
DEP 4305 - ADOLESCENT PSYCHOLOGY
Section 2F65, Spring 2017

Professor: Julia A. Graber, Ph.D., Professor of Psychology

Office Hours: Wednesdays & Thursdays 10:30-11:30am & by appointment

Contact info: McCarty C 502; 273-3807; jagraber@ufl.edu

Teaching Assistant: Phoua Yang, M.S. Graduate Student in Psychology

Office Hours: Mondays 12:00 – 2:00pm & by appointment

Contact info: McCarty C 520, pyang@ufl.edu

Class Time: T 1:55pm – 2:45pm (Period 7)
 R 1:55pm – 3:35pm (Periods 7-8, no break)

Class Location: LAR 310

Website:

This course uses Canvas in elearning for posting all course materials and grades. Several assignments will be submitted via the website. To access Canvas: Log in using your Gatorlink ID and password at <http://elearning.ufl.edu> and select DEP 4305. The syllabus is also posted on Dr. Graber's website at: <http://www.psych.ufl.edu/~jagraber/>

Course Description:

This course is designed to provide an overview of physical, social, emotional, and cognitive development occurring during adolescence. A particular emphasis will be placed on individual aspects of development, the contexts and social spheres that shape adolescent development, and transitions of adolescence. As part of the educational process for understanding and applying developmental concepts, students will engage in active participation with their peers.

Required Readings:

- Steinberg, L. (2014). *Adolescence*, 10th Edition. New York: McGraw-Hill Publishers.
- Additional readings are available on the course website or via the library's on-line catalogue.

COURSE POLICIES

- **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
- **Academic Honesty.** See <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
- **Students with disabilities.** As per UF policy, students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, an accommodation letter will be sent to the instructor. Students with disabilities should follow

this procedure as early as possible in the semester. Please be sure to speak with Dr. Graber to be sure all accommodations are in place.

- **Make-up Exams and Extensions.** Requests for make-up exams or extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Requests must be based on University approved reasons and must include proper documentation as per University guidelines. The following specific rules also apply:
 - **There are no make-ups for the Group Project and Presentation.**
 - Late papers (without an approved extension) will be penalized. Assignments will not be accepted if they are more than 1 week overdue.
 - To make up an in-class activity, please contact the instructor. Again, students must have a University approved reason for the absence.
- **Attendance. Attendance is required for all students on both of the poster days at the end of the semester—no exceptions.** Otherwise, attendance will not be taken in this class. If a student misses a class, s/he is expected to obtain notes from another member of the class. Dr. Graber and the Teaching Assistant will not provide notes for missed classes.
- **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class or posted on the course website.

COURSE REQUIREMENTS

- **Readings.** All assigned readings must be completed before each class period.
- **Exams (4 exams, 35 points each, 140 points total).** Students will complete multiple-choice exams in class.
- **Application Examples (2x, 25 points each, 50 points total).** From January 19 through March 30, students, in small groups, will lead discussion on how that aspect of adolescent development is portrayed in society. Students will come to class with examples of how information on the topic is portrayed via websites, news articles, television shows, movies or other media either in the U.S. or internationally. Students should plan on showing a clip or connecting to the website and discuss the accuracy of the information, who created the information (e.g., scientists, a corporation, etc.), who the target audience is (teens, parents, teachers, etc.), and the impact this example may have on youth. Be sure information is specific to the topic we are covering that week (e.g., autonomy) rather than “adolescence” globally. Two to three groups will present examples for each topic. These will typically be on the Thursday class period; groups should post a link or description of the content they plan to present prior to their presentation date so other groups do not duplicate examples. Schedule and details will be posted on the course website. Each student in the group will independently submit a brief overview of the group presentation identifying the example and key points for the discussion of the example.
- **Class Participation and In-class Activities (50 points total).** Activities provide the opportunity to apply knowledge to real world contexts and discuss concepts during class. Activities will be completed throughout the semester.
- **Individual Research Paper (50 points).** Students will complete a 3-4 page literature review on a topic related to their group research project.

- **Group Research Project and Presentation (Multiple parts: 110 points total).** Students, working in small groups, will conduct a research project and present their projects to the class in a poster presentation.
 - **Initial Topic (5 pts).** Each student generates possible topic for the project. These are submitted individually via Canvas. In class, students identify common interests and submit the list of group members.
 - **Specific Topic & References (10 pts).** Specific topic to be addressed in project and 10 references related to specific topic of the group project are submitted via Canvas (1 submission per group).
 - **Research Questions & Methods (10 pts).** Each group submits a description of the method to be used to conduct the research in the project (1 submission per group).
 - **Final Poster & In-Class Presentation (75 pts).** Electronic copies of posters will be submitted in Canvas before class on the first day of poster presentations; printed posters should be brought to class for presentation on that date (1 submission per group). Submit the references cited on poster as a separate document from the poster (1 submission per group).
 - **Reflections on poster sessions (10 pts).** Submitted in Canvas after poster days.

*Detailed instructions for assignments are posted online.

CRITICAL DATES

Assignment	Due Date	Points	%
Exam 1	Tues, Jan 24	35	
Exam 2	Tues, Feb 14	35	
Exam 3	Thurs, Mar 2	35	
Exam 4	Tues, Apr 4	35	
Total Exams		140	35%
Application Examples (2x in semester)	TBA	25	
	TBA	25	
Total Application Points		50	12.5%
In Class Activities (throughout semester)	Total In-class	50	12.5%
Individual Research Paper	Thurs, Mar 23	50	12.5%
Group Project & Presentation			
Possible Topic (submit online & bring to class)	Tues, Feb 7	5	
Specific Topic & References for Project (submit online)	Thurs, Feb 23	10	
Research Questions & Description of Methods (submit online)	Thurs, Mar 16	10	
Final Poster & In-class Presentation (<i>Posters due 4/13; Must attend 4/13 & 4/18</i>)	Thurs, Apr 13	75	
Reflections on Posters (submit online)	Wed, Apr 19	10	
Total Project		110	27.5%
Total Points for Course		400	100%

GRADING SCALE		
Grade	%	Points
A	94% - 100%	376-400
A-	90% - 93.9%	360-375
B+	87% - 89.9%	348-359
B	83% - 86.9%	332-347
B-	80% - 82.9%	320-331
C+	77% - 79.9%	308-319
C	73% - 76.9%	292-307
C-	70% - 72.9%	280-291
D	67% - 69.9%	268-279
E	<67%	<268

IMPORTANT GRADING POLICY: The point values will be used to calculate final grades, NOT percentage values. That is, if you have 359 points, your grade will be a B+ even though 359 points is 89.8%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

TOPICS AND READINGS

Dates	TOPICS & Reading Assignments
1/5 Thurs	Overview of Adolescence <ul style="list-style-type: none"> Syllabus & Introduction in Steinberg Text
1/10 Tues	Puberty <ul style="list-style-type: none"> Chapter 1, pp. 21-44
1/12 Thurs	Puberty <ul style="list-style-type: none"> Graber, J. A., Seeley, J. R., Brooks-Gunn, J., & Lewinsohn, P. M. (2004). Is pubertal timing associated with psychopathology in young adulthood? <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 43(6), 718-726. Cognitive Development <ul style="list-style-type: none"> Chapter 2
1/17 Tues	Cognitive Development <ul style="list-style-type: none"> Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. <i>Developmental Science</i>, 14(2), F1-F10. doi:10.1111/j.1467-7687.2010.01035.x
1/19 Thurs	Transitions <ul style="list-style-type: none"> Chapter 3
1/24 Tues	★EXAM 1

1/26 Thurs Family

- Chapter 4
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1/31 Tues Autonomy

2/2 Thurs

- Chapter 9
 - Van Petegem, S., Beyers, W., Vansteenkiste, M., & Soenens, B. (2012). On the association between adolescent autonomy and psychosocial functioning: Examining decisional independence from a Self-Determination Theory perspective. *Developmental Psychology, 48*, 76–88.
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2/7 Tues Identity & Self

2/9 Thurs

- Chapter 8
- Sellers, R. M., Copeland-Linder, N., Martin, P. P, Lewis, R. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence, 16* (2), 187–216.

★**Tuesday, 2/7, Group Topic Due** submit online before class, identify groups in class.

2/14 Tues ★EXAM 2**2/16 Thurs Peers**

- Chapter 5
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2/21 Tues Intimacy

2/23 Thurs

- Chapter 10
- Rauer, A. J., Pettit, G. S., Lansford, J. E., Bates, J. E., & Dodge, K. A. (2013). Romantic relationship patterns in young adulthood and their developmental antecedents. *Developmental Psychology, 49*(11), 2159-2171. <http://dx.doi.org/10.1037/a0031845>

★**Thursday, 2/23, Specific Topic & References for Group Project Due. Submit online by 6:00pm.**

2/28 Tues Sexuality

- Chapter 11
 - Brückner, H., & Bearman, P. (2005). After the promise: The STD consequences of adolescent virginity pledges. *Journal of Adolescent Health, 36* (4), 271-278.
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3/2 Thurs ★EXAM 3

Spring Break

3/14 Tues School Context

3/16 Thurs

- Chapter 6
- Sánchez, B., Esparza, P., Colón, Y., & Davis, K. E. (2010). Tryin' to make it during the transition from high school: The role of family obligation attitudes and economic context for Latino-emerging adults. *Journal of Adolescent Research*, 25(6), 858-884. doi:[10.1177/0743558410376831](https://doi.org/10.1177/0743558410376831)

**★Thursday, 3/16, Research Questions & Method for Group Project Due.
Submit online by 6:00pm.**

3/21 Tues Work & Leisure

3/23 Thurs

- Chapter 7
- Mitchell, K. J., Finkelhor, D., Jones, L. M., Wolak, J. (2012). Prevalence and characteristics of youth sexting: A national study. *Pediatrics*, 129(1), 13-20.
- Manago, A. M., Taylor, T., & Greenfield, P. M. (2012). Me and my 400 friends: The anatomy of college students' Facebook networks, their communication patterns, and well-being. *Developmental Psychology*, 48(2), 369-380. doi:[10.1037/a0026338](https://doi.org/10.1037/a0026338)

★Thursday, 3/23, Submit Individual Research Paper online by 6:00pm.

3/28 Tues Health & Health Risk

- pp. 45-53 (Chapter 1)

3/30 Thurs Psychosocial Problems

- Chapter 13

4/4 Tues ★EXAM 4

4/6 Thurs No Class/Wrap up projects

4/11 Tues Poster Preparation Bring questions to class & meet with groups

4/13 Thurs POSTER PRESENTATIONS OF GROUP PROJECTS (Day 1)

- ★Submit poster online before class on 4/13
- ★Hard Copies of All Posters due at beginning of class on 4/13

4/18 Tues POSTER PRESENTATIONS OF GROUP PROJECTS (Day 2)

- ★Submit Reflections on Posters by 6:00pm Wednesday 4/19
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