

**Psychology 455**  
**Adolescent Development**  
**Queen's University Winter 2018**  
**Mondays 4:00 – 5:20**  
**Wednesdays 2:30 – 3:50**  
**Ontario 206**

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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 long-term developmental outcomes. The course is organized in two sections. In the first section, we will cover the basic foundations about adolescence. The second section will cover a range of domains and contexts, ending with discussions relevant to broad societal issues. By the end of the course, you will have a broad and deep understanding of adolescence, what we know and do not know, and the implications for society as a whole.

*Course Format*

This course is constructed as an interactive seminar course in that student participation in presentations and discussions are mandatory. You will be randomly assigned to small groups and each group will give 4 presentations. The purpose of the presentations is for the group to educate the class about the essential details and key issues of adolescent development. There will be open discussion during each class. 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 form a foundation for the concepts and empirical results are presented in later classes. In this way, we can build an understanding of the complex developmental issues of adolescence.

*Course Requirements and Grading*

1. **Attendance (15%):** As stated in the rules and regulations of Queen's, you are expected to be present at every class. This is especially important for a seminar, where there is group discussion every class.
  - a. Everyone starts with 100%, but will be docked minus 10% for every absence that was not acknowledged through email BEFORE the start of class. That is, if you do not send instructor an email that arrives before the start of class (4:00 Monday or 2:30 Thursday) giving notice of your absence, you will be docked 10%.
  - b. Undocumented absence on your group's presentation day will be minus 20%.
  - c. An exception may occur when there is documentation of an emergency that prevented you from sending an email beforehand.
  - d. Participation is not factored into the attendance grade. However, participation is strongly encouraged during class discussions. If you have an issue with talking in class, see instructor during the first week of class.
  - e. Finally, you can use your laptops while in class, however, anyone who is using Facebook, email, or any other website/program other than taking notes will be asked to leave the class that day *immediately* – this will result in an un-notified absence (-10%).
2. **Group Presentations (45%):** You will be randomly assigned to a group with two other students. See Group Presentation Guidelines for more detail.
  - a. Every group of three students will do 4 presentations. Each person in the group will be the primary presenter for at least one of these presentations. The other two will support the presenter

by assisting with research, creation of presentation materials, and critical feedback on presentation.

- b. Each group is a team and you will need to work together. If there are any problems, notify the instructor. A complete group presentation assignment will be submitted electronically by **11:59 PM on the day** of the presentation and includes:
    - i. All presentation materials (e.g., slides, video)
    - ii. A complete reference list of at least 10 references beyond the 2-3 suggested references provided by the instructor. Please indicate in this reference list which sources were the most helpful to you by putting them in bold (this will help me improve the class in the future).
    - iii. Every group member's self-rating form
  - c. As with all assignments, 10% will be taken off the presentation grade for every day late.
  - d. Each presentation counts for 15% of your final grade, but only the top 3 presentation grades will factor in (the lowest grade is dropped).
  - e. Every student within a given group gets the same grade.
3. **Outline and Final Paper (10% + 30%):** You will submit an outline for your final paper no later than March 21 for feedback (10% for just handing it in). The outline is no longer than 1 page and you are encouraged to hand it in sooner. The final paper is due April 13 (if you want feedback you must hand it in by April 6). You are strongly encouraged to follow the steps outlined in *How to Write an Essay 2018*. All final papers must meet the following guidelines:
- a. Minimum 5 pages double spaced, APA format, with at least 10 references. No maximum page limit.
  - b. The paper topic can be a proposal for original research, cover an aspect neglected in the presentation of that area/theme (e.g., Adolescent passion for music as identity formation and emotion regulation), or cover an extension of that area (e.g., cross-cultural comparisons).
  - c. Papers **MUST** be very obviously about adolescence.
  - d. The main theme of the paper cannot be the main theme of any of your 4 presentations, unless the paper topic is about integrating your presentation topic with another (e.g., pubertal timing and identity).
  - e. Each paper should include a statement about the objective of the paper.
  - f. Grading will reflect the clarity of that objective and the success of the arguments within the paper that achieve the objective.
  - g. All claims and arguments must be backed up with evidence via citations to scientific papers.
  - h. Papers will be submitted via TURNITIN (class id 17081572 and enrollment key fourfivefive)
4. **Readings:** Every student will read all of the articles that are on his or her reference lists (4 presentations and paper). There is no direct grade for this, but it will be obvious if there are errors, misrepresentations, or evidence of a lack of understanding in either presentations or papers, for which points will be deducted accordingly. Although it is not required, it is recommended that each student read or at least peruse each of the suggested articles before class. This will facilitate discussions that follow the presentations.

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

**\*\*\*\* SUBMIT ELECTRONIC COPIES OF FINAL PAPER VIA TURNITIN\*\*\*\***

## Course Schedule

	Date	Theme	Group A Topic	Group B Topic
1	1/8	Intro		
2	1/10	Background*	Establish presentation groups	
3	1/15	Theory*		
4	1/17	Evolution*	Example presentation and review of guidelines	
5	1/22	Transitions*		
6	1/24	Puberty I	1 Definitions/Details	2 Measurement Issues
7	1/29	Puberty II	3 Pubertal Status	4 Pubertal Timing
8	1/31	Brain Changes	5 Structural	6 Functional
9	2/5	Storm and Stress?	7 Yes	8 No
10	2/7	Emotions & Regulation	9 Emotions	1 Emotion Regulation
11	2/12	Stress	2 Physiology	3 Consequences
12	2/14	Family	4 Relationships	5 Conflict
<b>Feb 19 &amp; 21: READING WEEK – NO CLASS</b>				
13	2/26	Identity	6 Identity	7 Imaginary Audience, Egocentrism, & Personal Fable
14	2/28	Cognition	8 Normative Development	9 Decision Making
15	3/5	Sleep	1 Sleep, Puberty, & Emotion	2 Impact on academics
16	3/7	School	3 School Context	4 School Transitions
17	3/12	Peer Relationships	5 Friendships	6 Romantic Relationships
18	3/14	Sexuality	7 Normative Sexual Behaviour	8 Gender and Sexual Orientation
19	3/19	Risk-Taking	9 How and Why?	1 Peer Influence on Risk Taking
20	3/21	Externalizing Problems <b>PAPER OUTLINE DUE</b>	2 Aggression & Antisocial Behaviour	3 Substance Use
21	3/26	Internalizing Problems	4 Depression	5 Anxiety
22	3/28	Crime & Punishment	6 Crime	7 Punishment
23	4/2	Emerging Adulthood & Birth Cohort Differences	8 Emerging Adulthood	9 Birth Cohort Differences
24	4/4	Wrap Up		

\*Check onQ for readings pertaining to these first few classes

### Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. See also privacy statement at: [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

### Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic

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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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to 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 Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

**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:

Assignment Mark	Numerical Value for Calculation of Final Mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Grade	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	53-55
D-	50-52
F	49 and below