Participate in Discussions of empirical articles presented by class members	Discussion questions/comments posted on D2I	2,4	A,C

Provide critical evaluation and summary of previous empirical studies in adolescent development	Brief written literature review including annotated bibliography	2,3,4	A,C
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Course Format**

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below. Classes will be recorded by the Instructor and posted to D2L for a limited time (48 hours) after class. Students are not permitted to copy recordings without the Instructor's permission.

### **Zoom Classroom Expectations**

Participation in a web-based classroom holds unique challenges. As a group we will discuss these challenges and propose strategies and guidelines to address them. Nevertheless, general classroom expectations independent of delivery format still hold. All class members are expected to treat each other respectfully. We should all work towards creating an environment where everyone feels safe to share their ideas. Class members are expected to participate positively and constructively during class. Active participation improves student learning and retention of material. Individuals vary considerably in their ease of speaking up. Some people experience a challenge in speaking in front of others, whether remotely or in a classroom. If you find engaging in this type of contribution a personal challenge, I encourage you to do your best to stretch your confidence to speak up and contribute to classroom discussions. For those of you who readily vocalize your thoughts I encourage you to continue to do so but to also actively listen to other class members and allow space for their contributions. Acting bored or dismissive is disrespectful to both the instructor and to your fellow class members. I strongly encourage students to ask questions whenever they require clarification or if they would like further information or would like to express a different perspective. During student presentations, as audience members, you should actively listen to the presentations as well as actively engage in the question period. Please refrain from distracting behaviour.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

Regular attendance in the Zoom classroom is strongly advised. Attending and participating will help to establish a sense of community as well as provide students with opportunities to actively engage in discussions. If you are unable to attend a Zoom session please contact the instructor. Please note that Zoom lectures will be recorded by the instructor. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### Prerequisites

Psyc 200 & 201– Principles of Psychology  
Psyc 300, 301 – Research Methods  
Psyc 351 – Developmental Psychology

### Anti-requisites

Credit for Psychology 429 and 355 is not permitted

### Required Text

Steinberg, L. *Adolescence*, 12th Edition (2020), NY: McGraw-Hill. This text provides important required reading for the topics covered in this course. It is available at the University Bookstore. Also available on-line from the publisher and other websites

<http://www.mheducation.com/highered/product.M1259567826.html>.

In order to best fulfill the needs of the course the remainder of the required course readings will be drawn from several sources, including original journal articles. **Additional required readings** are listed below. All readings are available either online through the U of C library or, if not available there, posted on D2L.

### Additional references for required reading

- Appel, I. & Shulman, S. (2015). The role of romantic attraction and conflict resolution in predicting shorter and longer relationship maintenance among adolescents. (2015). *Archives of Sexual Behavior*, 44, 777-782.
- Byrnes, J. P. (2002). The development of decision making. *Journal of Adolescent Health*, 31, 208-215.
- Dubas, J. S., Miller, K., Petersen, A. C. (2003) The study of adolescence during the 20<sup>th</sup> century. *History of the Family*, 8, 375 –397.
- Eslinger, P.J. & Long, M. (2016). Biopsychosocial influences that promote and impede social brain maturation. *Journal of Infant, Child, and Adolescent Psychotherapy*, 15, 179-187.  
<http://www.tandfonline.com/doi/full/10.1080/15289168.2016.1214449>
- Kaltiala-Heino, R., Marttunen, M., Rantanen, P., & Rimpela, M. (2003). Early puberty is associated with mental health problems in middle adolescence. *Social Science & Medicine*, 57, 1055 – 1064.
- Meeus, W., van deSchoot, R., Keijsers, L. & Branje, S. (2012). Identity statuses as developmental trajectories: A five-wave longitudinal study in early-to-middle and middle-to-late adolescents. *Journal of Youth and Adolescence*, 41, 1008-1021.
- Moilainen, K.L., Rasmussen, K.E., Padillia-Walker, L.M. (2015). Bidirectional associations between self-regulation and parenting styles in early adolescence. *Journal of Research on Adolescence*, 25, 246-262.
- Stok, de Vet, de Ridder, D.T.D., de Wit J.B.F. (2012). “I should remember I don’t want to become fat”: Adolescents’ views on self-regulatory strategies for healthy eating. *Journal of Adolescence* 35, 67-75.
- Thurlow, C. (2002), 25, 341-349. High schoolers’ peer orientation priorities: a snapshot. *Journal of Adolescence*, 25, 341-349.
- Tilton-Weaver, L. C., Vitunski, E. T., & Galambos, N. L. (2001). Five images of maturity in adolescence: what does “grow up” mean? *Journal of Adolescence*, 24, 1453-158.
- Valiente, C., Eisenberg, N., Fabes, R.A., Spinrad, T.L., & Sulik, M.J. (2015). Coping across the transition to adolescence: Evidence of interindividual consistency and mean-level change. *Journal of Early Adolescence*, 35, 947-965.
- Van der Giessen, Branje, & Meeus, W. (2014). Perceived autonomy support from parents and best friends: Longitudinal associations with adolescents’ depressive symptoms. *Social Development*, 23, 537-555.
- Vera-Estay, E., Dooley, J.J., Beauchamp, M.H., (2015). Cognitive underpinnings of moral reasoning in adolescence: The contribution of executive functions. *Journal of Moral Education*, 44, 17-33.

## Assessment Methods

### Take-home Exams

Take-home exam -- Midterm	30%	Distributed Feb 23 – Due Mar 2 by 11:59 p.m. in DropBox D2L
Take-home exam -- Final	30%	Distributed Apr 13 – Due Apr 20 by 11:59 p.m. in DropBox D2L

### Other Course Work

Post article for presentation (instructor approval required prior)	3%	One week prior to scheduled presentation (see schedule of presentation dates)
Oral presentation and critique of empirical article	9%	Dates vary depending on topic (see schedule of presentation dates)
Written summary of article and article critique	10%	Due via D2L Dropbox within 48 hours of presentation (see schedule of presentation dates)
Brief research proposal/annotated bibliography	10%	Due via D2L Dropbox within 10 days of presentation (see schedule of presentation dates)
Discussion questions/comments to be submitted to D2L based on articles presenters posted	8%	Due 24 hours prior to scheduled student presentations (see schedule of presentation dates)

### Take-home Examinations

Examinations will be based on material from both the readings and the lectures. Students are responsible for assigned readings even when not covered in lectures. Examinations will consist of two take-home exams. Exams are cumulative in the sense that material you learn earlier in the term will help provide a basis for topics covered later in the term. You will not, however, be directly tested on material assessed on the midterm exam for the final exam. For both exams I will post the exact material you are responsible for covering for each exam prior to the distribution of the examination questions.

The take-home exams provide an opportunity for students to fully demonstrate their mastery of the course material as well as their critical thinking. The exams will be distributed (posted on D2L) 7 days prior to the due date for submission of the completed exam. That is, students will have 7 days to complete the exam. The exam will be essay in format. Exams must be submitted electronically to the appropriate D2L Dropbox by the end of the day (11:59 p.m.). **Without instructor approval late exams will be penalized 10% per day including weekends and holidays.** Please ensure you are vigilant about backing up your files to avoid late penalties. Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is permitted. Students may not communicate with others about course material or the exam either in person or electronically during exams. Exact details of length and specific requirements will be distributed (posted on D2L) with the exam questions. Exact readings required will be announced and posted on D2L prior to the exam being distributed.

### **Course assignments**

Course assignments are designed to provide students with experience in several aspects of understanding and evaluating research in Adolescence. To facilitate engagement with the course material and with other student collaborators students will have the opportunity to interact in a small group to explore a particular topic in more depth than in the lectures. Students will gain experience in library research, summarizing and evaluating empirical reports, working in a group to establish an overarching theme to their presentations, providing discussion questions to presenters, writing a summary and critique of their chosen article, writing a brief research proposal for the topic area (including an annotated bibliography). Course assignments are summarized below. More detailed instructions will be provided nearer the assignment submission date – please ensure you read the posted instructions carefully and ask if you are uncertain about the requirements for the assignment. In general, criteria for evaluation of assignments will include: demonstrated ability to synthesize course and research materials, critical and independent thinking, and clarity of expression.

The main course assignments will center around a topic that small groups of students choose to explore. Students will form groups based on their interests as well as their availability to present their summary and critiques on the assigned dates. Dates of presentations as well as potential topics are listed below. These topics are chosen to provide opportunities for students to explore topics not fully covered in lectures. The topics listed are somewhat flexible depending on student interest, but the presentations dates assigned are fixed.

The first step in the assignment progression will be for students to form small groups of up to five students. There are four presentation dates throughout the term. Two groups of students will present on each scheduled date. The dates are chosen so that the proposed topics fit well within the material being covered in the course at that time. **Group membership will be finalized on the second day of classes.**

## Descriptions of Course Assignments:

### ***Select and post article for presentation – worth 3% of final grade***

Each student will find a journal article focusing on the topic chosen by the group. Both the topic as well as individual articles must be approved by the instructor prior to articles being posted on D2L. Although the group will decide on a topic each student will be responsible for posting one individual article to present. Each student must submit a different article for approval. Articles must come from peer reviewed journals in the area and should be published no earlier than 2010. Students should provide a very brief rationale for the selection of the article, including how it fits with the theme chosen by the group. Students are to post their approved articles **by 6:00 p.m. one week prior** to their scheduled presentation date. Articles will be posted on the D2L Discussion Board under a heading the group has chosen. More detailed instructions and criteria will be posted on D2L. Assessment criteria will include: appropriate selection of article, obtaining article approval and posting article by scheduled date. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

***Oral presentation and critique of empirical article – worth 9% of final grade*** Each student will present a summary and critique of their chosen article to the class (via Zoom). Although students will form a group around their chosen topic, individual students will be required to present their own article and individual grades will be assigned. The oral presentations will be evaluated for content as well as presentation delivery. Content should include a clear summary of the research to be evaluated as well as an evaluation of the contributions of the research. Evaluation of quality of delivery will include whether the presenter sounds practiced and prepared, how well they engage with the audience (as much as is possible with Zoom!), good use of slides, appropriate timing, and how well questions are addressed. **Presentations missed without instructor approval will be assigned a score of 0%.**

### ***Written summary of article and article critique – worth 10% of final grade***

**Within 48 hours** of their presentation each student is required to submit a full summary and article critique of their presented article. Assessment criteria for this assignment will include: clear and concise summary of article, identification and justification of critiques of the article, clarity of expression and APA formatting. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

### ***Brief proposal summary and annotated bibliography – worth 10% of final grade***

Each student will submit a brief summary of a research proposal accompanied by an annotated bibliography. Students may work with their group to collect appropriate articles and to decide on the overall design of the research proposal. Both the written proposal summary and the annotated bibliography, however, must be individually written and completed by each student without collaboration from group members. The proposal summary should briefly outline the state of the current literature, your proposed research objective and justification, as well as the proposed method.

The bibliography should contain articles that would form the basis for a literature review. The article used for your earlier article critique may be included in this assignment. The bibliography should contain the appropriate article reference as well as a very brief synopsis of each article.

**Discussion questions/comments to be submitted to D2L based on articles presenters posted – worth 8% of final grade**

For each presentation topic **other than their own**, students are required to submit discussion questions/comments on the appropriate Discussion board on D2L **24 hours prior to the scheduled presentation**. These discussion questions could be specific based on one of the readings posted by a member of the presenting group or may be more general questions about the overall topic based on the readings posted. The questions/comments should be likely to generate stimulating discussion. As well the questions should be ones you are prepared to raise in class after the presentation to help promote discussion. **No late submissions will be accepted without instructor approval**

**Topics and dates for presentations**

Topics listed are general topics in the proposed area – for each general topic groups will decide on a specific topic within the area in consultation with the instructor. Two groups will present on each presentation date but will present on different specific topics within the general topic area – early approval of specific topic is strongly recommended to ensure the group’s preferred topic. The general topics are listed here along with some suggestions for more specific issues.

<b>Proposed Topic</b>	<b>Groups presenting</b>	<b>Date of Presentation</b>
<b>Biological transitions:</b> Issues around obesity, dieting, and eating disorders, or other aspects related to biological transitions	Group 1 Group 2	Feb 2
<b>Social Transitions in Contemporary Society:</b> Issues around special transitions for members of minority groups, youth in poverty, influence of neighborhood on social transitions	Group 3 Group 4	Feb 9
<b>Peer Groups:</b> Issues around Popularity, Rejection, and Bullying, or other aspects of peer relations	Group 5 Group 6	Mar 9
<b>Work, Leisure, and Media:</b> Issues around adolescents and social media, adolescents and leisure, adolescents and work	Group 7 Group 8	Mar 16

**Tentative Lecture Schedule**

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Class attendance is strongly advised as material not included in the readings will be incorporated. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture.

Discussion is highly encouraged and questions are invited during lectures. If you have questions or concerns please raise them – either in class or contact me via email.

*This schedule is a guideline only. Specific lecture topics may vary from time to time.*

Date	Topic/Activity	Required reading/Due Date
<b>Jan 12 – Feb 23</b>	<p><b>Introduction</b></p> <p>Theoretical and Historical perspectives</p> <p><b>Transitions</b></p> <p>Biological Transitions</p> <p>Cognitive Transitions</p> <p>Social Transitions</p>	<p>Introduction -- textbook</p> <p>Dubas et al. article</p> <p>Chapter 1—Biological Transitions Kaltiala-Heino et al. article Stok et al. article</p> <p>Chapter 2 – Cognitive Transitions Eslinger &amp; Long article</p> <p>Chapter 3 – Social Transitions Tilton-Weaver et al. article</p>
R Jan 21	Last day to drop a class without financial penalty	
F Jan 22	Last Day to Add or Swap a course	
F Jan 29	Tuition Fee Deadline	
<b>T Feb 2</b>	<b>Student Presentations Groups 1 and 2 Biological Transitions</b>	

<b>T Feb 9</b>	<b>Student Presentations Groups 3 and 4 Social Transitions</b>	
<b>Feb 14 - 20</b>	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries).	
<b>M Feb 15</b>	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
<b>T Feb 23</b>	<b>EXAM 1 Posted on D2L -- worth 30% of final grade</b>	<b>Take-Home exam -- one week to complete</b>
<b>T Mar 2</b>	<b>Exam 1 DUE by 11:59 p.m.</b>	

<b>Feb 25 – Apr 15</b>	<b>Contexts of Adolescence</b> Families  Peers  <b>Psychosocial Development</b>  Identity  Autonomy   Intimacy   Psychosocial Challenges	Chapter 4 – Families Moilainen et al. article  Chapter 5 – Peer Groups Thurlow article  Chapter 8 -- Identity Meeus et al. article  Chapter 9 -- Autonomy Van der Giessen et al. article Vera-Estay et al article Byrnes article  Chapter 10-- Intimacy Appel & Shulman article  Chapter 13 – Psychosocial Problems Valiente et al. article
<b>T Mar 9</b>	<b>Student Presentations Groups 5 &amp; 6 Peer Groups</b>	
<b>T Mar 16</b>	<b>Student Presentations Groups 7 &amp; 8 Work, Leisure and Media</b>	
<b>F Apr 2</b>	<b>Good Friday</b>	
<b>T Apr 13</b>  <b>T Apr 20</b>	<b>Final Take-Home exam posted on D2L</b>  <b>Final take-Home exam due at 11:59</b>	<b>Take-Home exam – 1 week to complete</b>
<b>R April 15</b>	Last day of classes, last day to withdraw from winter semester	

## Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Extra Research Participation Course Credit is Not Offered for this Course.**

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 21, 2021**. Last day add/swap a course is **Friday, January 22, 2021**. The last day to withdraw from this course is **Thursday, April 15, 2021** <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

