COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology

COURSE NUMBER: EDP 5480 (CRN 10764)
COURSE TITLE: Adolescent Psychology
COURSE SECTION: Section 003
COURSE CREDIT: 2 Credit Hours

*** If you need to take this course for 3 credit hours, please let me know. It is your responsibility to make sure you are taking this for the required credits for your program.

TERM/YEAR: Fall 2017
COURSE LOCATION: EDUC 0189
DAY/TIME: Mondays 4:30 to 6:10 PM

INSTRUCTOR: Phebe Lam, Ph.D.
OFFICE ADDRESS/HOURS: By Appointment Only
EMAIL: plam@med.wayne.edu (**best contact method)
CELL: 313-818-8613 or 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.

***CANNOT use older edition

COURSE ASSIGNMENTS & POLICIES:
EXAMINATIONS: YOU MUST BE ON-TIME FOR THE EXAM (Starts at 4:30 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 9:35 am. 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.

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

**You are to submit a hard copy of your Identity 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 Identity Project 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 YOUR IDENTITY PROJECT 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 Identity Project 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:
Your final grade will be calculated out of a possible 300 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.

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08/28/2017
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.
ADOLESCENT PSYCHOLOGY
IDENTITY PROJECT

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, 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>
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<tr>
<td>Integration of content</td>
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<td>Writing/grammar</td>
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<td>Quality of thought</td>
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<td>Total</td>
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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?
ADOLESCENT IDENTITY PROJECT RESPONSE SHEET

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.
## TENTATIVE CLASS SCHEDULE
**EDP 5480 003**
Mondays 4:30 to 6:10 pm; EDUC 0189

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Sept 11</td>
<td>Introduction</td>
<td>Introduction</td>
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<tr>
<td>Sept 18</td>
<td>Biological Change</td>
<td>Chapter 1</td>
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| Sept 25 | Biological Change     | Chapter 1  
  | Cognitive Change      | Chapter 2 |
| Oct 2  | Cognitive Change      | Chapter 2 |
| Oct 9  | **Exam 1**             |         |
| Oct 16 | Identity              | Chapter 8 |
| Oct 23 | Identity              | Chapter 8  
  | Social Change         | Chapter 3 |
| Oct 30 | Social Change         | Chapter 3  
  | Family                | Chapter 4 |
| Nov 6  | Family                 | Chapter 4 |
| Nov 13 | **Exam 2**             |         |
| Nov 20 | Peers                  | Chapter 5 |
| Nov 27 | School                 | Chapter 6 |
| Dec 4  | Achievement            | Chapter 12 |
| Dec 11 | Media                  | Chapter 7 |
| Dec 18 | **Exam 3**             |         |

**NOTE:** this is a tentative schedule, representing the planned class schedule for this course. Unanticipated conditions during the delivery of the course may necessitate changes to the planned lecture and material covered. This only applies to the chapters being covered; not the EXAMS and PAPER due dates, those WILL NOT change.