

**SAN DIEGO STATE UNIVERSITY**  
**DEVELOPMENTAL PSYCHOLOGY (PSY 332)**  
**Psychology of Adolescent and Young Adult Development**  
**Spring 2011**  
**COURSE SYLLABUS**

TIME: Tuesdays and Thursdays, 2:00 pm – 3:15 pm

LOCATION: PS 130

INSTRUCTOR: Dr. Sara J. Unsworth

CONTACT: (619) 594-1327 E-mail: [unsworth@sciences.sdsu.edu](mailto:unsworth@sciences.sdsu.edu)

OFFICE HOURS: Wednesday 10:00am – 11:00am, in South Life Sciences 279 (see Blackboard for map)

COURSE PREREQUISITES: PSY 101 and PSY 230 (or equivalent)

**Description:**

Psychological development of normal individuals from adolescence through early adulthood focusing on physical, social, and cognitive aspects of development.

Adolescents and emerging adults are embedded in relationships and socio-cultural contexts as they develop perspectives of the world and beliefs about themselves. We will explore the complex interactions between these factors and the implications for the way young people think and behave.

Over the course of the semester, you will learn to:

1. Summarize and critically evaluate theory and research related to the psychological study of adolescence and emerging adulthood.
2. Compare and contrast the psychological development of adolescents and emerging adults within and across cultures.
3. Make predictions about the factors that might explain variation in the development of adolescents and emerging adults.
4. Apply course content to your own experience.
5. Develop original ideas about new directions for psychological research.
6. Develop skills for expressing ideas clearly and precisely in formal writing assignments.

**Required Textbook:**

Arnett, J. J. (2009). *Adolescence and Emerging Adulthood: A Cultural Approach* (4<sup>th</sup> ed.).  
Prentice Hall.

\*The textbook can be purchased at the SDSU bookstore. The textbook can also be purchased for a more affordable price in digital format, or it can be rented.

## **ASSIGNMENTS:**

There will be 4 multiple choice exams (worth 60% of your grade), and 4 two-page reflection papers (worth 40% of your grade).

The exams allow for *broad* assessment of your understanding of the wide range of concepts described in lecture and in the textbook.

The written assignments provide opportunities for greater *depth* of learning. It is important to explore some key concepts more deeply by integrating course material with your personal experiences and your own creative ideas, and psychology research has shown that processing information deeply improves memory of the material. Writing assignments also allow you to gain practice organizing your thoughts and articulating explanations. These are important skills that are highly valuable in many different occupations.

## **Exams:**

Each exam will consist of multiple choice questions and 1 bonus short-answer question (the bonus question is for extra credit – this will be explained in class). Each exam will be worth 20% of your grade. There will be 3 midterm exams and one final exam. You can drop your lowest midterm grade from your final grade. The final exam will not be cumulative, but is mandatory.

\*\*You will need to purchase 882-E scantron sheets for the exams (the skinny green ones).

\*\*Study guides for exams will be posted on Blackboard, and exam review sessions will be conducted via the Discussion Board on Blackboard (more detail will be provided in class).

## ***Missing an Exam:***

If you expect to miss a scheduled exam, you must inform the professor well in advance. If you unexpectedly miss an exam, you must notify the professor as soon as possible. Only documented emergencies will be excused.

## **Writing Assignments:**

### **Mini-investigation Papers:**

During class on 4 separate Thursdays, you will engage in personal reflection regarding a particular question. You will be given class time to write down your reflection. You will then be given class time to meet with approximately 3 students sitting next to you so that you can compare your responses. In your groups, you will need to identify similarities and differences in your responses. If there are no similarities or no differences, you must speculate about why this may be the case (i.e., engage in discussion and take your best guess). You will use your group discussions as the basis for individual writing assignments, so it is important that you are in class to participate in these group discussions. You will need to include your group members' names on your individual assignments, so be sure to get their names during the group discussions.

You will be required to write your own mini-investigation paper based on your reflection and your group discussion. Here are some important points regarding these mini-investigation papers:

- In the paper, you will: 1) summarize your personal reflection, 2) summarize and discuss both similarities and differences in reflections (if there are no similarities or

- no differences, you must speculate about why this may be the case), and 3) describe two factors or ideas discussed in lecture or in the textbook and the way in which these ideas relate to your reflection and/or to the summary of group members' responses. An example of a factor or an idea would include a theory (e.g., 5 different parenting styles varying in demandingness and responsiveness) or a research finding (research findings regarding the effects of parenting styles on adolescent behavior).
- Mini-investigations will be due before the next class (i.e., before 2pm on the Tuesday that follows the group discussions) – see the Class Schedule below for due dates.
  - The paper should be *no longer than 2 pages*
  - Paper should be double-spaced, Times New Roman, 12 pt font.
  - There should be three separate sections in the same order described above (e.g., Section #1 = personal reflection, etc)
  - Mini-investigation papers must be submitted online via Blackboard **as a word document**. You will need to use internet explorer when you submit assignments.
  - Mini-investigations are worth a total of 40% toward your final grade. There will be four mini-investigation papers, and you can drop your lowest grade.
  - A grading rubric will be posted on Blackboard (in Assignment Instructions).

**\*\*SDSU's Writing Center is a great resource for developing your writing skills. Follow this link to learn more: <http://web.sdstate.edu/writingcenter/index.htm>**

***Note:***

If you expect to miss a group discussion, you must inform the professor well in advance. If you unexpectedly miss a group discussion, you must notify the professor as soon as possible. Only documented emergencies will be excused.

**Late Assignments:**

For every assignment, 10% will be deducted if the assignment is not handed in when it is due, and an additional 10% will be deducted for every additional day that passes before the assignment is turned in.

**Extra Credit:**

There will be opportunities for earning 2% in extra credit, and these opportunities will be described in more detail in class.

**Other Notes:**

1) **Powerpoint Slides** will be posted on Blackboard before every class.

**2) Grading Guidelines**

Grading Guidelines				
Minimum%	Grade		Minimum%	Grade
94%	A		77%	C+
90%	A-		74%	C
87%	B+		70%	C-
84%	B		60%	D
80%	B-		0%	F

A grade of "WU" for "withdrawal unauthorized" (formerly "U") indicates that you enrolled in a course, did not officially withdraw from the course, but failed to complete course requirements. For purposes of GPA computation, this grade is equivalent to an "F". If you attend a portion of a course and then, after receiving a failing grade, stop attending without officially withdrawing, you will receive a final grade of "F" rather than "WU".

A grade of "I" for "incomplete authorized" is only given when a minor portion of required courseware has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons. It is your responsibility to bring pertinent information to the instructor and to reach an agreement on the means by which the remaining course requirements will be satisfied. An incomplete shall not be assigned when the only way you could make up the work would be to attend a major portion of the class when it is offered next.

**3) Cheating – Academic Misconduct**

Academic misconduct includes the following examples as well as any other similar conduct which is aimed at falsely representing a student's academic performance: cheating, plagiarizing, unauthorized collaborating on course work, stealing course examinations or materials, falsifying records or data, or intentionally assisting another individual in any of the above.

Academic misconduct will not be tolerated. Students who cheat will receive an "F" for the course grade and the Psychology Department's Undergraduate Coordinator and SDSU's Judicial Coordinator will be notified. The Judicial Coordinator will conduct an investigation, and depending on the outcome, the student may be expelled, suspended, or placed on probation.

For more information on SDSU's policies and procedures regarding academic misconduct visit the following site: [Academic Misconduct](#).

#### **4) Special accommodations**

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

#### **5) Emergencies**

To be prepared for emergencies, each student is responsible for becoming familiar with the evacuation plan specific to each classroom. The evacuation plan is posted within each classroom and should be examined on the first day of class.

## Class Schedule

<b>WEEK</b>	<b>DATE</b>	<b>Assignments and Exams</b>	<b>Topics and Readings</b>
Week 1	01-20		Introduction to course
Week 2	01-25		What is adolescence and emerging adulthood? Chapter 1: pages 2-13 and pages 20-27
	01-27	Group Discussion in class	Concepts of The Self Chapter 6
Week 3	02-01	<b>Mini-investigation due</b>	The Self (cont...) Chapter 6 (cont...)
	02-03		Cognitive Development – Chapter 3
Week 4	02-08		Cognitive Development
	02-10		cont...
Week 5	02-15	EXAM 1	
	02-17		Video – Margaret Mead
Week 6	02-22		Culture and Methods Chapter 4; Chapter 1: pages 13-20
	02-24	Group Discussion in class	Gender Roles and Gender Identity Chapter 5
Week 7	03-01	<b>Mini-investigation due</b>	School and Work
	03-03		Chapter 10
Week 8	03-08		
	03-10	EXAM 2	
Week 9	03-15		Video – Life as an Amish Teenager
	03-17	Group Discussion in class	Family Influences Chapter 7
Week 10	03-22	<b>Mini-investigation due</b>	Friend/Peer Influences Chapter 8
	03-24		
Week 11	03-29	SPRING BREAK	
	03-31		
Week 12	04-05		LGBTQI Panel
	04-07		Love and Sexuality Chapter 9
Week 13	04-12		
	04-14	EXAM 3	
Week 14	04-19		Media Chapter 12
	04-21		
Week 15	04-26		Video – Suicide: The Silent Threat
	04-28	Group Discussion in class	Problems and Resilience Chapter 13
	05-03	<b>Mini-investigation due</b>	
	05-05		Mindfulness and Positive Psychology
	05-10		
<b>FINAL EXAM</b>	<b>05-19</b>	<b>Thursday, May 19<sup>th</sup>, from 1:00 – 3:00 pm, in PS 130 (not cumulative, but mandatory)</b>	