COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology

COURSE NUMBER: EDP 5480 (CRN 10919)
COURSE TITLE: Adolescent Psychology
COURSE SECTION: Section 003
COURSE CREDIT: 2 or 3 Credit Hours
***it is your responsibility to make sure you are taking this for the required credits for your program

TERM/YEAR: Fall 2015
COURSE LOCATION: 189 EDUC (COE)
DAY/TIME: Mondays 4:30 to 6:20 PM

INSTRUCTOR: Phebe Lam, Ph.D.
OFFICE ADDRESS/HOURS: By Appointment Only
EMAIL: plam@med.wayne.edu (**best contact method)
CELL: 519-817-8871
*Department secretary, Sheri Martini, smartin@wayne.edu or 313-577-1614

COURSE DESCRIPTION AND OUTCOMES:
Basic concepts, research findings and problems regarding early adolescent and adolescent developmental needs as they apply to school and home environments; includes study of exceptional children and those with cultural differences. This course is designed to increase students’ knowledge and appreciation of adolescents, with the intent that students will be enabled to work effectively with them in a professional setting. More specifically, students should:
1. obtain basic theoretical and empirical information about biological, cognitive, and psychosocial development during the second decade of life;
2. get to know the work of leading researchers in the field of adolescent development;
3. understand how the research can be applied in the real world;
4. appreciate the diversity of the adolescent experience;
5. improve thinking and writing skills.


COURSE ASSIGNMENTS & POLICIES:

EXAMINATIONS: YOU MUST BE ON-TIME FOR THE EXAM (Starts at 4:45 pm)
There will be three exams in this course, each covering approximately one-third of the course material, and including all materials covered in the period before an exam. Each exam is worth 100 points (300 points total). Exams #1 and #3 will each contain multiple-choice items. Exam #2 will also contain multiple-choice items; furthermore, 10 points will be earned by completing the Identity Project described below, and is due at the start of Exam #2 (thus, you must complete that portion of the exam at home, in advance of Exam #2). Each
test is worth 100 points-if you get 80% percent on the exam, you will get 80 points out of 100; 300 points total. Please be on-time for the exam, it will begin at 4:45 pm.
The textbook, and my outlines during lecture and any other topics that I indicate that you should read on your own are indication of what will be covered on exams. The exams require a thorough understanding and application of material rather than out-of-context memorization of “facts.” Be sure to learn the concepts accordingly.

Only under extraordinary circumstances will a make-up exam be administered. It is the student’s responsibility to make arrangements for a make-up exam before the start of the exam. If you know ahead of time that you will miss an exam, you must arrange to take the exam BEFORE the scheduled date. If you will miss the exam because you wake-up ill, have a car accident, or have some other legitimate reason (too busy to study is not a good reason), then I must receive a phone call prior to class explaining that you will miss the exam. I cannot stress strongly enough how important it is that you telephone me when such circumstance occurs. The exam must be made up within 48 hours of resuming normal student activities--please do not ask for an extension.

PROJECTS AND PAPERS:
All students are required to complete the Identity Project (worth 10 points), described in detail later in the syllabus.

Students who are taking the course for three (3) credits are additionally required to complete a research paper (worth 100 points), described in detail later in the syllabus.

**You are to submit a hard copy of your paper to me before at the beginning of the class lecture the day it is scheduled to be due. You also must send an electronic copy of your ALL papers in a Word Document to me at plam@med.wayne.edu. You must include name, class, and term in both email and on the first page of paper.

I WILL NOT ACCEPT PROJECTS/PAPERS BY EMAIL, UNLESS YOU HAVE DOCUMENTED APPROVAL FROM THE INSTRUCTOR.

There will be a ten percent (one letter grade) penalty for each day or part of a day that the paper is late.

Extensions are granted only in cases of documented and clear emergency. However, last minute interferences are not valid excuses because you have known about the paper and its due date since the first day of class. In the event of a clear and documented emergency, you will also be required to turn in what you have finished at that point on the paper/project to demonstrate that you were making final revisions when the emergency occurred. The extension would only be granted if the paper were near completed, and again, only in the event of a clear and documented emergency.

FINAL GRADES:
For those students who are taking the course for two (2) credits, your final grade will be calculated out of a possible 300 points. If you are taking the course for three (3) credits, your final grade will be calculated out of a possible 400 points. The following grading scale will
be applied based on total number of points accumulated by the semester end. For graduate students, final percentages below a C (73%) will be assigned a failing grade.

<table>
<thead>
<tr>
<th>GRADUATE</th>
<th>UNDERGRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% +</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>72%-</td>
<td>F</td>
</tr>
</tbody>
</table>

ATTENDANCE:
Material from lectures will not always overlap that in the text; both will be covered on exams. While attendance will not be graded, the course (and exams) is designed with the expectation of regular attendance in mind. If you miss a class, you are responsible for getting what you missed (including any announcements or changes in the class/test schedule). Under no circumstances will I provide a private lecture nor will I allow anyone to borrow my lecture notes.

ACADEMIC DISHONESTY/PLAGIARISM:
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

ENROLLMENT/WITHDRAWAL POLICY
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

STUDENTS WITH DISABILITIES:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

WAYNE STATE UNIVERSITY WRITING CENTER
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the
audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.
The Interview

Interview an adolescent (age 12-18; grade 7-12) using the questions on the next page. In interviewing the adolescents, be sure to tell them that the interview is for a project for your course in adolescent development. You will also need to obtain verbal permission from their parents. Assure them that they have the right not to answer any of the questions and may stop the interview at any time. Let them know that no one will see the answers to the interview questions and that their names will not be used. In giving the interview, write down as much of their responses as you can. You might consider tape recording the interview to avoid taking time to write the answers during the interview. Be sure to ask the adolescents’ permission to use a tape recorder and assure them that the tape will be erased. It is your responsibility to find your own adolescent, instructor will not assign an individual for you. Please also do not interview your own children or siblings or students you are currently teaching.

Feel free to add questions to the interview as appropriate while talking to the adolescents, but be sure to cover all of the issues included. Many of the questions are meant to have more than one or two sentence answers. You will need to practice using follow-up probes to get longer answers:

--Can you tell me more about that?
--I don’t understand. Can you give me an example?
--How does that make you feel?
--How important is that to you?
--using “uh-huh” and head nodding may also lead to more responding

It will also help to study Chapter 8: Marcia’s, Erikson’s, and Phinney’s theories of identity before you begin the interview, so that you may know where to probe further.

The Paper

In your paper, discuss this adolescent’s identity status from the perspective of Marcia’s and Erikson’s theories of identity. You may also discuss Phinney’s theories of ethnic identity.

Grading Criteria: Complete the attached response sheet regarding your adolescent. MUST BE TYPED, not handwritten. Keep this within 1-2 pages typed in total.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/format</td>
<td>1</td>
</tr>
<tr>
<td>Organization of Ideas</td>
<td>1</td>
</tr>
<tr>
<td>Integration of content</td>
<td>4</td>
</tr>
<tr>
<td>Writing/grammar</td>
<td>1</td>
</tr>
<tr>
<td>Quality of thought</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>
**Interview Questions**

**you do not need to ask all of these questions, you can also add your own questions**

1. How old are you?
2. What grade are you in?
3. How old are your parents?
4. What type of work do your parents do?
5. How many brothers and sisters do you have?
6. Can you recall anything that happened in your childhood that may not have happened to your friends? What? How do you feel about it?
7. Do you think that this still affects you? How?
8. Is there anything else from your childhood that has had an influence on you?
9. What changes have you noticed in your height and weight over the past few years? How did you feel when these changes occurred?
10. Is there any one thing that you would like to change most about your body right now? What? Why?
11. Compared to your friends, would you say that you have grown about as fast as they have? faster? not as fast?
12. Are there any advantages/disadvantages to growing up faster or slower than your friends?
13. How would you describe yourself to someone who did not know you?
14. What kind of person would you like to be?
15. Do you participate in any athletics, clubs, or other activities? Tell me a little about them.
16. Do you like the activities that you are in? Do you wish you were involved more? less?
17. Is there a group of other girls/guys that you hang around with? How often do you see them? How long have you known them? What do you do together?
18. What do you think is important in a friendship?
19. Do you have any best friends? How would you describe them?
20. Do you have a steady boy/girlfriend? How often do you date?
21. How important do you think it is for parents to be strict with their teenager? Why?
22. Do you think your parents are strict with you?
23. How much say do you have in making rules and decisions in your home? Are you satisfied with this?
24. Do your parents pressure you about your schoolwork? How do you feel about this?
25. How much have your parents influenced your decisions about your future (college, career)? How do you feel about this?
26. How is school going for you right now?
27. What makes a good teacher? Can you describe one of your best teachers?
28. If you could change your school, what would you do to change it?
29. What would you like to do with your life? What do you reasonably see yourself doing in five years?
30. Is there anything else that you would like to tell me about yourself?
1) Provide a very brief list of the adolescent's relevant characteristics (e.g., age, grade, physical features, personality, family composition, etc.):

2) In which identity status(es) do you perceive this adolescent to currently be? (If you see different statuses in different areas of his/her life, indicate so).

3) Why? Include many different aspects of this adolescent’s development using Hill’s framework (i.e., intimacy/dating relationships, family relationships, peer groups, sexuality, future/career goals, work patterns, school achievement and focus, etc.) and discuss how they contribute to this adolescent’s identity. Use language specific to Marcia’s and Erikson's theories of identity to justify your answer. If you believe the adolescent to be in multiple statuses in different areas of his/her life (i.e., dating, career goals, etc.), be sure to include evidence of that. **DO NOT SUMMARIZE** the interview. Use both the theories and examples from the interview to respond interpretively.
PROJECT TOPIC:
How can teachers/school motivate/increase adolescent performance in learning?
Using data to form ideas and make decisions

Read these directions carefully:

Go to the Purdy-Kresge library or online (WSU library website) and find 3 empirical research articles (e.g., journal articles where data were obtained through surveys, observations, directly by researchers first hand etc.--not opinion articles summarizing other people’s research, not theoretical articles, or articles from newspapers or magazines) that studied any specific factor or factors are related to motivation and increasing performance in learning. What role can teachers or schools play? In what way? Educational programs? Certain teaching methods/style? What is it about teachers/schools that matters? What does the research literature say? What did you find? Is it what you expected? What are the potential implications and applications of these findings? I will discuss in detail in class what an empirical research article is, and will be happy to explain it as many times as is needed. Generally, though, you are looking for articles in which a group of people was sampled and data collected from/on them, statistical analyses were run on the data, and conclusions are made based on the data and not personal opinions. If you do not have the correct type of articles (research studies) you will lose all 30 points (10 points per article) in the allocated section of the grading rubric that you will see below. Also, if you fail to use the correct type of articles, you will not be able to write a summary and conclusion based on the data, which has 25 points allocated to it. If you are not sure that you have the proper articles, be sure to have me check them. There is no reason to write a paper without the proper articles. You can bring abstracts to class for me to check or you can send them to me in an email. **YOU MUST ATTACH A COPY OF THE ACTUAL FRONT PAGE OF EACH OF THE THREE JOURNAL ARTICLES USED (not just the “search page” with abstract).**

The best way to find this kind of articles is to go to the main terminals in the library or online (WSU library website) and get into “Articles and Databases” to choose Psych Info/Psych Lit network. Begin searching by the main topic words you are looking for. You can make a variety of combinations and the computer will come up with a list of journal articles that you can look up. It should give you an abstract (summary) of the article so that you can decide if it is really what you are looking for before you go and look it up in the journal section. Some research journals are available on-line and the articles can be printed from Psych Info right at home. If you cannot find everything you need from the Psych Info database, or you want to explore another database, you can try ERIC or the sociology or medical databases. There may also be opinion and theory articles mixed into the Psych Info and especially the ERIC databases, so be sure to obtain research articles, as explained above and in class. E-mail or see me if you need help learning to find the right kind of articles.

On most databases, you can do an "Advanced Search" which allows you to select a "document type" and you should indicate "Journal articles". Do not attempt to look up an article type called
“dissertations”. You will have to order and pay for them through interlibrary loan, and, more importantly, they are not published, peer-reviewed sources.

The Purdy-Kresge reference librarians are always available to with learning how to search for research articles. Please access them if needed.

You may also include sources that are non-empirical that seem relevant to you. These are unrestricted and you may find them in pop culture magazines, legal policies, etc., but they will not count as one of the 3 research articles required. They must also be of only an additive focus in your paper, whereas the research articles will provide the bulk of your information.

2) Write about a 3 to 4 page paper discussing what you learned about your topic. It is suggested that you structure your paper in the following way:

First paragraph—introduce the topic and what you will be discussing in the paper. Define the terms/constructs that you are studying.

Body of paper—providing an overview of the research findings for your topic, discussing each study only briefly. The main points that you should include from each study are:

1) specific details of who the sample was (number, age, gender, etc.),
2) what was measured (which variables/factors) and how (survey, observation), and
3) the general findings or results that are applicable to your point.

If you do not include these pieces of information, you will lose a large amount of points. Make transitions between your discussion of the articles, perhaps talking about how they are similar, discrepant, used different samples, etc. You are making even brief transitions with, at a minimum, linking statements and phrases, to avoid your paper looking like a disconnected list. Integrate briefly as you go, but stay focused on presenting the 3 pieces of information from each of the various studies.

In the articles you will read, the authors used instruments/tests/measures to measure the variables they were studying (e.g., achievement, social skills, behavior, etc.). You are interested in what was measured (e.g., the variables) and NOT the tests themselves. Also, when describing an article, you do not have to keep citing the same article throughout the same paragraph if it is clear that you have not switched articles. You should cite the article within the first sentence in which you mention the article/study, though. Do not wait until the end of the paragraph.

Toward the end--After reviewing your studies, then include a summary paragraph pulling it all together and providing the reader with an overall perspective on what you found. Even though your reader has just read your presentation of the studies, you still need to create a paragraph that summarizes it all. The summary could be that they all found similar results (and then state what those are), or it could be that the individual studies were quite discrepant in their findings (and describe the discrepancy), or something else.

At the end--Create a longer discussion of your answers to questions including, but not limited to: What might be the implications for the present and future state of education in our country? What does all of this information mean to you as a future educator and how will you use it in your career? Did you find what you expected to find? What do you think should be done differently in
future studies? And so on....DO NOT EXTEND BEYOND THE DATA.

NOTE: The primary purpose of this project is to learn about and present the current research findings on this topic, with the underlying goal that you become aware of what the data show and use only data in forming conclusions about these topics. Please contact me if you need any guidance at all. I am here and happy to help.

There are also handouts I will post on Blackboard that will help with APA referencing (exerts from the APA manual and examples), sample of incorrect and correct journal articles, and also how to search for articles online in your own home off of the WSU library website.

Miscellaneous paper specifications:

1) Papers must be typed and double-spaced with reasonable margins, e.g., 1 inch on left and right. Do not use right justification.

2) Use a reasonably sized font, e.g., 12-point Times or Times New Roman looks most professional.

3) Assign a title to your paper and place it at the top of the first page; put name in upper right corner.

4) Do not use plastic covers; Staple, do not paper clip, the upper left corner.

5) Don’t forget to include a reference page, so that I can see where you went to look for sources.

6) References (both at the end and throughout the paper) must be done using APA format (see my handout, or look in the APA Publication Manual, please use either 6th or 5th edition). Although there is an option for referencing APA style on the library website, please note that this is not 100% accurate, you will still need to review it to make sure it is done properly.

7) You must submit your paper (hard copy) the day it is due (in class) and also in a Word Document to me at plam@med.wayne.edu. You must include name, class, and term in both email and on the first page of paper.

8) Do not use direct quotes from articles, paraphrase statements.

Grading Criteria:  

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/Format (APA referencing)</td>
<td>15</td>
</tr>
<tr>
<td>Organization of Ideas (transition, flow)</td>
<td>20</td>
</tr>
<tr>
<td>Discussion of articles, use of research</td>
<td>30</td>
</tr>
<tr>
<td>Writing/Grammar</td>
<td>10</td>
</tr>
<tr>
<td>Quality of commentary &amp; summary</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
# TENTATIVE CLASS SCHEDULE

**EDP 5480 003**  
Mondays 4:30 to 6:20 PM; 189 EDUC (COE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 7</td>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>Sept 14</td>
<td>Biological Change</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Biological Change</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Cognitive Change</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Cognitive Change</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Oct 5</td>
<td>Cognitive Change</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Oct 12</td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 19</td>
<td>Identity</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Social Change</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Family</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Nov 9</td>
<td>Peers</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Nov 16</td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 23</td>
<td>School</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Achievement</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Psychosocial Problems</td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td><strong>RESEARCH PAPER DUE at the beginning of class</strong> (only those taking class for 3 credits)</td>
<td></td>
</tr>
<tr>
<td>Dec 14</td>
<td><strong>Exam 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

**IDENTITY PROJECT DUE** at beginning of **Exam**  
(Mandatory for ALL students)

**RESEARCH PAPER DUE at the beginning of class**  
(only those taking class for 3 credits)