

**BLOOMSBURG UNIVERSITY**  
**Department of Psychology**  
**Course Syllabus**

**Course:** Adolescent Development (3 credit hrs.)

**Instructor:** Jeffrey D. Leitzel, Ph.D.

**Catalog #** Psych 212.01(2112) **Phone(all 570 area code):** (office) 389-4232 (mobile) 650-6286 (fax) 389-2019  
**Fall 2016**

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**Web:** WWW.LEITZEL.COM

**Course Schedule:** M W 3-4:15 pm

**Office:** McCormick 2116

**Office hours:** M W 12:30-2 pm, Th 3-5 pm

**Course Description:**

Studies developmental, personal and social issues confronting adolescents as they emerge from childhood and strive for adulthood. Lecture, class discussions, group activities, experiential exercises, videos, and homework assignments will be used to meet the instructional goals. **Prerequisite:** Psych 101 (General Psychology).

**Learning Objectives**

The overall course goal will be to provide the student with knowledge pertaining to the development of adolescents. Focus will be placed upon understanding 'normal' adolescents from various theoretical, cultural, and research perspectives. Some attempt will be made to apply this knowledge to understanding the student's own development, their current or future parenting or teaching, or any relevant topics or issues that are of current interest to the students and the teacher.

Upon successful completion of this course, students will be expected to be able to:

1. describe and define the concept of development with respect to the life-phase of adolescence
2. trace the historical and social cultural forces instrumental in establishing adolescence as a separate life stage.
3. delineate the various theoretical orientations to adolescent development.
4. comprehend the physical, cognitive, moral, sexual, and social development of adolescents.
5. understand the influence of family, peer, schools, and cultural milieu upon the adolescents and to begin to comprehend how the adolescent's own emerging world and abilities interact dynamically with the outside world.
6. understand the biological and psychological complexities and challenges involved in the transitions from childhood to early adolescence and from late adolescence to adulthood.
7. apply our understanding of adolescent development in treatment and promotion of optimal growth.
8. understand the normative and pathological threats to healthy adolescent development.

Students will demonstrate their attainment of these learning objectives during class discussions, oral presentations, on their written assignments and on quizzes and exams.

**Required:** 1. Steinberg, L. (2014). *Adolescence (10th ed.)*. New York: McGraw-Hill (or custom version)

**Materials** 2. Turning Point Classroom Response Device a.k.a. "Clicker" – and license. Must be registered online with turning cloud account. See the documentation on BOLT for directions to register and use your device.

**COURSE REQUIREMENTS**

**1. Attendance:** Attendance is required for all class meetings; three absences are allowed without penalty. Exceeding three absences will result in a reduction of your attendance/participation grade, a half of a point off per absence beyond the third (I also track late arrivals and count each three as an additional absence). You remain responsible for any material presented or announcements that are made in class, even if you are not present. Since exam items will be taken from both the textbook for the course and material not in the book that I present during class, it is in your best interest to be present for class. Regular, attendance and thoughtful participation during class can help in the event of a borderline grade. Participation is also an important part of your attendance/participation grade, I track classroom participation and sitting silently in class throughout the semester will result in a minimal grade in this area. I do not differentiate in any way between excused or unexcused absences. You have a week worth of classes that you may miss without any penalty and going beyond that will have a slight impact, as discussed above. I do not ever need to see notes from the health center/doctors/coaches/advisors/etc.

**2. Exams:** There will be three exams during the course of the semester and a comprehensive final exam. Exams will cover all material from the assigned readings and topics discussed during class (including student presentations) as well as any films or videos we watch in class. If classes are cancelled on an exam date due to snow, the exam will be given during the next class. Make-up exams will only be administered in the event of a serious student illness, family member death, or official University activity. If such circumstances prevent

you from being present for an exam you should contact me as soon as it is clear that you will not be present for the exam. You must contact me to schedule a time to take a make-up exam prior to the class meeting following the exam. Failure to follow this procedure will result in a grade of zero for the exam in question. Only under truly extraordinary circumstances will more than one make-up exam be allowed for any student during the semester.

**3. Oral Presentation:** Students, working in pairs (or individually, or in groups of three in limited cases), will choose a topic from the list provided by the professor to research, prepare, and present in class. Each team will distribute to the class a brief outline or summary of their presentation including key references related to their topic at the time of their presentation. **Each student team must submit to the professor, via e-mail, three multiple-choice questions, with four response options based on their presentation.** A sampling of these questions will be included on the exams, so it will be to your advantage to be present and attentive. The presentations should be 10-15 minutes, with 15 minutes being the absolute maximum (failure to reach the 10 minute minimum, not including discussion or review of your questions, will impact negatively on your grade). For a solo presentation, the time frame is 5-10 minutes and for a group of three it is 15-20 minutes. Time for discussion will be allowed following each presentation. Presentations will begin the third or fourth week of class. Because of the limited time to prepare, the expectations for the presentations will not be as high for those students who do the first two presentations. At least one of the sources utilized in preparing the oral presentation must be from a psychology (or related field) professional journal. If you have any uncertainty about the appropriateness of your source(s) or what constitutes a professional journal, please see me. Be sure to carefully **review the checklist I have made available for this assignment** (can be accessed at the course web page) to be sure you are meeting all requirements.

Need help with some library research? Jennifer Zuccaro is the librarian assigned to our department. She can help you find articles and books, cite information, or track down material not held in the library. Feel free to stop by her office (Andruss Library 221), send her an email ([jzuccaro@bloomu.edu](mailto:jzuccaro@bloomu.edu)), or give her a call (570-389-4704).

**4. Learning project:** Each student will be responsible for the completion of one learning project. This assignment will comprise 15% of the final grade. Any of the following three options may be chosen for this assignment (choices, choices... ©). It is expected that the written product will include both the fruit of the references one has read and the distillation of this information into a product of one's own synthesis. This is to say that papers that consist entirely of summaries of the work of others will receive minimal grades. For any of these assignments, if you are uncertain about the appropriateness of your plan, discuss it with me first. You **may not** do this project on the same topic that you covered in your oral presentation. All learning projects should be 4-6 pages long (not including any title or reference page), typed, double spaced with left and right margins no greater than 1.25", and font no larger than 12 point (Note: I hate to have to be this specific). Appropriate reference citations should be provided for all sources utilized. Papers should be prepared according to APA Style, covered in the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association. There are links to the Andruss Library Research Guide and an APA style guide on my homepage. If you are not familiar with APA style, these resources should provide all of the information you need to appropriately format your paper. Papers must be turned in on or before the due date in paper form AND submitted via BOLT to the "Learning Project" Turnitin assignment. Failure to submit the electronic copy to the turnitin assignment on BOLT will result in a 50% reduction of your grade for the project.

Bloomsburg University is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (PRP3512). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

An outline of your planned learning project must be submitted at least three weeks prior to the project due date (actual date is listed in course schedule). Submission of this outline by the deadline is a part of the learning project assignment, failure to do so will result in a 1.5 point (10%) reduction in your grade for the project. The top of your outline should clearly indicate which of the three options you are doing. If you are doing option one, simply providing the complete reference citations for the three articles you plan to utilize is sufficient. If you are doing option two or three provide a topical outline including a listing of the key references that you plan to utilize in writing your paper.

Option 1: Literature review.

The student is to choose three journal articles. Articles should be from peer reviewed, scientific journals, and cover one topic in adolescent psychology. Articles should be empirical (e.g., a review of the literature or purely theoretical article would not be appropriate). The topic needs to be approved. Obtain approval by e-mailing me with your proposed topic or simply chatting with me before or after class. The student is to review each article. These reviews should include the following elements:

- A brief summary of the subjects, methods, results and discussion sections.
- Commentary on the strengths/weaknesses of the study.
- Comment on the study's contribution to our understanding of adolescence.

The student should then include an overall summary section that links the studies together (e.g., areas of agreement, areas of disagreement, relative merits and any overarching conclusions).

**Students are required to submit copies of the three articles with their papers.**

Papers graded with an "A" will contain the following elements:

- Effective, balanced reviews of the articles.
- Clear identification of limitations and strengths of each study.
- Effective synthesis and reasoning in the summary section.
- Clear writing.
- Integration with material studied during the course of the semester.

Option 2: Scholarly paper.

This should be a paper that addresses a specific issue within contemporary adolescent psychology. The topic should be narrow enough to allow adequate coverage within the suggested length. The paper should contain two major sections: a review of the literature and the student's interpretation of the literature relative to the *student's* theory of the topic. Some suggested topics are listed at the "possible topics" link on the course page. Completing this assignment will require the use of multiple sources of information, **at least one of which must be an article reporting on an empirical study from a psychology journal**. Use of information from web sites should be kept to a minimum. The majority of the sources used should be scholarly books and articles.

Papers graded with an "A" will contain the following elements:

- Effective, complete and balanced review of the literature.
- Logical and persuasive articulation of the student's theory on the topic.
- Effective synthetic reasoning in the summary section. Clear writing.
- Integration with material studied during the course of the semester.

Option 3: Debate report.

The student is expected to select a "hot topic" in adolescent psychology and illustrate both sides of the debate. This will require some review of literature and appropriate use of a range of information sources. After illustrating the pro and con sides of the debate, the student will provide their own opinion on the issue and the rationale behind that opinion. Some suggested topics for debates are at the "possible topics" link on the course page. Similar to option 2, this assignment will require the use of multiple sources of information, **at least one of which must be an article reporting on an empirical study from a psychology journal**. Use of information from web sites should be kept to a minimum. The majority of the sources used should be scholarly books and articles.

Papers graded with an "A" will contain the following elements:

- Effective, complete and balanced presentation of both sides of the controversy.
- Logical and persuasive articulation of the student's stance on the issue.
- Integration and synthesis with information and theories addressed in the course.

Papers must be turned in on or before the due date listed on this syllabus. **Papers turned in after the beginning of class on the due date will be penalized, which means that arriving to class late on the due date means your paper is one class meeting late. The reduction for late papers is 10% per class meeting late.** Plan ahead; expect printer problems, empty ink jet and toner cartridges, computer viruses, pets destroying papers, etc. If you are sick or your car dies on the day the paper is due submitting it to me via the BOLT turnitin assignment dropbox will be sufficient. I will be happy to read and return to you with comments, papers **submitted by two weeks prior to the due date on the syllabus**. This will give you an opportunity to make changes prior to a final grade being assigned.

**The Bloomsburg University Writing Center (BUWC)** *The Bloomsburg University Writing Center (BUWC) enjoys easing the writing process for all students of every major. We are a free resource that offers support for undergraduate and graduate writers at any stage of the writing process. We are a diverse staff of Writing Consultants who represent a variety of majors and share the common goal of working with you to develop your skills and help you grow as a writer. You set the agenda for the appointment - whether you're concerned about getting started, or about clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.*

*BUWC consultants are also available to conduct sessions **online**. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.*

*Daytime hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. Nighttime hours are Sun.—Thurs. from 7:00-10:00 pm in the Schweiker Room in the Andruss Library. You can drop in or request an appointment through email: [buwc@bloomu.edu](mailto:buwc@bloomu.edu). Visit their website ([bloomu.edu/writingcenter](http://bloomu.edu/writingcenter)) for more information.*

## 5. Quiz Questions

At the beginning of the coverage of most chapters, we will start things off with three quiz questions. You will need to be sure that you have your turning point response card with you in order to respond to these questions. There will usually be a total of five questions per chapter, the other two will be about half way through our coverage of the chapter. I anticipate giving at least 50 quiz questions, possibly more during the course of the semester. Students can earn the full five points, by answering 80% or more of the total number of these questions correctly. Students answering less than 80% of the questions correctly will receive a prorated portion of the 10 points. Absolutely no make ups of the reading checks will be given for any reason. If you arrive late for class and a question is in progress you will not have “extra time” to answer. These questions will be discussed immediately. If you do not have your response card with you, you will be unable to answer the questions. It is your responsibility to have your response card with you every class meeting. If your device malfunctions during a quiz, let me know immediately, as I can usually get them working again.

## Evaluation/grading

Attendance/participation	10 points	Final Exam	20 points
Exam #1	10 points	Oral presentation	10 points
Exam #2	10 points	Learning project	15 points
Exam #3	15 points	Quiz questions	10 points

## Grade Ranges

A = 90-100      B = 80-89.99      C = 70-79.99      D = 60-69.99      F = <60

## Extra credit opportunities

Extra credit opportunities may arise during the course of the semester. These generally entail participation in research of some sort. I will let you know if such opportunities become available. I do not provide “ad hoc” extra credit at the end of the semester because you realize that your grade is not what you wanted it to be.

## Grade adjustments

I will not “adjust a grade” at the end of the semester due to academic probation, athletic eligibility, getting kicked out of school, scholarships, or for any other reason unrelated to your performance in the course. You will receive the grade that you earned. If you believe that I made an error in recording or calculating your grade, please contact me as soon as you discover the error.

Any student who is interested in additional readings related to the course material should speak with me. I will be happy to provide suggestions.

All of the PowerPoint presentations for my lectures will be available via my website, simply go to the page for this course and click on the appropriate chapter. There is also a link to the textbook publisher’s homepage for our textbook, on this site you will find a lot of useful study aids, including quizzes, supplemental web readings, learning objectives, and chapter overviews. I strongly encourage you to utilize these to both monitor and enhance your mastery of the course material.

**Course Schedule (subject to modification)**

**Tentative course schedule (subject to change, any changes will be discussed in class and substantial changes will be posted to my web site) exact exam dates will be announced in class, this schedule provides the sequence, but not exact dates:**

<i>Week of</i>	<i>Topic(s)</i>	<i>Reading(s)</i>
8-29	Course overview, introductions. Video – Teens, What Makes them Tick?	
9-5	<b>No class 9-5 Labor Day</b> Select oral presentation partner/topic <b>Must have Turning point clicker registered no later than 10 pm on Tuesday, 9-6-16, see directions on BOLT or at link on my homepage. First clicker questions are planned for Wednesday, 9-7-16, if you have not set up your turning cloud account and CORRECTLY registered your clicker before the deadline, you will be unable to get credit for answering the questions.</b> Turning point clicker overview Adolescent Development in Context	Introduction
9-12	<b>9-14 Library instruction session, Jennifer Zuccaro, Social Sciences Reference Librarian &amp; Coordinator of Government Documents – Class meeting in Andruss Library, Room 243</b> Biological Transitions	Chapter 1
9-19	Cognitive Transitions <b>No class on 9-21-16 (may have lecture posted online)</b>	Chapter 2
9-26	Cognitive Transitions (cont.)	
10-3	Social Transitions	Chapter 3
10-10	<b>Exam # 1</b> Families	Chapter 4
10-17	Peer Groups	Chapter 5
10-24	Schools <b>Outline of learning project due no later than start of class on 10-26</b>	Chapter 6
10-31	Work, Leisure, & Mass Media	Chapter 7
11-7	<b>Exam # 2</b>	
11-14	Identity <b>Learning project due at or before the start of class on 11-16</b>	Chapter 8
11-21	Intimacy <b>No class on 11-23 Happy Thanksgiving!!</b>	Chapter 10
11-28	<b>Exam # 3</b>	
12-5	Sexuality	Chapter 11

Final Exam: Monday, 12-12-16 @ 1 pm

If you feel you need extra help to improve your academic performance in this course or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. Because it may take some time to match you with a tutor that works with your subject and your schedule, please stop by the office to apply for a tutor as soon as possible. The UTS office is located in Warren Student Services Center, Room 13.