

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!

PSYCHOLOGY 3551: Adolescence

(Prerequisite: Psychology 1100)

COURSE ARRANGEMENTS AND EXPECTED LEARNING OUTCOMES

Class sessions will encompass PowerPoint lecture presentations (with relevant study questions and occasional video or media clips), class discussion, and exams. Students should read pertinent textbook content (specified below) prior to attending the lectures and attend to the indicated study questions (on which the exam questions are based). The lectures will emphasize and expand upon aspects of adolescence described in the textbook, and will use the audiovisual content to stimulate discussion of pertinent issues. Attendance will be recorded whenever feasible. **As a TAG (Transfer Assurance Guidelines) course, Psychology 3551 is designed to meet the following expected learning outcomes; that is, students may learn to: “assess the biological, cognitive, environmental, and social factors that influence development throughout adolescence; evaluate current and past research in adolescence guided by theories within developmental psychology; apply developmental psychology principles to daily life throughout adolescence; detect myths and misconceptions regarding human development during adolescence; describe methodological approaches used to study development; and 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.”

All required reading assignments will be from Santrock’s *Adolescence*, 17th ed. (NY: McGraw-Hill, 2019; ISBN: 978-1-260-05878-9), available at the University bookstore and other locations (or available online). Also available is the instructor’s (Gibbs’s) 2019 book *Moral development and reality: Beyond the theories of Kohlberg, Hoffman, and Haidt*, 4th ed. (New York: Oxford University Press, 2019; ISBN 978-0-19-087821-4). *Moral development and reality* is optional but may be helpful for those students wishing to gain background on the lectures pertaining to social and moral development in adolescence. There is no required paper assignment, although an optional book review can be done for extra credit.

DETERMINANTS OF GRADES FOR THE COURSE

Although a minor-grade upward adjustment is possible, one’s grade for the course will basically be determined by your performance on the two midterm examinations and the final examination (see below). Each will account for one-third of the course grade. The final examination will cover only post-midterm material. An upward minor-grade adjustment can be achieved upon satisfactory completion of an optional extra credit exercise (see below). Students’ work on the study questions is not graded but is important in preparing for the exams.

OPTIONAL EXTRA CREDIT EXERCISE

Those who choose to do the extra credit exercise (a book review), and who complete it appropriately, will receive an upward adjustment of their final letter grade. The adjustment will equal a minor grade increment (e.g., B+ to A-, B- to B, C to C+). All book reviews must be submitted by the final regularly scheduled class session (Tuesday, December 7). Appropriate completion means the accomplishment (and submission of a hard copy) of a typed, double-spaced, 3-5 page review of a book (*not* book chapter or article) on adolescence. For possibilities, one might consult pertinent books among the textbook references (or ask the instructor for suggestions). Any book with an explicit or full-fledged focus on adolescence is appropriate for the review. To determine library book availability, check online or call 292-3900. Keep in mind that a book review does not simply list a book’s contents; rather, it thoughtfully communicates the book’s central ideas.

DETAILS REGARDING EXAMS

The exams will be multiple-choice in format and will each consist of 70 items. The 80-minute class period should allow ample time for test completion. Be sure to bring a number 2 pencil with you on the day of each exam. The exams will reflect textbook as well as lecture content. Each exam will count 70 points for a total of 210 points. The basic final course grade will be determined as follows: 186-210, A; 180-185, A-; 174-179, B+; 162-173, B; 156-161, B-; 150-155, C+; 138-149, C; 132-148, C-; 126-147, D+; 108-125, D; scores below 108, not passing. Midterm 1 and 2 scores will be posted in Canvas as well as the classroom following the exam. Each exam will be preceded by a review session and the midterm exams will be followed by a feedback session. Of course, the instructor is required to report to the Committee on Academic Misconduct any instances of student academic misconduct wherever committed (for example, plagiarism or other dishonest practices in connection with examinations; see Code of Student Conduct <http://studentlife.osu.edu/csc/>). Regarding sexual misconduct/relationship violence: "Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu." Students with disabilities certified by the Office of Student Life Disability Services (098 Baker Hall, 113 West 12th Avenue; <http://www.slds.ohio-state.edu>) will be appropriately accommodated, and should notify the instructor as soon as possible of their needs. Students seeking help to improve their academic skills should contact the Dennis Learning Center (<https://dennislearningcenter.osu.edu>).

COURSE STRUCTURE

The course structure reflects that of the textbook and divides according to exam dates. The tentative agenda is as follows:

August 23 Tuesday—preliminary and organizational

Aug. 25 Thursday—Introduction (Chapter 1, pp. 1-24)

Aug. 30 Tu—Theory and research in adolescent development (Chapter 1, pp. 24-46)

Sept. 1 Th—Adolescent development: Biological foundations (Chapter 2)

Sept. 6 Tu—Adolescent development: Brain and cognitive processes (Chapter 3)

Sept. 8 Th—review for Midterm 1; **Sept. 13 T—Midterm 1**

Sept. 15 Th—feedback

September 20 Tu—The developing self in adolescence (Chapter 4)

Sept. 22 Th—Gender and adolescence (Chapter 5)

Sept. 27 Tu—Sexuality and adolescence (Chapter 6)

Sept. 29 Th, Oct. 4 Tu, and Oct. 6 Th—Moral development, values, and religion/cults
(Chapter 7, covered in three class sessions)

Oct. 11 Tu—review for Midterm 2

Oct. 13 Th—No classes (AU Break)

Oct. 18 Tu--Midterm 2

Oct.20 Th--Feedback

October 25 Tuesday and 27 Thursday—Families, parts 1 and 2 (Chapter 8, covered in two class sessions)

Nov. 1 Tu—Peer and romantic relationships (Chapter 9)

Nov. 3 Th—Schools (Chapter 10)

Nov. 8 Tu—Achievement (Chapter 11)

Nov. 10 Th—Culture (Chapter 12)

Nov. 15 T and Nov. 17 R Adolescent problems (Chapter 13, covered in two class sessions)

Nov. 22 Tu—CLASS CANCELLED

Nov. 24 Th—no classes (Thanksgiving)

Nov. 29 T and Dec. 1 R— Adolescent externalizing problems (treatment, covered in two class sessions;)

Dec. 6 Tu—review; **EC book reviews due.**

December 13 Tuesday 2:00-3:45 p.m. (same room, but note different time)—Final exam