

Psychology 455
Adolescent Development
Queen's University Winter 2015
Mondays 2:30 – 3:50
Thursdays 4:00 – 5:20
Ellis 319

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by appointment

Course Description

Adolescence is a period of large-scale changes in biological, neural, cognitive, emotional, and social domains. In this course, we will explore the nature of these changes within the context of trying to understand how the timing and magnitude of these changes affect behaviour and long-term developmental outcomes. The course is organized in two sections. In the first section, we will cover the basic foundations about adolescence. The second section will cover a range of domains and contexts, ending with discussions relevant to broad societal issues. By the end of the course, you will have a broad and deep understanding of adolescence, what we know and do not know, and the implications for society as a whole.

Course Format

This course is constructed as an interactive seminar course in that student participation in presentations and discussions are mandatory. You will be randomly assigned to small groups and each group will give 4 presentations. The purpose of the presentations is for the group to educate the class about the essential details and key issues of adolescent development. There will be open discussion during each class. Students are expected to come to *every* class and to actively participate. This course is also designed so that the concepts introduced earlier in the course will form a foundation for the concepts and empirical results are presented in later classes. In this way, we can build an understanding of the complex developmental issues of adolescence.

Course Requirements and Grading

1. **Attendance (15%):** As stated in the rules and regulations of Queen's, you are expected to be present at every class. This is especially important for a seminar, where there is group discussion every class.
 - a. Everyone starts with 100%, but will be docked minus 10% for every absence that was not acknowledged through email BEFORE the start of class. That is, if you do not send instructor an email that arrives before the start of class (2:30 Monday or 4:00 Thursday) giving notice of your absence, you will be docked 10%.
 - b. Undocumented absence on your group's presentation day will be minus 20%.
 - c. An exception may occur when there is documentation of an emergency that prevented you from sending an email beforehand.
 - d. Participation is not factored into the attendance grade. However, participation is strongly encouraged during class discussions. If you have an issue with talking in class, see instructor during the first week of class.
 - e. Finally, you can use your laptops while in class, however, anyone who is using Facebook, email, or any other website/program other than taking notes will be asked to leave the class that day *immediately* – this will result in an un-notified absence.

2. **Group Presentations (45%):** You will be randomly assigned to a group with two other students. See Group Presentation Guidelines for more detail.
 - a. Every group of three students will do 4 presentations. Each person in the group will be the primary presenter for at least one of these presentations. The other two will support the presenter by assisting with research, creation of presentation materials, and critical feedback on presentation.
 - b. Each group is a team and you will need to work together. If there are any problems, notify the instructor. A complete group presentation assignment include:
 - c. All presentation materials plus a complete reference list will be submitted electronically **by 6:00 PM on the day of** the presentation. The reference list must include at least 10 references beyond the 2-3 suggested references provided below. Please indicate in this reference list which sources were the most helpful to you by putting them in bold (this will help me improve the class in the future).
 - d. As with all assignments, 10% will be taken off the presentation grade for every day late.
 - e. Each presentation counts for 15% of your final grade, but only the top 3 presentation grades will factor in (the lowest grade is dropped).
 - f. Every student within a given group gets the same grade.
3. **Papers (40%):** Every student will submit two papers, one based on a topic in Section 1 (due March 2: 20%) and another paper based on a topic in section 2 (due April 2: 20%).
 - a. Minimum 5 pages double spaced, APA format, with at least 10 references. No maximum page limit.
 - b. The paper topic can be a proposal for original research, cover an aspect neglected in the presentation of that area/theme (e.g., Adolescent passion for music as identity formation and emotion regulation), or cover an extension of that area (e.g., cross-cultural comparisons).
 - c. Papers **MUST** be very obviously about adolescence.
 - d. The main theme of the paper cannot be the main theme of any of your 4 presentations, unless the paper topic is about integrating your presentation topic with another (e.g., pubertal timing and identity). If uncertain about your topic, email the instructor for clarification.
 - e. Each paper should include a statement about the objective of the paper.
 - f. Grading will reflect the clarity of that objective and the success of the arguments within the paper that achieve the objective.
 - g. All claims and arguments must be backed up with evidence via citations to scientific papers.
4. **Readings:** Every student will read all of the articles that are on his or her reference lists (4 presentations and 2 papers). There is no direct grade for this, but it will be obvious if there are errors, misrepresentations, or evidence of a lack of understanding in either presentations or papers, for which points will be deducted accordingly. Although it is not required, it is recommended that each student read or at least peruse each of the suggested articles before class. This will facilitate discussions that follow the presentations.

Late submissions will not be tolerated except for documented emergencies. Late submissions lose 10% per day late. Presenters **MUST be in class on the scheduled date.**

****** SUBMIT ELECTRONIC COPIES OF ALL ASSIGNMENTS VIA EMAIL******

Course Schedule

	Date	Theme	Group A Topic	Group B Topic
1	1/5	Intro		
2	1/8	Background		
Section 1				
3	1/12	Theory	Psychoanalytic/Biological	Environmental
4	1/15	Evolution & Transition	Evolution	Adolescent Transition
5	1/19	Puberty I	Definitions/Details	Measurement Issues
6	1/22	Puberty II	Pubertal Status	Pubertal Timing
7	1/26	Brain Changes	Structural	Functional
8	1/29	Storm and Stress?	Yes	No
9	2/2	Emotions & Regulation	Emotions	Emotion Regulation
10	2/5	Stress	Physiology	Consequences
11	2/9	Family	Relationships	Conflict
12	2/12	Identity	Identity	Imaginary Audience, Egocentrism, & Personal Fable
Feb 16 & 19: READING WEEK – NO CLASS				
13	2/23	Cognition	Normative Development	Decision Making
14	2/26	Sleep	Sleep, Puberty, & Emotion	Impact on academics
Section 2				
15	3/2	School PAPER 1 DUE	School Context	School Transitions
16	3/5	Peer Relationships	Friendships	Romantic Relationships
17	3/9	Sexuality	Normative Sexual Behaviour	Gender and Sexual Orientation
18	3/12	Risk-Taking	How and Why?	Peer Influence on Risk Taking
19	3/16	Externalizing Problems	Aggression & Antisocial Behaviour	Substance Use
20	3/19	*****NO CLASS*****		
21	3/23	Internalizing Problems	Depression	Anxiety
22	3/26	Crime & Punishment	Crime	Punishment
23	3/30	Emerging Adulthood & Birth Cohort Differences	Emerging Adulthood	Birth Cohort Differences
24	4/2	Wrap-up PAPER 2 DUE		

GRADING METHOD All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

<i>Queen's Official Grade Conversion Scale Grade</i>	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Disability Accommodations Statement

“Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>”

