

Psychology 455
Adolescent Development
Queen's University Winter 2014
Mondays 4:00 – 5:30
Wednesdays 2:30 – 4:00
Humphrey 223

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Course Description

Adolescence is a period of large-scale changes in biological, neural, cognitive, emotional, and social domains. In this course, we will explore the nature of these changes within the context of trying to understand how the timing and magnitude of these changes affect behaviour and developmental outcomes. The course is organized in several sections that progress from broader to more focused topics. In the first section, we will cover historical and cultural ideas about adolescence as well as theories about development in general and adolescence in particular. We will also discuss the transitional nature of adolescence and the nature of transitions – a theme that we will return to throughout the course. The second section will cover domains of transitions that occur “within” the individual (biological, neural, cognitive, and emotional). In the third section, we will consider the transitions that occur within specific contexts: family, school and peers. In the last section, we will explore how certain behavioural (e.g., delinquency) and emotional (e.g., depression) disorders emerge during this transitional period.

Course Format

This course is constructed to resemble a master's level seminar course in that student participation in presentations and discussions is mandatory. The balance between lecture/presentations and discussion will be about 50/50. There will be more lecturing in the beginning to lay the groundwork, but then student input will become more and more prominent. Students are expected to come to *every* class and to actively participate. This course is also designed so that the concepts introduced earlier in the course will be revisited as new concepts and empirical results are presented in subsequent classes. In this way, we can build an understanding of the complex developmental issues of adolescence.

Course Requirements

1. **Readings:** All material for the course can be found on the Moodle site for PSYC455 (<https://moodle.queensu.ca>). On average, there is one article or chapter to read each week. I have tried to keep these to 20 pages or less, which is certainly not a lot of reading. I expect all students to have read these thoroughly before class and to share questions or comments. Evidence of a failure to read an article will be factored into the grade for participation. Although it is not required, it is recommended that each student read or at least peruse each of the articles that will be presented by fellow classmates. This will facilitate discussions that follow the presentations.
2. **Oral Presentation:** Each student will present one empirical article/study in class (see Presentation Guidelines). There will be up to 30 (one per student) presentations with time for discussion after each. The purpose of this exercise is (a) to cover more material in detail than can be accomplished by everyone reading the same articles; (b) to discuss specific details of an empirical study in light of the broader concepts covered in lectures, readings, and discussions; (c) to give each student a chance to

become an “expert” on some facet of adolescent development; (d) to give students experience in and feedback on making presentations. The schedule will be finalized by the second class. The instructor will present one article at the beginning of the course to give an example of what (not) to do. It is strongly recommended, but not required, that each presenter meet with the instructor before the presentation to ask questions and get guidance as to how to transfer the information from article to presentation.

3. **Oral Presentation Peer Critique:** Each student will also be a second reader of an article that is presented. This student is expected to read the article carefully, start the discussion after the presentation is complete, and write a one paragraph (ONE PAGE MAX) critique of the presentation (to be submitted electronically to the instructor and the presenter within ONE day). This is an important responsibility. It is expected that these critiques will be thoughtful, constructive, and substantive with the intention to help the presenter improve the presentation (as if they were going to revise and do it again). Science is not an individual endeavor and it is essential that the process of communication facilitates the understanding within the collective. We are all in this together. **SUBMIT BY EMAIL DIRECTLY TO ME AND I WILL FORWARD TO THE PRESENTER**
4. **Attendance and Participation:** The success of this class rests on the active participation of all the students. If you unable to attend a class please notify the instructor. During class each student is expected to contribute to (but not dominate) the discussion. This does not mean you need to make sure to say one thing each class – that would be formulaic and counterproductive - but you should be prepared to answer a direct question, remain alert, ask questions (there are NO stupid questions), and offer observations, connections, or insights.
5. **Final Paper:** Each student will submit an original proposal for research on any aspect of adolescent development (see Guidelines).

Grading

Oral Presentation	30%
Peer Critique	10% (note: grade is for critique only, not for discussion start)
Participation	20%
Paper	40%

Deadlines

Presentation outline/meeting	approx. one week before presentation (optional but strongly recommended)
Presentation critique	one day after presentation
Paper Proposal	March 3
Paper Due	April 4

Late submissions will not be tolerated except for documented emergencies. Late submissions lose 10% per day late. Presenters and those providing critiques **MUST be in class on the scheduled date.**

******PLEASE SUBMIT ELECTRONIC COPIES OF ALL ASSIGNMENTS VIA EMAIL******
****THE FINAL PAPER MUST ALSO BE SUBMITTED IN HARD COPY ON THE SAME DAY****

GRADING METHOD All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

<i>Queen's Official Grade Conversion Scale Grade</i>	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Disability Accommodations Statement

“Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcnds/ds/>”

Course Schedule

	Date	Topic	Reading	Presentation
1	1/6	Intro		
2	1/8	Background	Adolescence (King's Psychology Network) Theories of Adolescence (Mwale)	
3	1/13	Theory	Lerner & Castellino (2002)	
4	1/15	Evolution	Hawley (2011)	
5	1/20	Puberty	Dorn & Brio (2011)	Dorn et al (2003) INSTRUCTOR
6	1/22	Puberty/Brain	Casey, Getz, & Galavan (2008)	1. Matchock, et al. (2007)
7	1/27	Brain		2. Caspi & Moffitt (1991) 3. Lenroot et al (2007)
8	1/29	Sleep	Kirby, Maggi, & D'Angiulli (2011)	4. Susman, et al. (2007) 5. Wolfson & Carskadon (1998)
9	2/3	Cognition	Kuhn (2006)	6. Hooper, et al. (2004) 7. Principe et al. (2011)
10	2/5	Identity	Meeus (2011)	8. Vartanian (2001) 9. Galanaki (2012)
11	2/10	Storm and Stress	Hollenstein & Lougheed (2013)	10. Larson & Ham (1993) 11. Buchanan & Hughes (2009)
12	2/12	Emotions	Rosenblum & Lewis (2003)	12. Larson et al. (2002) 13. Silvers et al (2012)
***** READING WEEK Feb. 18-22 NO CLASS *****				
13	2/24	Stress	Romeo (2010)	14. Steiner et al, (2002) 15. Moffitt, et al (1992)
14	2/26	Family Conflict	Steinberg (2001)	16. Larson et al. (1996) 17. Shanahan et al (2007)
15	3/3	Risk-Taking	Steinberg (2007) Steinberg (2008) <i>optional</i>	18. Jaccard et al (2005) 19. Gardner & Steinberg (2005)
16	3/5	Peer Relationships	Collins et al. (2009)	20. Chow et al. (2013) 21. Gross (2004)
17	3/10	Sexuality	Auslander, et al. (2006)	22. Vrangalova & Savin-Williams (2011) 23. Orpinas et al. (2013)
18	3/12	School	Eccles & Roeser (2011)	24. Roeser et al (2002) 25. Eccles et al. (1999)
19	2/17	Externalizing Problems	Moffitt (1993)	26. Moffitt & Caspi (2001) 27. Silverthorn & Frick (1999)
20	3/19	NO CLASS	NO CLASS	NO CLASS
21	3/24	Internalizing Problems	Hyde, et al. (2008)	28. Ge, et al. (2001) 29. Lougheed & Hollenstein (2012)
22	3/26	Emerging Adulthood	Arnett (2007)	30. Trzesniewski & Donnellan (2010) 31. Schwartz et al. (2011)
23	3/31	Legal responsibility	Steinberg & Scott (2003)	
24	4/2	Wrap-up		

References for General Readings

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- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*, 68 – 73.
- Steinberg, L. & Scott, E. S. (2003). Less guilty by reason of adolescence: developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist, 58*, 1009-18.