

Attention!

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!

SYLLABUS

PSYCHOLOGY 3551H

Psychology of Adolescence
Autumn 2021

COURSE OVERVIEW

Course Description

This course serves as an introduction to the major phenomena, methods, theories, and findings of developmental psychology during adolescence. To understand the behaviors and thought processes of adolescence, you will develop critical thinking skills by reading, writing, and discussing the scientific theories and evidence in a logical, thoughtful manner. Contemporary issues and implications for social policy will also be discussed.

Course Learning Outcomes

Transfer Assurance Guide: To promote easy and transparent course transferability between institutions in Ohio, this course is designed to meet specific Transfer Assurance Guide (TAG) learning outcomes (recommended by the Board of Regents after consultation with faculty).

By the end of this course, students should successfully be able to:

1. Assess the biological, cognitive, cultural, environmental, and social factors that influence development throughout adolescence.
2. Evaluate current and past research in adolescence guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout adolescence.
4. Detect myths and misconceptions regarding human development during adolescence.
5. Describe methodological approaches used to study development.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available

through textbooks, newspapers, professional and lay periodicals, and the internet throughout adolescence.

HOW THIS COURSE WORKS

Mode of Delivery

- Required in-person, in-class synchronous delivery during the time/day pattern of this course
- Required reading of class materials and primary research papers.
- Completing course assignments and exams.
- The course calendar describes all required work
- The grading section describes grade components and calculation

Pace of Activities

Pace of activities is described in the course calendar below.

Credit Hours and Work Expectations

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and Participation Requirements

- Attendance will not be taken as part of this class. However, class preparation and participation will positively affect your course grade and will help you get more out of the course.

COURSE MATERIALS AND TECHNOLOGIES

Course Material

Required: All required readings will be posted on Carmen.

Careful reading and preparation for class discussion is an essential part of this course and questions from these readings will be reflected in exams, sometimes independent of lecture and in-class discussion.

Optional: The following optional textbook provides general background or supplemental information on the topics of the course. **No** questions will be drawn from this textbook independently from lecture, in-class discussions, or required readings. You are welcome to purchase an earlier edition if you wish. Santrock, J. (2019), *Adolescence* (17th edition), McGraw Hill.

Course Technologies

Technology Support: For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology Skills Needed for this Course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Carmen Access: You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How Your Grade is Calculated

ASSIGNMENT CATEGORY	POINTS
Reflection Assignments	70
Noncumulative Exam 1	50
Noncumulative Exam 2	50
Cumulative Final	70
<u>Total</u>	240

See course schedule below for due dates.

Description of Major Course Assignments

REFLECTION ASSIGNMENTS (70 points):

Students will be required to provide feedback on the readings and/or issues related to adolescence through CARMEN. Your post will be due by 11:59 pm on the day the post is due.

Some of these reflections will be individual submissions. Others will be group discussions. Some will be more academic. Others will be more about policy or opinion/experience. As a result, the grading rubric will be posted within each assignment in CARMEN.

There will be 8 opportunities to turn in reflections. Of these, you must submit at least 7 of these assignments. Each assignment will be worth 10 points. The 8th reflection will count as extra credit if submitted.

****PLEASE DO NOT WAIT TO THE LAST MINUTE TO POST. TECHNICAL ISSUES ARE NOT NORMALLY ACCEPTED AS AN EXCUSE****

Academic integrity and collaboration: You may discuss all pieces of the lectures, readings, videos/podcasts and other materials with classmates and instructional staff as much as you like. Your submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words. All submissions will be run through Turnitin.

TWO (2) NONCUMULATIVE EXAMS (100 points total)

- Two online exams (50 points each) are open book/open note and will consist of short answer and essay questions.
- **The exam questions will be handed out the class prior to the exam's due date.**
- **Students can turn in the exam any time between when the questions are handed out and when the exam is due.**
- Additional accommodations (e.g. time) will be implemented in collaboration with SLDS (see below).
- There will be no make-up exams without a university-approved excuse.

****PLEASE DO NOT WAIT TO THE LAST MINUTE TO TAKE THE EXAM. TECHNICAL ISSUES ARE NOT NORMALLY ACCEPTED AS AN EXCUSE****

Academic integrity and collaboration: You are expected to complete exams individually. Exams are open book/open note, meaning that you are allowed to use all course materials while taking the exams.

CUMULATIVE FINAL (70 points)

There will be one (1) cumulative final exam.

- The Cumulative Final open book/open note and will consist of short answer and essay questions
- **The questions for the final will be handed out on the last day of class.**

- Students can turn in the final any time between when the questions are handed out and when it is due.
- Additional accommodations (e.g. time) will be implemented in collaboration with SLDS (see below).
- There will be no make-up Final without a university-approved excuse.

Late assignments

- Late submissions/exams will not be accepted without a University-approved excuse.
- Please refer to Carmen and the course calendar below for due dates.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67–69.9: D+
83–86.9: B	60–66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** In general, please submit reflection assignments as if you were writing a paper. Please use good grammar, spelling, and punctuation. Cite where necessary. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved and the instructor.

- **Recordings: You are free to make recordings of class sessions for your own personal use.** Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved and the instructor.

Academic Integrity Policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). **For additional information, see the Code of Student Conduct** <https://trustees.osu.edu/bylaws-and-rules/code>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), and will adhere to guidance in relation to teaching/the classroom (<https://safeandhealthy.osu.edu/teaching>).

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on a disability (including mental health, chronic, or temporary medical conditions), SLDS has made significant changes for accommodations for 2021-2022 (<https://slds.osu.edu/faculty-staff/2021-2022-operational-changes/#adm>). Please make arrangements with me as soon as possible so accommodations may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use these technologies, please request accommodations with me.

Course Calendar is listed on the next page

Course Calendar

DATE	TOPIC	PREPARATION	ASSIGNMENT
Background			
Aug 24	Introduction to the course / Domains of Adolescence	Newman and Newman Chapter 1	
Aug 26	Studying Adolescence	Peruse the following websites representing some of the major questions/issues surrounding adolescence: Adolescent Development youth.gov	Reflection #1 due
Perspectives on Adolescence			
Aug 30	Evolutionary	Newman and Newman Chapter 2	
Sept 2	Evolutionary	Ellis, B. J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., ... & Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: implications for science, policy, and practice. <i>Developmental Psychology</i> , 48(3), 598.	
Sept 7	Biosocial	Newman and Newman Chapter 3	
Sept 9	Biosocial	Scarpa, A., Swain, D. M., Factor, R. S., Dahiya, A. V., & Bertollo, J. R. (2021). Enhancing Flexibility: A Biosocial Model for Resilience to Adversity in Youth with Autism. <i>SAGE Open</i> , 11(3), 21582440211037997.	Reflection #2 due.
Sept 14	Dynamic Systems	Kornienko, O., Dishion, T. J., & Ha, T. (2018). Peer network dynamics and the amplification of antisocial to violent behavior among young adolescents in public middle schools. <i>Journal of</i>	

		<i>Emotional and Behavioral Disorders</i> , 26(1), 21-30.	
Sept 16	Psychoanalytic	Newman and Newman Chapter 5	
Sept 21	Psychosocial	Newman and Newman Chapter 6	
Sept 23	Psychosocial	Mitchell, L. L., Lodi-Smith, J., Baranski, E. N., & Whitbourne, S. K. (2021). Implications of identity resolution in emerging adulthood for intimacy, generativity, and integrity across the adult lifespan. <i>Psychology and Aging</i> .	Reflection #3 due
Sept 28	Summative conversation:	Questions generated in Reflection #3	
Sept 30	Exam 1 Review		Exam 1 questions handed out
Oct 5	EXAM 1: NO IN-PERSON CLASS	All material from Aug 24 – Sept 30	EXAM 1 due Tuesday Oct 5 at 11:59pm
Oct 7	Cognitive Developmental	Newman and Newman Chapter 7	
Oct 12	Cognitive Developmental	Steinberg, L. (2017). Adolescent brain science and juvenile justice policymaking. <i>Psychology, Public Policy, and Law</i> , 23(4), 410.	Reflection #4 due.
Oct 14	NO CLASS: Autumn Break		
Oct 19	Self-Regulation	Newman and Newman Chapter 8	
Oct 21	Self-Regulation	Holzer, J., Korlat, S., Haider, C., Mayerhofer, M., Pelikan, E., Schober, B., ... & Lüftenegger, M. (2021). Adolescent well-being and learning in times of COVID-19—A multi-country study of basic psychological	Reflection #5 due.

		need satisfaction, learning behavior, and the mediating roles of positive emotion and intrinsic motivation. <i>PloS one</i> , 16(5), e0251352.	
Oct 26	Interpersonal	Newman and Newman Chapter 9	
Oct 28	Family	Newman and Newman Chapter 10 Gartner, R. E., & Sterzing, P. R. (2018). Social ecological correlates of family-level interpersonal and environmental microaggressions toward sexual and gender minority adolescents. <i>Journal of family violence</i> , 33(1), 1-16.	Reflection #6 due.
Nov 2	Summative Conversation	Questions Generated in Reflection #6	
Nov 4	Exam 2 Review		Exam 2 questions handed out
Nov 9	EXAM 2: NO IN-PERSON CLASS	All Material from Oct 7 – Nov 4	Exam 2 due Tuesday Nov 9 at 11:59pm
Nov 11	NO CLASS: Veterans Day		
Nov 16	Bioecological	Bayly, B. L., & Vasilenko, S. A. (2021). An ecological latent class model of adolescent risk and protective factors: Implications for substance use and depression prevention. <i>International Journal of Behavioral Development</i> , 01650254211005567.	
Nov 18	Social Role and Life Course	Newman and Newman Chapter 12	
Nov 23	Social Role and Life course	Benner, A. D., Chen, S., Mistry, R. S., & Shen, Y. (2021). Life Course Transitions and Educational Trajectories: Examining	Reflection #7 due

		Adolescents who Fall off Track Academically. <i>Journal of Youth and Adolescence</i> , 50(6), 1068-1080.	
Nov 25	NO CLASS: Thanksgiving		
Nov 30	Cultural	Newman and Newman Chapter 13	
Dec 2	Summative Conversation	Questions generated in Reflection #7	Reflection #8 due.
Dec 7	Class Wrap-up & Review for Final		Final Exam questions handed out
Tuesday Dec 14 2:00pm- 3:45pm	FINAL EXAM NO IN-PERSON CLASS	Cumulative (Aug 24 – 12/7)	Final Exam due December 14 at 11:59pm

Note: The instructor reserves the right to make changes to the timing of content, assignments, exams, and the assignment of grades. Any changes will be conveyed in writing, as per university policy.