

ePsychology 390
Special Topics: Adolescence
Moravian College
Spring 2016

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Class Time: Monday 11:45-2:20

Office Hours: Monday 9:30-11am; Tuesday & Thursday 8:45-10am; other times, just ask!

Course Goal

Adolescence is designed to trace the development of the person from the beginning of adolescence through late adolescence/emerging adulthood. Emphasis will be placed on understanding current issues that are facing adolescents in areas such as physical, emotional, social, and cognitive development. Sample topics to be discussed include relationships with family, friends, and romantic partners, the onset of and different meanings surrounding puberty, and cultural influences on the adolescent.

Specific Course Objectives

1. To stimulate **critical thinking** using our shared course materials and experiences.
2. To promote the **oral expression** of students' critical thinking.
3. To engage students in the process of **collaborative learning** with their peers through discussion both inside and outside of class.
4. To gain an understanding of the **methods and content of empirical inquiry** in research on adolescence.
5. To impart more advanced skills in **writing** in different forms that are relevant to the discipline.
6. To understand the meaning of our text material and empirical research in an **applied** way.

Required Readings

Steinberg, L. (2014). *Adolescence* (10th Ed). New York: McGraw Hill.

Green, J. (2012). *The fault in our stars*.

Handouts and online accessible readings

Grades

Weekly write-ups	15%
Discussion/participation	15%
Current events (x2)	15%
TV show analyses	15%
Community Resource Paper	25%
Book club	15%

****The Instructor reserves the right to use qualitative judgment in assigning final grades. Absences, disrespectful classroom behavior, dishonesty, texting or looking at your phone on your lap, under the table, etc during class, and other unprofessional choices can reduce a final grade.**

Description of assignments

- *Weekly write-ups.* You will be responsible for turning in a summary of the readings for discussion each week, as well as a list of three thoughtful questions that you had after completing the readings. The summary should be integrative, meaning you should tie all the readings together and communicate the main point of the readings for the day. The three questions that you provide about the readings should demonstrate that you thought critically about the material and were able to write questions that challenge us to think about the readings.

All write-ups must be typed and turned in at the beginning of class. You should also bring a copy for yourself to reference during class.

The summary should be single spaced on one page, followed by your three questions at the bottom of the page. You may be called on during discussion to pose one of your questions to the class.

- *Discussion hours.* We will have regular discussion hours throughout the semester. You are expected to read in advance for our discussions. Your participation grade will be based on both the quantity and the quality of your contributions. Agreeing with someone without substance will receive a lower grade than referring to the readings and offering something thoughtful and of substance.
- *Current events.* There are myriad articles on adolescence that appear in newspapers on a regular basis. You will be required twice during the semester to turn in a recent news article (not an opinion piece or a blog) from one of the following newspapers ONLY: the New York Times, the Washington Post, the Philadelphia Inquirer, the LA Times, USA Today, the Wall Street Journal, the Daily News of New York, or the New York Post. You will not get credit for the assignment if the newspaper article does not meet the outlined criteria, including receiving a 0 if the article is a blog or opinion piece. With the article, you must write a 1 paragraph, single spaced summary of the article and a 1 paragraph, single spaced reaction to the article (meaningful, thoughtful, and reflective of critical thinking about adolescence).

Your printed article and 1 page assignment need to be stapled and turned in together. You will be graded on the quality of your concise but accurate summary and the level of critical thinking demonstrated in the reaction paragraph.

- *TV show analysis.* This semester, you will need to become a fan of a TV show! There are many shows that are marketed toward and produced for the adolescent population. Over the course of the first half of the semester, I would like you to choose a show to watch. After watching enough episodes that you “get” the show, you will be required to complete an evaluation of the show

marketed toward adolescents. These are among the top 10 shows for teenagers over the past few years: *Pretty Little Liars*, *The Vampire Diaries* (on the CW network and streams free online), *Teen Wolf*, *The Secret Life of the American Teenager* (on Netflix until February 4th), *The Fosters*, *One Tree Hill* (using early seasons on Netflix), *Awkward* (MTV), *Gossip Girls* (now on Netflix), *Family Guy*. See also: <http://www.vulture.com/2015/07/stay-tuned-101-teen-shows.html#> for suggestions.

Reaction paper: After summarizing the show, generally, and the storyline of the episodes you watched, specifically, think like an educated scholar on adolescence and react to the content. Evaluate its appropriateness, its influence, its messages, etc. Specific guidelines will be handed out separately. Reaction papers will be 2 papers in length and must include the show title and episode names. Remember, Netflix and online episodes are great ways to find shows and watch episodes in order.

- *Community Research Paper*. You will select an adolescent issue, research that topic, and explore the available resources in our community. Specific details will be distributed.
- *Book club*. This semester, you will read *The Fault in Our Stars*, a best-selling novel for those in adolescence/young adulthood. The story will provide you with a portrait of adolescence—friendship, romantic relationships, intimacy, identity—that you will use to examine topics related to adolescence. You will write a 3-4 page paper on the book and then we will have a discussion at the end of the semester. Separate guidelines will be distributed later in the semester.

Class Policies

Attendance

As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend classes regularly." If you have an unavoidable situation that prevents you from being in class, please advise the instructor before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note). Otherwise, your attendance will be expected. Absences will result in a 3-point deduction per absence on the final average (missing 1 day = missing 1 week). Discussions and participation grades will receive a grade of 0 if you are absent. If you are absent, it is your responsibility to get missed material from a classmate.

Academic Integrity

The Policy on Academic Honesty (Student Handbook) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

The Moravian College Student Handbook reads, "[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source." Failure to do so is plagiarism, a major form of dishonesty. Specific procedures for attribution for this course are outlined in the APA Publication Manual (3 copies are available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. **Students must turn in copies of all sources used for papers and are expected to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given."** A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the office of the Academic Dean.

All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the current APA Manual (available in the Reference section of Reeves Library). Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class. Psychology 211 is a prerequisite for this class and thus, you are expected to know APA style for citations and references.

Put simply: If you are caught cheating, you will receive a failing grade. If they are not your thoughts and ideas and you present them as such, then it is plagiarism.

Note: You are responsible for reading the Student Handbook as well as this syllabus, and for adhering to all outlined policies.

Late Papers

A 10-point deduction will be applied for **each partial or full day** papers are late (unless it is noted above that late papers will not be accepted), beginning at the start of class —no exceptions...not even "my printer wouldn't work," "my computer broke," or "the computer didn't save it." Papers will not be accepted after 4 calendar days (at that point, the paper would start at a 60 and would be a failing paper). Back up all your files...save to the server...save to disk...**SAVE EARLY AND SAVE OFTEN**. If there is a printer problem and you are minutes from the start of class, email me the finished document as an

attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply. This policy applies to all papers for this class.

If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time. And remember, in fairness to other students, LATE IS LATE.

Learning Services Office

“Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.”

Workload

Students in this class should expect to work, on average, 8 hours per week.

THIS COURSE REQUIRES A LOT OF TIME, ATTENTION, AND PLANNING. BE SURE TO ANTICIPATE DEADLINES AND DUE DATES SO THAT YOU CAN PACE YOURSELF THROUGHOUT THE SEMESTER. SOME WEEKS MAY REQUIRE FEWER HOURS THAN OTHERS, SO SPREAD OUT YOUR WORK ACCORDINGLY.

Schedule for the semester...

January 18	Introduction to the Course Adolescence in developmental context Biological, Cognitive, and Social Processes <i>In class: Frontline—Inside the Teenage Brain (60m)</i>	Text chapters 1,2,3
January 25	Families Discussion	Text chapter 4 Readings: Familial relationships
	<i>What Parents Don't Know (Or Won't Admit) (Sharon Doyle Driedger, MacLean's, September 30, 2002)</i> <i>All Joy and No Fun: Why Parents Hate Parenting (Jennifer Senior, NYMagazine, July 12, 2010)</i> <i>Parental Divorce and Children's Adjustment (Jennifer Lansford, Psychological Science, March 2009)</i>	
	DUE: News article 1	
February 1	Peer Group Discussion <i>In class: PBS ://GROWING_UP-ONLINE (60m)</i>	Text chapter 5 Readings: Peer relationships
	<i>(handout) Middle School Students Talk About Social Forces in the Classroom (Cushman & Rogers)</i> <i>Teens, Technology, and Romantic Relationships (Lenhart, Anderson, and Smith, Pew Research Center, October 2015) (Click on pages 1,3,4,6,8 bottom on the first page shows the numbers for the various pages...click away!)</i>	
February 8	Schools Discussion	Text chapter 6 Readings: Risk taking
	<i>Intuitive Risk Taking during Adolescence (Holland & Klaczynski, The Prevention Researcher, April 2009)</i> <i>The Teenage Brain: Why Adolescents Sleep in, Take Risks, and Won't Listen to Reason (Underwood, The Walrus, November 2006)</i> <i>Dopamine and Teenage Logic (Daniel Siegel, The Atlantic, January 24, 2014)</i>	
February 15	Work, Leisure, Mass Media Discussion <i>In class: digital_nation (90m)</i>	Text chapter 7 Readings: The internet
	<i>Teen Internet Stats (Online Safety Site, 2016)</i> <i>Teen Sexting vs. Child Pornography (Robert Weiss, Psychology Today, November 2015)</i> <i>Parenting in the Age of Online Pornography (Nick Bilton, New York Times, January 2015)</i>	
	DUE: News article 2	

February 22	Identity Discussion	Text chapter 8 Readings: Body image
<i>Teenagers and Body Image (Weinshenker, Education.Com, 2014)</i> <i>Everybody Knows That Mass Media Are/Are Not [Pick One] a Cause of Eating Disorders (Levine & Murnen, Journal of Social and Clinical Psychology) (choose the ResearchGate site and you get to the full article)</i> <i>Body Image Pressure Increasingly Affects Boys (Jamie Santa Cruz, The Atlantic, March 10, 2014)</i>		
February 29 <i>Happy Leap Year!</i>	Autonomy Discussion <i>In class: The Merchants of Cool (60m)</i>	Text chapter 9 Readings: Drugs/alcohol
<i>National Survey on American Attitudes on Substance Abuse XVII: Teens (CASA Columbia.org, download report and read pgs 1-30 (don't worry! It's not as bad as it looks!))</i> <i>Generation RX: Reversing the Deadly Trend of Medicinal Abuse (Pasierb, The Atlantic, nd)</i> DUE: TV show review SPRING BREAK. ENJOY.		
March 14	Intimacy Achievement	Text chapter 10 Text chapter 12
March 21	Sexuality Discussion	Text chapter 11 Readings: Puberty/sexual behavior
<i>Puberty Before Age 10: A New Normal? (Weil, New York Times Magazine, March 30, 2012)</i> <i>Truth and Consequences at Pregnancy High (Alex Morris, New York Magazine, May 10 2009)</i> <i>Does 16 and Pregnant Prevent or Promote Teen Pregnancy? (Eliana Dockterman, Time Magazine, January 13, 2014)</i> <i>Longitudinal Association Between Teen Sexting and Sexual Behavior (Temple & Choi, Pediatrics, 2014)</i>		
March 28	EASTER BREAK. ENJOY.	
April 4	Community Resource Papers Due Presentation of Community Papers	
April 11	Psychosocial Problems Discussion <i>In class: The Secret Life of the Brain (60m)</i>	Text chapter 13 Readings: Mental health
<i>Mental Health Disorders (Murphey, Barry, & Vaughn, Child Trends, January 2013)</i> <i>When Anxiety Hits at School (Lucy Dwyer, The Atlantic, October 3, 2014)</i> <i>Social Media is Redefining Depression (Anne-Sophie Bine, The Atlantic, October 28, 2013)</i>		
EXTRA CREDIT OPPORTUNITY: 6:30 pm, 4/14, Marika Springer, Chair of Awareness and Volunteer Coordinator from VAST, Dr. Zaremba's Psychology of Women class		

April 18

Depression and Suicide

Discussion

In class: PBS Cry for Help

Readings: Self-injurious

behavior

(handout) Non-Suicidal Self-Injury in Adolescents (Lloyd-Richardson)

(handout) Adolescents who Self-Injure: Implications and Strategies for School Counselors (Kress, Gibson, & Reynold)

April 25

From Adolescence to Emerging Adulthood

Readings: From A to EA

(handout) Foresight Conquers Fear of the Future (Cornish)

(handout) The Future of Adolescence: Lengthening Ladders to Adulthood (Larson)

(handout) Passage to Adulthood (Furstenberg)

Discussion of *Fault in Our Stars*

DUE: Book club paper

Wrap Up

Final reflections