

ADOLESCENT DEVELOPMENT -- PSY 3220-01
Fall Semester 2011 Tu/Th 8:30 ~ 9:50AM, GC 306

Professor

David Shwalb, Ph.D., GC 308D; Phone: 865-8273, shwalb@suu.edu, <http://suu.edu/faculty/shwalb>

Office Hours

Wednesdays 10AM - 12 noon; Tuesdays/Thursdays 10 ~ 11:30AM, and by appointment
(send an eLearning Mail message ahead of time to alert me when you expect to come to office hours)

Text (Required, only use 4th edition)

Arnett, J. J. (2010). *Adolescence and emerging adulthood: A cultural approach* (4th Ed.). New York: Prentice Hall. ISBN 0-13-8144583.

Optional Books (not Required)

Harper, H. (2006). *Letters to a young brother*. NY: Gotham Books. ISBN 978-1-592-40249-6
Elkind, D. (1998). *All grown up and no place to go (revised edition)*. NY: De Capo ISBN 0201483858

Objectives

Many students find this course valuable because “emerging adulthood” is their current life stage, and because it provides a different perspective on the life stage which is still fresh in students’ memories. The main objectives of this academic course are to deepen your appreciation and understanding of the research-based scientific study of adolescence and emerging adulthood from theoretical perspectives, and applications to real life individuals, as part of your professional/personal development.

Evaluation

You will receive a score for each of the following items on a 0-100 point scale.
These items will be weighted according to the following percentages to determine your course grade.

Exam #1	25%	Service Learning Paper	8%
Exam #2	25%	Homework	6%
Exam #3	30%	Attendance & Participation	6%

Overall course grades will be based on the following percentages and cut-offs.

A = 92-100% B+ = 88-89% C+ = 78-79% D+ = 68-69% F= 0-59%
A- = 90-91% B = 82-87% C = 72-77% D = 62-67%
B- = 80-81% C- = 70-71% D- = 60-61%

Exams

Exams will be mainly in a multiple choice format. Bring a Scantron form and pencil to each exam. The final will NOT be comprehensive. We will go over a review sheet in class prior to each exam.

Attendance and Participation

Attendance will be taken at class every day. There will be bonus points for perfect attendance, and a penalty for more than 5 unexcused absences. Preparing for and participating in classroom discussion, especially asking questions, will improve your learning. Occasional homework assignments and in-class assignments count as part of your grade, and are typically not announced in advance. If you do not attend a particular class you are responsible for find out what material you missed (exchange contact info with a

classmate, so you can contact that person to find out what you missed). Please read the chapters listed in the Calendar, and go over posted Powerpoints, *before* each class.

Service Learning

Each class member will give at least 7 hours of service to an adolescent (ages 11-17) and write a 2-page single-spaced reflection paper about the experience. The specifics of the contents and grading criteria for the paper will be provided in a “Service Learning Assignment” document. The recipient of the service may *not* be a member of your immediate family. The service *must* benefit both the adolescent and the class member, i.e., furthering your understanding of things learned in this course, and the service must involve personal interaction and/or direct communication with the recipient. The service may *not* be something you already do regularly, would do anyway if not in this class, or something you do for pay. Choose your recipient wisely and do not wait until November to get started on this. There are no bonus points for service greater than 7 hours, but it is fine if you serve extra hours. Note the following points about the service-learning:

1. Your reflection paper about the service learning will focus on issues of adolescent development.
2. Performing the service is mainly important because it will require you to relate what we study to real-life adolescent development.
3. It is important for someone other than you and the child (typically the adolescent’s parent) to verify/evaluate your service. Otherwise we cannot know whether the person(s) were well served.
4. Whether or not you are considering working with adolescents as a career, one purpose of this project is to encourage you to be more civically-minded, i.e., more aware of spending time with age groups other than your own.
5. Nobody is required to serve in a place that creates a religious, political, and/or moral conflict for you or the recipient of your service. That is, the experience should feel right to you.

I trust you to be responsible for making this experience safe, enjoyable and meaningful, for both yourself and the person(s) you serve

Service Learning Liability

Your service project requires you to go off-campus, where there may be potential risks. Please use good common sense and professional judgment. If a situation seems to pose any real threat to you, take whatever steps are necessary to protect yourself, i.e., remove yourself from the situation, do the service with a friend or small group. If you are not certain whether a situation poses a risk, please err on the side of caution. In addition, be considerate of those you serve. Some individuals whom you may serve may be in a heightened state of vulnerability and could be exploited. Please be aware of their rights as human beings, and take every step necessary to respect their dignity. If the person you serve acts in a bizarre fashion, or is making accusatory statements, act appropriately with respect to your own safety and the safety of the individual you serve. Finally, your professor and Southern Utah University assume no responsibility for damage you may incur while engaging in this service learning project, nor will your professor University defend any damage you may cause as a result of your service.

Extra Credit

Bonus points may be earned by writing a paper (or papers) about 1 or 2 of the Optional Books, due by December 8. A bonus paper (or not writing one) cannot hurt your course grade. Details TBA.

Classroom Etiquette

We will show respect for others. Respect is shown in particular by **getting to class on time, not leaving early**, and listening when I call for your attention (and when other students are addressing the class). Laptops are allowed in class only for class purposes, and there is no texting or Facebooking (etc.) in class.

Late Assignments & Make-Ups

Homework and in-class assignments may be given without advanced notice. It is your responsibility to find out if homework was assigned on a day you missed class. Homework and in-class assignments are not accepted late. To take a make-up test, you must get ***advanced*** permission from me before the time of the actual test, based on a legitimate reason. Make-ups are generally more difficult than regular tests.

Concerns or Questions?

Please contact me immediately if you have any concerns or questions about your grades or anything else about our class. I keep my office door open and am ready to listen respectfully. It is best for all concerned that you express any concerns while they can still be remedied.

Check eLearning/WebCT Regularly

Points for each assignment and exam will be posted promptly on eLearning. Attendance will *not* be posted on eLearning. Review sheets, class-wide e-mail messages, announcements, Powerpoints, and other documents will also be posted on eLearning. You should check eLearning at least weekly.

E-mail Etiquette

Use the eLearning "Mail" interface for correspondence. When sending me an e-mail message, (1) summarize your message in the "Subject" line ("Question" and "Hey" are NOT SUMMARIES); (2) have a salutation, for example "Dear Dr. Shwalb"; (3) write your *full* name at the beginning of the message, e.g., "This is Debbie Gorder", because I need to know who is writing to me; (4) write the course name and section number; and (5) do not expect an immediate reply.

The following are 5 university-wide statements.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at www.suu.edu/ad/facilities/emergency-procedures.html.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

HEOA Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Details at <http://www.suu.edu/it/p2p-student-notice.html>.

Note

Information contained in this syllabus, other than the grading, late assignments, makeup work, and

attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. Any changes will be announced in class and posted on eLearning.

APPROXIMATE CALENDAR OF ACTIVITIES

Month	Day		Activity/Topic	Chapter to Read Ahead
August	23	T	Introduction	1
	25	Th		
	30	Tu	Biological Foundations Last day to drop without "W" on record, or to add	2
September	1	Th		
	5	M	Labor Day – No Classes	
	6	T	Cognitive Development	3
	8	Th		
	13	T	Cultural Foundations	4
	15	Th		
	20	T	<i>Review for Exam #1</i>	
	22	Th	Exam #1	
	27	T	Gender	5
	29	Th		
October	4	T	The Self	6
	6	Th		
	11	T	Family Relationships	7
	13	Th		
	18	T	Fall Break – No Class	
	20	Th	Peer Relations	8
	25	T	<i>Review for Exam #2</i>	
	27	Th	Exam #2	
November	1	T	Love & Sexuality	9
	3	Th	Guest Speaker	
	8	Tu	School	10
	10	Th		
	15	T	Work; Service Learning Paper due at class time	11
	17	Th		
	22	T	Media	12
	24	Th	No Class: Thanksgiving ☺	
	30	T		
December	1	Th	Problems	13
	6	T	Guest Speaker	
	8	Th	<i>Review for Final Exam</i> Bonus Paper(s) due at class time	
	13	Tu	Final Exam (9-10:50AM)	