PSYCHOLOGY OF ADOLESCENCE
Psychology 3200, 3 Credits,
Winter 2013-14
Online Course
Nancy Vail

GENERAL INFORMATION
Phone: 973-886-0762
E-mail: vailn@wpunj.edu

REQUIRED READING

Text: Arnett, J. (2013). Adolescence and Emerging Adulthood: a cultural approach. 5th Edition. Upper Saddle River, NJ: Pearson.

COURSE DESCRIPTION

This course is about human development in early, middle and late adolescence as well as emerging adulthood. It will cover physical, personality, social, emotional and cognitive development in this period in its sociocultural context. Issues of race, class, gender and culture will be examined as they interact with development.

COURSE PREREQUISITES

General Psychology, PSY 110 or PSY 1100 & Developmental Psychology, PSY 210 or PSY2100

COURSE OBJECTIVES
This course is designed to provide students with the following: familiarity with the major theories of development in this period including psychodynamic, learning/behavioral, information processing and socio-cultural theories. The main concepts, issues and topics in the field will be discussed. Research findings on major issues and topics will be presented. Students will become familiar with the capabilities and limitations of this stage of life. Discussions will include application of concepts to family life, education and clinical areas.

STUDENT LEARNING OUTCOMES

Students will:
A. Improve reading and studying skills.
B. Develop the ability to go back and forth between the concrete (example) and the abstract (principle), the specific and the general.
C. Further develop the higher cognitive processes in addition to the lower level processes of recall and recognition.

      Brief description of these cognitive processes.

          1. Basic skills:
               a. Recognition: to distinguish the familiar and/or accurate one from the others in a presented array of information.
               b. Recall: to access and retrieve desired information from a knowledge store or memory.
          2. Critical thinking skills:
               a. Analysis: to deconstruct into component parts, to tease apart to understand the various elements involved.
               b. Synthesis: to construct a whole out of separate components, to put together to create a new entity.
               c. Comparison/contrast: to look for similarities or differences.
               d. Evaluation: to analyze using standards or goals; critique.
          3. Creative thinking skills: creating, discovering, inventing, imagining, supposing, and hypothesizing.
          4. Practical thinking skills: Application and exploring implications of more abstract or general principles for action in a more specific, practical and applied situation.

Students will:
A. Develop an appreciation for the field of adolescent psychology and develop a questioning approach to information.
B. Develop a respect for different perspectives and paths of development.
C. Develop an appreciation for the value of others in the learning process.

OUTLINE OF COURSE CONTENT

This is a tentative plan. It will be discussed and revised (if necessary) during the course of the class. Announcements about changes will be made on Blackboard (Bb).

12/26/13 – 12/28/13   Introduction to course content and structure, Chapter 1 Introduction , Chapter 2 Biological Foundations, and Chapter 3 Cognitive Foundations,

12/29/13 – 1/4/14 Chapter 4 Cultural Beliefs, Chapter 5 Gender, Chapter 6 The Self, and Chapter 7 Family Relationships,

1/5/14 – 1/11/14 Chapter 8 Friends and Peers, Chapter 9 Love and Sexuality, Chapter 10 School, and Chapter 11 Work.

1/12/14 – 1/14/14 Chapter 12 Media, Chapter 13 Problems and Resilience, and the Optional Cumulative Final.

TEACHING METHODS AND STUDENT LEARNING ACTIVITIES

Teaching methods will include text readings, lecture notes, related supplemental materials, and online interactive discussions. The course will be structured to encourage critical thinking and the exchange of ideas.

STUDENT ASSESSMENT

25% Participation/Contributions to Discussion Board
75% Tests

Attendance/participation:
Participation in this class will consist of your contributions to the Bb Discussion Board. Several posts will be required for each chapter. You'll be graded both on the quality and the quantity of your contributions. Your contributions should be thoughtful and should be written in complete sentences using proper grammar and spelling. It is important to keep up with the reading schedule so that your contributions to the Discussion Board reflect your having read and understood the material in the chapter.

I won't comment on each of your contributions to the Discussion Board. I will read everything that you write, and grade you on what you've written but will only add my thoughts where I think they'll be helpful. I'd like to see you respond to what other classmates have written. By reading and commenting on what other students have written you'll feel more involved in the class and in the material. As we work through the material, I hope that you'll come together as a group and share thoughts and experiences with each other. This tends to make the class more fun and more enriching. Instead of just memorizing facts, you'll be able to compare what you've read to your own experiences, the experiences of others and to things you've learned from other sources.

When commenting on Discussion Board posts by your fellow classmates, please state why you agree or disagree with what was said. In addition, try to build on the ideas that they have presented.

Tests:
There are 13 chapters in the text and there will be tests that cover all of these chapters. The tests will be multiple-choice and will be timed. There won't be adequate time for you to look up answers in your book. Therefore, you'll need to thoroughly know the material before beginning the test. There are no makeup tests. If you can't take a test during the designated period, then you need to CONTACT ME IMMEDIATELY and we'll make arrangements for you to take the test before the designated period. The tests will be located in the Course Documents Section.

Computer reliability - Here are some hints taken from the Blackboard site.

I. Access Blackboard directly:
http://bb.wpunj.edu
WPConnect comes with a variety of protocols that have sometimes proven a problem for Blackboard users, and during an exam students don't need another obstacle; log in through Blackboard Home.

II. Please be advised that using unsupported browsers can result in Blackboard not functioning properly.
Windows users: The current version of Blackboard works best with current versions of Mozilla Firefox, Google Chrome, and Microsoft Internet Explorer.

Note: If using Internet Explorer on a Windows 7 system, you will need to ensure that Compatibility View has been enabled:
http://cms.wpunj.edu/dotAsset/275661.pdf
Mac Users: Blackboard works well with Mac computers; the front-end Bb administrator uses a Mac to administrate the system! However the Safari web browser is not Blackboard-friendly and it unquestionably poses a hazard for test takers. We encourage Mac users to use one of the free alternatives, Chrome or Firefox:
Chrome: http://chrome.google.com
Firefox: http://firefox.com

III. Students who are still encountering trouble in logging onto Blackboard and/or using all of its features should take these steps:

    a. Check and make sure that you are not running any popup-blocking or javascript-blocking software or toolbars. These include such programs as the toolbars from Yahoo, Google, MSN, Optimum Online, et al., along with such security software as McAfee Security Center and others.

    b. The latest versions of Windows XP and Mozilla Firefox, furthermore, contain their own built-in popup-blockers. So if you have any such software, you will need to either temporarily disable any such popup and/or javascript blocking software or make sure that **wpunj.edu** is added to the list of sites that they are allowed for/from.

If you are uncertain about the compatibility of your computer equipment with Blackboard, please contact the Web Help Desk:
http://www.wpunj.edu/helpdesk/
Taking tests on campus computers is the safest way to ensure that you won't have computer problems.
At some point during the semester you may have your computer freeze midway through a test despite having a reliable computer system. Please do not panic, you will be allowed to retake one test if you encounter such a problem (provided that you have allowed sufficient time before the test deadline to complete the test after having me reset it for a second try). In fairness to the class, there will be no special accommodations made for students that encounter more than one computer problem during the semester. After the first problem, you will need to take future tests on

campus computers. If the Blackboard system goes down, you will always be allowed to retake tests.

Optional cumulative final- There will be an optional cumulative final at the end of the class. This test can only improve your grade. I will substitute your grade on the optional cumulative final for your lowest test grade. If you do worse on the final than on previous tests, your score on the final will not count toward your grade in the class.

Netiquette- Please be respectful when responding to each other. Comments made in writing can often feel more harsh than those made face-to-face because you can't use tone or facial expression to soften the blow delivered by your words. So, even if you strongly disagree with something written by a classmate, be respectful in the tone that you use.

Email- Please use email for individual concerns including topics related to your grade or any difficulties you are having with the course. **Your WPU email must be used when contacting me** not other email accounts or addresses that you may have. Please check your WPU email for messages throughout the semester. I will check my email frequently.

Academic integrity and plagiarism – Please be aware of the University's policy on academic integrity and plagiarism. You can read it in the undergraduate catalog, available online at https://webapps.wpunj.edu/catalog/front.cfm?section=ARR If you are unsure whether a behavior would be considered cheating, please ask me. Each of you is required to work alone on tests and discussion board posts.

Virtual Office Hours – My office hours (by telephone) will be by appointment. Email me with questions or with times that you'd like for me to try to contact you by phone.

Academic support – Campus support is available through:
Academic Support Services – 973 720-2563
The Writing Center –973 720-2633
The Office of Disability Services 973 720-2853
The Counseling Center 973 720-2360

RELEVANT WEB SITES

Blackboard website – http://bb.wpunj.edu

Developmental Psychology Links –
http://www.socialpsychology.org/develop.htm

Internet Mental Health – http://www.mentalhealth.com

SUGGESTED READINGS/TEXTS

Some books of interest:

Arnett, J. J. (2007). International encyclopedia of adolescence. N.Y.:
Routledge.

Dodge, K.A. (ED.). (2008). Understanding peer influence in children and
adolescents. Duke series in child development and public policy. N.Y.:
Guilford Press.

Fuller, D. & Fuller N. (2004). Promise you won't freak out. A teenager tells
her mother the truth about boys, booze, body piercing and other touchy
topics. N.Y.: Berkley Books. (written by a mother and a teenage daughter).

Martin, D. (2003). Clinical practice with adolescents. Pacific Grove, CA.:
Brooks/Cole.

Perlstein, L. (2003). Not much, just chillin'; The hidden lives of middle
schoolers. NY: Farrar, Straus & Giroux.

Pipher, M. (1994). Reviving Ophelia: Saving the Selves of Adolescent Girls.
NY: Grosset/Putnam.

Pollack, W. (1998). Real Boys. NY: Henry Holt and Company.