

Adolescent Development [PSYC 471]
Fall 2018, TTR, 11:00 AM to 12:15 PM
Hanes Hall, Room 112
sakai.unc.edu/portal/site/adolescentdevelopment2018

Instructor: Dr. Eva Telzer
Office: 218 Davie Hall, Office Hours by appointment

Target Audience

This course is designed for undergraduate students who have satisfied the prerequisites and who have an interest in adolescent development.

Course Prerequisites

PSYC 101, 210 or 215, and 250

Course Goals and Key Learning Objectives

This course covers research on biological, cognitive, social, and emotional development during the second decade of life. Topics most relevant to teenagers, such as pubertal development and its social consequences, changing relationships with families, self and identity development, the increasingly important role of peers, school adjustment, and high risk behaviors will be covered.

Upon completion of this course, students should gain skills to be able to:

1. Identify the major subfields of adolescent development and recognize how each of these areas of research contribute to our understanding of the mind, brain, and behavior in teenagers
2. Understand the methodologies, such as the scientific method, that psychologists and researchers use to design studies with teenagers.
3. Evaluate research claims we hear every day (i.e., in academia, educational settings, popular media, casual conversation, etc.)
4. Critically differentiate between myths and facts regarding teenage development
5. Communicate effectively in written and verbal form and provide respectful peer feedback

Readings

Because this is an advanced course, we are forgoing a textbook in favor of original research articles, book chapters, and review papers. All readings will be provided on Sakai. Reading the primary literature rather than a textbook provides you a richer experience by exposing you directly to the research that has provided the foundation for our understanding of adolescent development. Although the lectures are generally coordinated with the readings, they are not completely overlapping with each other. You are responsible for information from all assigned reading as well as all lectures, including movies presented during lecture.

Grading

This course is NOT graded "on a curve." A criterion-based evaluation method is used instead. This means that your grade will not depend on others' performance but rather on your mastery of the content. Therefore, everyone in the class can get an A, and I hope you do!

100 points total:

Exams: 50 points

Age Project: 20 points

Teen Movie Analysis Paper: 25 points

In-Class Assignments, Participation, Attendance: 5 points

A = 100%-93%	C = 75%-73%
A- = 92%-90%	C- = 72%-70%
B+= 89%-86%	D+=69%-66%
B = 85%- 83%	D = 65%-63%
B- = 82%-80%	D- = 62%-60%
C+= 79%-76%	F = <60%

Exams: 50 points

There will be 2 exams, one midterm (20 points) and one final (30 points). Each exam will cover material from the lectures, readings, class activities, and in-class films. Anything covered in class, including short films, may appear on the exams. It is imperative that you arrive to the classroom on time for exams. On exam day, students who arrive after a completed exam has been turned in will not be permitted to take the exam. Excused absences require signed notes from the infirmary or the Dean's office. No make-up exams will be given for unexcused absences. Make-up exams may be different from the original exam.

Final Exam Schedule: Our final exam is on December 13th at 12:00pm. Students are required to take final examinations as scheduled. The only exceptions are for illness as documented by being on the infirmary list at Campus Health Services or for other medically-documented or emergency situations. A student must meet with an academic dean to request permission for an examination excuse and documentation will be required. If you have two exams at the same time or three exams within 24 hours and you want to reschedule the exam, then see an academic advisor for an exam excuse form. Please give me the pink copy of your exam excuse form on or before our last lecture. When you turn in your form you will be provided with the date, time, and location of the alternate exam.

Age project: 20 points

Laws, rules, and lay theories propose that individuals should engage in certain activities only once they've reached a certain age. For example, in the United States at 16 individuals can drive, at 18 individuals can vote and serve in the army, and at age 21 individuals can drink. Not all of these ages are based on scientific data of when individuals are mature and capable.

Part I: Each student will be assigned to one activity. First indicate the age at which teenagers should be allowed to engage in that behavior (e.g., get a driver's license). Then, outline 3 key points arguing for the age specified. Each of the 3 points should be roughly 1 paragraph, each supported by at least one reference. Students should indicate why they selected the age, and not younger or older, using references from peer reviewed journal articles (no website or news articles allowed). Students should use peer reviewed articles from outside of those assigned in class. Students will be assigned to the topic around 9/20/18, and the outline is due on 10/16/18.

Part II. Students will be assigned to groups based on the activity assigned to you for Part I. As a group, discuss what the appropriate age should be to engage in the behavior. All group members do not need to agree, and if there is a debate, the group can structure their presentation to argue for both ages. Groups should prepare a 15-minute presentation in which you provide a description of the activity and empirical support for your age evaluation. Groups will present to the class on 10/30/18 and 11/1/18. Be creative and engage the class in your presentation

Questions to consider for your presentation include:

- What has traditionally been the appropriate age to engage in the activity in the United States?
- Does this differ in other cultures, societies, historical time periods?
- What is your group's evaluation of the appropriate age based on research?
- Does your group agree or disagree about the appropriate age and why?
- What do empirical studies suggest would be the most appropriate age?
- Why not a younger or older age than the one selected?
- Should males and females be treated differently?
- Should this age differ depending on contexts?

Grading:

- Individual Outline: 8 points. The outline will be graded based on selecting an age that is supported by evidence from research and highlighting 3 key arguments for the age chosen.
- Group Presentation: 8 points. Each student in the group must be a part of the presentation, and the grade will be a group grade. However, if based on the group evaluation, one or more students does not contribute to the project, points may be deducted from the individual's grade.
- Peer Review: 4 points. Each student will provide constructive peer review on the presentations of the other students. If you are absent for one or both days, you will receive a 0.

Teen Movie Analysis Paper: 25 points

Teen films are targeted at teenagers. The plot is based upon the special interests of teens, such as coming of age, first love, rebellion, conflict with parents, teen angst, and alienation. These movies are watched by millions of teenagers nationwide. Are these movies accurately portraying adolescence or are myths being reinforced?

Students will choose one of the following teen movies:

- Mean Girls
- The Breakfast Club
- Napoleon Dynamite

Write a 3 page analytical essay about how the movie portrays teenagers. Does the movie promote realistic or unrealistic social norms? This paper should include 3 parts.

1. Describe one specific adolescent development construct that is accurately portrayed in the movie. This may include any of the topics discussed in class (e.g., identity development, peer

pressure, risk-taking, romantic relationships, etc.). Link concepts, theories and research from the course with the “data” from the movie. You must cite at least 2 empirical articles as support for your argument (websites, news articles, or non-peer reviewed articles are not allowed as support). Provide an assessment of whether the portrayal of the construct was accurate and/or realistic. Be sure to clearly describe the example from the movie so it is clear that you understand the concepts.

2. Describe one specific adolescent myth that is reinforced in the movie. This may include any of the myths described in class or any other you can think of. Examples of adolescent myths include “Adolescence is a time of storm and stress” and “Adolescents are crazy because of raging hormones.” You must cite at least 2 empirical articles as support for your argument (websites, news articles, or non-peer reviewed articles are not allowed as support). Be sure to clearly describe the example from the movie so it is clear that you understand the concepts.
3. Give your rating of the movie. You can be creative, but describe whether this movie is a good illustration of adolescents’ development. Would you recommend that teenagers watch this movie? Is the movie likely to impact adolescents’ identity formation or their self-esteem in positive or negative ways (hint: think back to the first reading (Arnett, 1999) and the first lecture describing stereotypes of adolescence and the research by Buchanan & Hughes, 2009)?

Peer review allows you to become a more critical reader of other work and to hear advice from your peers about how your paper might be more successful. As part of this assignment, you will provide feedback on another student’s paper, and another student will provide you feedback. Peer review will occur in class. You will then revise your paper before submitting the final draft.

Grading:

Peer Review: 5 points

- Submit 2 drafts of paper, 1 for peer review and 1 for Dr. Telzer on 11/27/18. Peer review will be anonymous, so DO NOT include your name on your draft. Instead, you will receive an ID, and you must include your ID on your paper.
- Provide effective feedback to your peers on their drafts in class on 11/27/18.
- If you miss class or do not submit 2 drafts of your paper on 11/27/18, you will receive a 0 for the peer review component of this assignment.

Final paper submitted 12/4/18: 20 points

- Your paper should be submitted on Sakai by 5pm on 12/4/18.
- Papers must be 3 pages, 12-point Times New Roman font, double spaced, with 1 inch margins.
- Papers and references must be in APA format.
- Late papers will not be accepted.

In-Class Activities: 5 points

The only way to actively participate in the course is to attend class. Students are expected to attend each class and to have read the respective reading assignments before class in order to be prepared to answer questions and participate in class activities and discussions. If you have not read the article prior to class, you will not be able to effectively complete the in-class activity for that day. To formally evaluate class participation throughout the course, in-class activities will be completed. They will

largely consist of brief activities such as written reflections on the readings or films. The in-class activities may occur at any point, during any class, and may be collected at any point (beginning, middle, or end of class). Some class activities will involve small “homework” assignments to facilitate class discussion.

Many in-class activities will occur on Poll Everywhere. You can respond to polls using a web browser or the mobile app on your phone.

All students must register, even if they have used Poll Everywhere before.

1. Go to poll.unc.edu
2. Click **Student Account Registration**
3. Enter your **Onyen** and **password**
4. Follow the instructions on screen to sign up for a Poll Everywhere account
5. Your Poll Everywhere account will be created

I understand that sometimes you need to miss class due to various reasons. Therefore, students can miss up to 2 activities without penalty to their grade. However, more than 2 missed assignments will result in a lowered grade. Because I am allowing you to miss 2 in-class activities, you will not be able to make up in-class activities that you miss for any reason. In-class activities must be turned in on the day of class, and no assignments will be accepted after class. To receive full points for each activity, students must be present and the written response must be the students own work and accurately reflect the day’s learning. If a response is incomplete, you will not receive credit.

During class activities, diversity of opinions is welcome and encouraged. It is critical that you always respect each other and show respect for each other’s questions, viewpoints, and opinions. Points will be deducted from participation grades for not treating others with respect.

Grading

In-class activities will be graded with a ✓ system.

- ✓- = absent or incomplete
- ✓ = complete but not thorough or thoughtful
- ✓+ = complete and thoughtful

Syllabus Change Disclaimer

I reserve the right to make changes to the syllabus, including project due dates and test dates. If such changes are necessary, they will be announced as early as possible.

Digital Etiquette

Laptops are not permitted during class unless it is for in-class activities. There is a lot of evidence that laptop computers do more harm than good, including inhibit memory for the material, impede learning, lower motivation, and distract your peers. Although you may be a good multi-tasker, the person sitting next to you may not be, and it can be very disruptive to your peers to be on your computer during the lectures. If necessary for medical purposes, students may take notes on a laptop,

but are asked to open only Microsoft Word or a note-taking application. Phones are not permitted at any time during class.

Academic Honesty

I will deal with any occurrence of suspected cheating or plagiarism according to the policies set forth by UNC. Students are responsible for maintaining academic integrity. Academic dishonesty includes cheating on exams, plagiarism (passing off another’s work as your own), completing an in-class assignment for a friend, or in any way deceiving an instructor regarding academic issues. Academic dishonesty is not tolerated; it will result in a “0” score for that assignment, a potential F in the course, and will be reported to the Dean.

Office Hours and Email

I am committed to supporting your learning process. Please come to my office hours! You can also email me if you have questions that don’t require a meeting. All emails and messages should be sent through Sakai. It may take me a couple of days to respond at times. Plan ahead accordingly (i.e., don’t expect quick responses to emails sent the night before an exam!). I am very interested in your success in this course and am willing to work with you outside of class if you are having problems with the course readings or assignments. Please do not wait until after an exam or until the end of the semester to discuss concerns.

Class Schedule

Date	Topic	Reading and Due Dates
Tuesday 8/21	Introduction, defining adolescence	Arnett, 1999
Thursday 8/23	Puberty	Peper & Dahl, 2013
Tuesday 8/28	Sleep	Dahl & Lewin, 2002
Thursday 8/30	Peers & Friendship Guest Lecture Dr. Natasha Duell	Brechwald & Prinstein, 2011
Tuesday 9/4	Brain I: Social Cognitive Development	Blakemore & Mills, 2014
Thursday 9/6	Brain II: Risk taking	Steinberg, 2012; Steinberg et al., 2017
Tuesday 9/11	Substance Use	Lisdahl et al., 2013
Thursday 9/13	Popularity I	Juvonen et al., 2003
Tuesday 9/18	Popularity II	
Thursday 9/20	Romantic Relationships	Connolly & Furman, 2000
Tuesday 9/25	Sexuality	Prinstein et al., 2003

Date	Topic	Reading and Due Dates
Thursday 9/27	Academics and School I	Juvonen 2007
Tuesday 10/2	Academics and School II	Steinberg, 2014
Thursday 10/4	Midterm	
Tuesday 10/9	Family	Parke, 2004
Tuesday 10/11	Siblings Guest Lecture Dr. Christy Rogers	Kramer & Conger, 2009; Buist & Vermande 2014
Tuesday 10/16	Meet with Age groups	Greenblat 2009 Age Outline Due
Thursday 10/18	FALL BREAK	
Tuesday 10/23	Identity	Nishina et al., 2010
Thursday 10/25	Culture, Race, Discrimination	Bigler & Liben, 2007
Tuesday 10/30	Age Presentations	Student Presentations
Thursday 11/1	Age Presentations	Student Presentations
Tuesday 11/6	Gender I	Kornienko et al., 2016
Thursday 11/8	Gender II	Bigler & Signorella, 2011
Tuesday 11/13	Media Use	Becker 2004
Thursday 11/15	Growing Up Online	Valkenburg & Peter, 2009; Twenge, 2017
Tuesday 11/20	Work on Teen Movie Papers	
Thursday 11/22	THANKSGIVING	
Tuesday 11/27	Review of Teen Movie Papers	Draft of Teen Movie Paper Due
Thursday 11/39	Internalizing	Rudolph, 2002
Tuesday 12/4	Emerging Adulthood	Arnett, 2007 Final Draft of Teen Movie Paper Due