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office of teaching resources in PSYCHOLOGY



HDFS 239: Adolescent Development ✿ Fall, 2010 ✿

Instructor: Dr. Elaine S. Barry
Office: 206T Eberly Bldg.
Office Hours: Mon & Wed 5:30-6:00 pm, Tues & Thurs 11:00 am-1:00 pm & by appt.

Contact: Email esb12@psu.edu; Phone 724.430.4284
Classroom: 102 Eberly, Wednesdays 6:00 to 8:30 p.m.

Course Summary: HDFS 239 (3 credits) is a general education course in social sciences (GS) presenting basic theories of adolescent behavior and development (including cognitive development, social development, and physical development). Emphasis is placed on integrating theory with empirical evidence while developing critical thinking skills.

Who Should Take This Course? This freshman-level survey course will be of value to students interested in adolescents and their development, especially students who are parents or will be future parents, and students majoring in HDFS, Education, Psychology, or Nursing, among others.

Required Text: Steinberg, L. (2010). *Adolescence, 9th Edition*. New York: McGraw-Hill.

Course Goals and Objectives: All coursework and activities will be used to assess mastery of the following learning goals that will be the focus of this course over the semester (see the Course Calendar for when):

Content (Knowledge)

- C1 Learn about cognitive, social, and physical development of adolescents
- C2 Understand major methods, theories and themes of adolescent development
- C3 Develop a knowledge base of adolescent sexual development
- C4 Appreciate the impact of culture on adolescent physical and social development

Skills (Activities)

- S1 Critique information from the media ("consumer" information)
- S2 Apply critical thinking skills to information presented about child development
- S3 Find academic sources (journal articles) on a particular topic
- S4 Work in groups to evaluate information, think critically, and present information to the class

Application (Uses)

- A1 Recognize adolescent themes in everyday life
- A2 Evaluate sources of information (differentiate between types of sources)
- A3 Present information in written form, writing papers summarizing issues in adolescent development
- A4 Analyze information presented in scholarly journals

Class Attendance: Students will be responsible for all information, materials, assignments, and exams given

during each class period. Much of the material to be covered in the lectures supplements the book and therefore cannot be found in the book. Test questions represent material from both the lectures and required readings from the text. If you find it necessary to miss a class, I strongly encourage you to obtain the day's notes from a classmate. ATTENDANCE is IMPORTANT! Class attendance will be taken each day and if two (2) or more classes are missed during the first four weeks of class, you may be asked to drop the course, even if you wish to stay enrolled because too much material will have been missed.



Course Theme



Students should understand that developmental psychology is a science with a large and rich research base. Accordingly, we will use this research to understand development, rather than personal experiences, casual observations, opinions, thoughts, feelings, biases, or beliefs. Although each individual has a unique pattern of growth and development, overall, human development is orderly and predictable and therefore capable of being understood through scientific principles and methodology.

Study Tips: Only you have control over your own study habits. Since good study habits take time to develop, I strongly urge you to become proactive in your studying: (1) read daily; (2) take breaks often, going over what you are studying; and (3) teach the material to someone else (a partner, parent, sibling, friend, pet, stuffed animal, or even the wall, if that's what it takes). *See me if you would like more tips on studying for college courses.*

Assignments: There will be in-class group activities, bi-weekly homeworks, and written papers due during the semester. More details regarding these assignments will be given before the drop date. Because dates for all assignments are known, **late papers will not be accepted without approval from me.** (Underline this sentence and show it to me for 1 extra credit point, but this opportunity expires 9/01/10).

Exams: There will be three unit exams during the semester, the last of which is the Final Exam. Tests are primarily multiple-choice and essay. IF it is absolutely necessary for you to miss an exam, and you make arrangements ahead of time, you may take an exam *before* the scheduled exam. Make-up exams will be given if necessary, but they will be a different test (on the same material) than the in-class exam.

Course Format and Student Participation: The presentation of materials and information in class will be primarily lecture, with hands-on group activities each week. You are expected to participate in these regularly and to take part in class discussion whenever you feel comfortable. *As we get to know each other through the semester, I hope to hear from each of you in class discussion.*

Statement on Special Needs: Penn State welcomes students with disabilities into the University's educational programs and adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing modifications or reasonable accommodations for students with disabilities. Students should register with the Office of Disability Services, contact liaison Kathy Iannamorelli, 724-430-4137, kli104@psu.edu, and contact me as soon as possible to arrange for appropriate accommodations in this course.

IMPORTANT: Turn phones to SILENT before coming to class and DO NOT TEXT in class.

Academic Integrity at Penn State: Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.psu.edu/dept/ouc/aappm/G-9.html>

Grading System: Final grades will be based on exam scores, grades on written assignments and papers, and in-class group activities. Final grades will be based on a percentage of total possible points earned (90%=A, 80%=B, 70%=C, 60%=D, 59% and below = F) and will be assigned as A, B, C, D, or F (no pluses or minuses will be given). **IMPORTANT:** Keep all graded work that is returned to you until after final grades have been posted.

I strive to write assignments that help students understand course material better AND enable me to become informed about the depth and quality of your understanding so that I can adequately evaluate your learning. Course work (including exams) should also allow me to 1) assess how you perform on specific assignments or material, and 2) determine your strengths and weaknesses. I plan for student successes, not promoting failures: A variety of opportunities for demonstrating knowledge provides a better chance that one or more of these methods will highlight one of your strengths.

By examining your pattern of grades as they are distributed on the chart below, you will be able to see where your strengths and weaknesses are. *I invite you to visit me during the semester to discuss strategies for doing better in any areas of weakness or to let me congratulate you on areas of strength!*

Evaluation Format	Purpose	How Often?	How Many?	Points Possible
Unit Exams	To evaluate understanding and application of course material through multiple choice and short essay questions	About every five weeks	3 @ 50 points each	150
Written Papers	To demonstrate the application of concepts and writing skills learned throughout the course; To find and analyze scholarly materials to support and deepen learning on adolescent topics	Middle and end of semester – see calendar for due dates	2 @ 26 points each	52
Group Activities	To promote active learning of material and practice critical thinking skills while working collaboratively with fellow students toward a common goal	Weekly	10 highest of 12 @ 5 points each	50
Assignments	To promote critical, deep thinking about material and application of concepts learned throughout the course	Approximately Bi-weekly	6 highest of 12 @ 8 points each	48
		TOTAL POINTS POSSIBLE		300

Extra Credit: Extra credit opportunities will spontaneously arise during the semester. At that time, students in the class will be told of the opportunity, which must always be completed within one (1) week to earn the point(s), but *you must be present when they are announced* to be able to earn these points.

NOTE that these are the **ONLY** ways to get extra credit in this class. I strongly advise taking advantage of these opportunities when they appear; if you wait until the end of the semester to see if you “need” them, it will be too late and you will not be able to earn extra credit points.

Grading Criteria: Papers and assignments in this course will be evaluated using the following rubric. The total possible points and their distribution will be tailored for each assignment and handed out with the instructions for each assignment:

	GRADING CRITERIA	POINTS
Q	<p>Quality of Information: Information used</p> <ul style="list-style-type: none"> • is relevant to topic/issue and important for understanding them; • is of sufficient length and depth/quality for the level of the course; • is presented in a logical manner and supports the ideas being promoted; and • shows evidence of deep processing, synthesis, analysis, and critical reflection. 	
O	<p>Organization: Information used</p> <ul style="list-style-type: none"> • is clearly organized with ideas leading logically to one another; • has clear transitions between ideas; • unnecessary repetition is avoided; • is appropriate in its content to the work being presented; and • contains an introduction clearly identifying the issue(s) addressed and their importance. 	
M	<p>Mechanics: Writing style</p> <ul style="list-style-type: none"> • is well-written, without grammatical, spelling, punctuation, or writing errors; • avoids incomplete and run-on sentences; • includes appropriate paragraphs (each having a clear idea and purpose); and • is of appropriate length and presentation (font, margins, etc.) 	
A	<p>APA Style: The document turned in</p> <ul style="list-style-type: none"> • uses correct APA style as appropriate/required; • contains no plagiarism – ideas are paraphrased well or quoted correctly (if allowed); and • cites the sources in APA style and includes a reference page if required. 	
	TOTAL POSSIBLE POINTS	

Contacting Me: The best way to get in touch with me is to come up after class and see me. This is also the best way to make an appointment with me. *In addition, I hope each of you will visit me at least one during my office hours this semester.* If you call, please leave a message on my voicemail if I am not in, but the quickest way to receive a reply is to email me.

When emailing, please adhere to these two basic policies:

- Use the ANGEL email feature located under the “Communications” tab in ANGEL to contact me. The reason? Emails don’t get “lost in cyberspace”, accidentally sent to my trash folder in my Penn State account, and attachments don’t disappear.
- Be sure to use GOOD EMAIL ETIQUETTE:

Email Etiquette – 6 Rules

To practice your formal communication skills, be sure to use the following guidelines for contacting your professors via email. This list has been approved by employers of HDFS graduates, who appreciate the professionalism evidenced by appropriate emails:

1. Use the subject line to list which course or what you are emailing about.
Ex., “Subject: HDFS 229” or “Subject: Advising”
2. Make it personal; always include a salutation (greeting).
Ex., “Dear Dr. Barry,” or “Dr. Barry,” or “Hi Dr. Barry,”
3. Use proper spelling, grammar, and punctuation.
This is VERY important! Unless you are text messaging your friend (and an email is most certainly NOT a text message), then use proper sentence structure and formatting so that your message can be clearly understood. See also No. 4 below.
4. Read the email before you send it. Yes, email must be proofread!
In any kind of professional environment, careless email mistakes are avoidable. You don’t want to be misunderstood or make a bad impression. See also No. 3 above.
5. Do not write in ALL CAPITALS.
IF YOU WRITE IN ALL CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. It is harder to read and can also be annoying. Save the capitals for specific words or sentences that require emphasis, and use them sparingly.
6. Use a signature (closing).
As a courtesy to your recipient, include your name at the bottom of the message. Depending on which email address you are sending from or how you have your email address formatted, your name might not be evident from your email unless you include it. This is a good habit to get into.



GOOD LUCK IN THE COURSE!



Notes:



HDFS 239: Adolescent Development

Instructor: Dr. Elaine S. Barry

🍁 Fall, 2010 🍁

*Please note this is the current schedule of readings and course activities. Changes may be made at any time, so be sure to attend each class.

**See the notations below the date for which Course Goals and Objectives will be addressed for each lesson:

COURSE CALENDAR AND OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
August 25 (Week 1) C1, C2, S4	First Class Day Introduction to class	None	
<u>Lesson 1: Introduction to Adolescence and Theories</u>			
	I. Introduction to Adolescence A. What is adolescence? What develops? B. Developmental contexts	Introduction, pp. 3-13	
	II. Theories A. Biological View B. Psychosocial View C. Cognitive Views D. Bronfenbrenner's Ecological Theory of Development E. Sociological theories	Introduction, pp. 13-16	Group Activity: Theories
September 1 (Week 2)	<u>Lesson 2: Methodology</u>		Homework 1
C2, S1, S2, S4, A2 Sept. 1 – Last day of Drop/Add Period	III. Methodology A. Descriptive Research B. Experimental Research C. How to Evaluate "Consumer Information"	None	Group Activity: Evaluating Consumer Information



<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
September 8 (Week 3)	<u>Lesson 3: Biological Changes, Puberty, Body Image</u>		Homework 2
C1, C3, S4, A1	IV. Biological Changes, Puberty, and Body Image		Group Activity: Prevention Education
	A. Myths of Puberty	Chapter 1, pp. 23-24	
	B. Female Sexual Development	Chapter 1, pp. 28-30, 34-40, 42-43	
	C. Male Sexual Development		
	D. Effects of Early/Late Maturation	Chapter 1, pp. 43-47	
	E. The Body Image	Chapter 1, pp. 47-52	
September 15 (Week 4)	<u>Lesson 4: Cognitive Development</u>		Homework 3
C1, C2, S2, S4, A1	V. Cognitive Development		Group Activity: Logical Reasoning
	A. Piaget's Formal Operational Stage	Chapter 2, pp. 57-65	
	B. Brain Changes	Chapter 2, pp. 68-74	
		Chapter 1, pp. 40-41	
	C. Information Processing	Chapter 2, pp. 65-68	
	D. Intelligence	Chapter 2, pp. 74-78	
September 22 (Week 5)	<u>Lesson 5: Social Transitions of Adolescence</u>		Homework 4
C1, C2, C4, S3, S4, A1, A2, A3, A4	VI. Social Transitions of Adolescence	Chapter 3, pp. 87-96	Group Activity Cultural Sexualization
	A. History/Background of Adolescence	Introduction, pp. 16-19	
	B. 20 th Century	Chapter 3, pp. 97-109	First Written Paper Due
	C. Rites of Passage		

End of Test 1 Material



<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
September 29 (Week 6)	Test 1	Lessons 1 through 5	Bring #2 pencil
	<u>Lesson 6: Achievement</u>		Exam 1
C1, C2, S2, S4, A1	VII. Achievement		
	A. Motivations and Beliefs	Chapter 12, pp. 371-380	Homework 5
	B. Environmental Influences	Chapter 12, pp. 380-384	
	C. Occupational Achievement	Chapter 12, pp. 394-399	
October 6 (Week 7)	<u>Lesson 7: Families</u>		Homework 6
	VIII. Families		Group Activity:
C1, C2, C4, S2, S4, A1	A. Generation Gap	Chapter 4, pp. 119-122	Parent-Adolescent Conflict
	B. Conflict		
	C. Emotions		
	D. Parental Changes in Adolescence	Chapter 4, pp. 122-128	
	E. Parenting Styles	Chapter 4, pp. 128-133	
	F. Siblings	Chapter 4, pp. 133-134, 136-137	
	G. Divorce	Chapter 4, pp. 137-145	
	H. What Adolescents Want	Chapter 4, pp. 147	
October 13 (Week 8)	<u>Lesson 8: Peers & Youth Culture</u>		Homework 7
	IX. Peers & Youth Culture		Group Activity:
C1, C2, C4, S2, S4, A1	A. Adolescent Youth Culture	Chapter 5, pp. 149-164	Parenting Style
	B. Functions of Peers & Friendships	Chapter 5, pp. 164-171	
	C. Popularity	Chapter 5, pp. 171-179	






<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
October 20 (Week 9)	<u>Lesson 9: Schools & Education</u>		Homework 8
C1, C2, S2, S4, A1	X. Schools & Education A. Purpose of Education B. Transitions C. Tracking D. Types of Schools E. Jigsaw Classroom F. Dropouts	Chapter 6, pp. 181-189, 207-209 Chapter 6, pp. 189-192 Chapter 6, pp. 192-196 Chapter 6, pp. 196-198 Chapter 6, pp. 198-202 Chapter 12, pp. 391-394	Group Activity: Jigsaw Classroom

October 27 (Week 10)	<u>Lesson 10: Self, Identity, and Gender</u>		Homework 9
C1, C2, S2, S3, S4, A1, A2, A3, A4	XI. Self, Identity, and Gender A. Self-Concept B. Identity C. Gender End of Test 2 Material	Chapter 8, pp. 245-258 Chapter 8, pp. 258-272 Chapter 8, pp. 272-275	Group Activity: Adolescents & Identity Second Written Paper Due



November 3 (Week 11)	Test 2	Lessons 6 through 10	Bring #2 pencil	Exam 2
	<u>Lesson 11: Work, Free Time, & Media</u>			
C1, C2, S4, A1	XII. Work, Free Time & Media A. Work B. Free Time C. Media	Chapter 7, pp. 215-220 Chapter 7, pp. 212-214, 222-230 Chapter 7, pp. 230-238		Homework 10



<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
November 10 (Week 12)	<u>Lesson 12: Adolescent Autonomy</u>		Homework 11
C1, C2, C4, S4, A1	XIII. Adolescent Autonomy		Group Activity: Levels of Morality
Nov. 10 – Late Drop Deadline	A. Emotional Autonomy B. Behavioral Autonomy C. Role of Family D. Moral Development	Chapter 9, pp. 277-286 Chapter 9, pp. 286-294 Chapter 9, pp. 294-299	
November 17 (Week 13)	<u>Lesson 13: Intimacy & Relationships</u>		Homework 12
C1, C2, S2, S4, A1	XIV. Intimacy and Relationships	Chapter 10, pp. 313-324	Group Activity
	A. Functions and changing of relationships B. Intimacy Theories and Attachment C. Dating	Chapter 10, pp. 305-313 Chapter 10, pp. 325-333	
November 22-26	FALL BREAK – Enjoy but keep reading!		
December 1 (Week 14)	<u>Lesson 14: Adolescent Sexuality</u>		Homework 13
C1, C2, C3, S4, A1	XV. Adolescent Sexuality		Group Activity
	A. Sexual socialization B. Facts & Figures C. Influences of Sexual Activity D. Homosexuality E. Risky Sex	Chapter 11, pp. 337-346 Chapter 11, pp. 349-353 Chapter 11, pp. 354-356 Chapter 11, pp. 358-368	



<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>	<u>Deliverables (What is Due?)</u>
December 8 (Week 15)	Lesson 15: Adolescent Problems		Homework 14
C1, C2, S2, S4, A1	XVI. Adolescent Problems A. General Principles B. Stress & Coping C. Alcohol & Drugs D. Externalizing Problems E. Internalizing Problems	Chapter 13, pp. 401-404 Chapter 13, pp. 433-434 Chapter 13, pp. 407-415 Chapter 13, pp. 416-421 Chapter 13, pp. 426-433	Group Activity: Identifying Adolescent Problems
December 10 – W deadline			

December 15	Final Exam (Test 3)	Lessons 11 through 15	Bring #2 pencil	Exam 3
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*****NOTE: Test will begin at 6:00 p.m. No one will be admitted after the first person leaves*****

