COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 5480--Adolescent Psychology
COURSE CREDIT: 2 or 3 Semester Hours
TERM/YEAR: Winter 2014
COURSE LOCATION: 189 Education Building
DAY/TIME: Mondays 6:30- 8:20 p.m.
INSTRUCTOR: Dr. Elizabeth Barton
OFFICE: Linsell House; 313-5342; ac2913@wayne.edu (Department secretary, Sheri Martini, can be reached at smartin@wayne.edu or 577-1614)
OFFICE HOURS: Monday 10:00-1:00 p.m. and by appointment

COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to increase students' knowledge and appreciation of adolescents, with the intent that students will improve their ability 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.

REQUIRED TEXT:


EXAMINATIONS:

Two exams will be given in this course. The tests will be multiple choice and short essay including content covered in class and in the textbook. Each exam is worth 100 points. Make-up exams are not allowed unless the student provides university-authorized documentation. Students are responsible for making arrangements for a make-up exam. You must be present during the first 10 minutes of class in order to receive an examination.

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.
PROJECTS AND PAPERS:

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. For all students, papers are due at the beginning of class on the due date noted on the syllabus even if you are absent. A paper copy is to be turned in at the beginning of class on the due date.

There will be a 10 point penalty for each day or part of a day (which includes turning it in after class on the due date) that the paper is late--please do not ask for extensions. 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.

ATTENDANCE:

Material from lectures will not always overlap that in the text. While attendance will not be graded, the course and exams are designed with the expectation of regular attendance. At the end of the term, borderline grades (i.e., an 89% would normally receive an B+, despite being “close” to the 90%/A-mark) will be considered for advancement to the higher grade for those students who demonstrate a willingness to really understand the material as conveyed through attendance and participation in class. If you miss a class, you are responsible for getting what you missed (including any announcements or changes in the class or exam schedule). If you call or e-mail me, I will inform you of any handouts you might have missed or any changes in the schedule, but under no circumstances will I provide a private lecture, nor will I allow anyone to borrow my lecture notes.

FINAL GRADES:

For those students who are taking the course for two (2) credits, your final grade will be calculated out of a possible 200 points. If you are taking the course for three (3) credits, your final grade will be calculated out of a possible 300 points. The following grading scales will be applied to graduate students and undergraduate students, based on percentage of total number of points accumulated by the end of the semester. For graduate students, final percentages below a C (73%) will be assigned a failing grade.

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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ACADEMIC DISHONESTY:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. You will sign a "denial of academic dishonesty/plagiarism of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

REFERENCING:

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style.

ATTENTION 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 313-577-3365 (TDD only). 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.
SDS News:
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

Thank you for your cooperation.

Jane DePriester-Morandini
Interim Director
Student Disability Services
1600 Undergraduate Library
313.577.1851
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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<tr>
<td>1/6</td>
<td>Introduction, Biological Change</td>
<td>Introduction, Chapter 1</td>
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<td>1/13</td>
<td>Cognitive Change, Social Redefinition</td>
<td>Chapter 2, Chapter 3</td>
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<td>1/20</td>
<td>MLK Day – No Class</td>
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<td>1/27</td>
<td>Cognitive Change, Family</td>
<td>Chapter 4</td>
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<td>2/3</td>
<td>Family</td>
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<td>2/10</td>
<td>Peers, Test Review</td>
<td>Chapter 5</td>
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<td>2/17</td>
<td>Research</td>
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<td>2/24</td>
<td>Exam 1</td>
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<td>3/3</td>
<td>Bullying, Employment</td>
<td>Chapter 7</td>
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<td>3 Credit Articles Due</td>
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<td>3/10</td>
<td>Spring Break</td>
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<td>3/17</td>
<td>Identity, Attachment &amp; Autonomy</td>
<td>Chapter 8, Chapter 9</td>
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<td>3/24</td>
<td>Intimacy, Sexuality</td>
<td>Chapter 10, Chapter 11</td>
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<td>RESEARCH PAPER DUE (3 credit course)</td>
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<td>3/31</td>
<td>Achievement</td>
<td>Chapter 12</td>
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<td>4/7</td>
<td>Aggression/Problems, Gangs</td>
<td>Chapter 13</td>
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<td>4/14</td>
<td>Exam Review</td>
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<td>4/21</td>
<td>Exam 2</td>
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POSSIBLE PROJECT TOPIC:
What is the role of homework in adolescents’ outcomes?:
Using data to form ideas and make decisions

Read these directions carefully:

1) Go to the Purdy-Kresge library and find 5 empirical research articles (e.g., articles where data were obtained through surveys, observations, etc.—not opinion articles, not theoretical articles) that studied the impact that assigning homework has on adolescent outcomes. The outcomes that may have been studied could include academic achievement, self-esteem, or others. What does the research literature say about what is the impact of homework? 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 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 another 30 points allocated to it. I provide a date by which you should have your articles cleared by me. This is for your own protection, so 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 in email. By email, copy and paste the abstracts into one MSWord file or into the body of an email message—do not send individual emails for each article that you want checked.

The best way to find this kind of articles is to go to the main terminals in the library and get into the Psych Info network (or you can go to C&IT on campus to find out how to access these databases through the website from your home). 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. However, most are not and thus, you will have to obtain the journals from either the recent periodicals section (first floor P-K library) or the "stacks", which is generally where articles older than 1-2 years are bound and shelved (2nd floor P-K). 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, phone, or see me if you need help learning to find the right kind of articles. Do not avoid locating certain articles just because they are not available as “full text” through these research databases. Get the articles that will help you to write the best paper! This may mean traveling to the library and locating them on the 1st and 2nd floors of Purdy-Kresge Library, where journals are housed.
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 5 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 an 6 to 8 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*—spend a large portion of the 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 (e.g., survey/questionnaire, observation, interview, student records, etc.), and 3) the general findings or results. 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.

Miscellaneous paper specifications:

1) Papers must be typed and double-spaced with reasonable margins, e.g., 1 inch on left and right.

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 last
page of syllabus which explains how to do this, or look in the APA Publication Manual).

7) You must turn in two copies of your paper, one paper copy and one electronic copy emailed to me.

Grading Criteria (a total of 100 points are possible)

____ Appearance--5 points possible
____ Format (using APA style)--5 points possible
____ Organization--10 points possible
____ Transitions & flow--10 points possible
____ Discussion of articles, use of empirical research studies--30 points possible
   (6 points for each of your 5 articles)
____ Quality summary paragraph--10 points possible
____ Quality of commentary regarding relevance of information for educators--20 points possible
____ Writing and grammar--10 points possible