

Psychology 314: Adolescent Psychology

Summer 2006

Instructor	Karen D. Bagley, MPH
Email	kbagley@gmu.edu (best way to reach me)
Mailbox	Graduate mailboxes in David King Hall
Office	2018 David King Hall, (703) 993-1349
Office Hours	Mondays, 2:00-3:00 p.m., or by appointment
Class Hours	MTWR, 11:45-1:50 p.m.
Room	Enterprise Hall 175
Text	REQUIRED: Arnett, J.J. <i>Adolescence and the Emerging Adult: A Cultural Approach</i>
Supplemental Readings*	<p>1. Steinberg, L. & Scott, E.S. (2003). Less guilty by reason of adolescence: Developmental immaturity, diminished responsibility, and the juvenile death penalty. <i>American Psychologist</i>, 58(12), 1009-1018.</p> <p>2. Choi, H. (2002). Understanding adolescent depression in an ethnocultural context. <i>Advances in Nursing Science</i>, 25(2), 71-85.</p> <p>3. Willgerodt, M.A. & Thompson, E.A. (2005). The influence of ethnicity and generational status on parent and family relations among Chinese and Filipino adolescents. <i>Public Health Nursing</i>, 22(6), 460-471.</p>

*Supplemental readings can be found using the GMU Library's e-Journal Finder system.

Course Description

This course will describe and investigate the emotional, social, and biological changes that characterize adolescence. This course will integrate multicultural and diversity research data into the discussions of the aforementioned. Course goals include the following:

- To increase student awareness of adolescent development, environmental influences, and pathology.
- To enhance student sensitivity for and understanding of minority/multicultural issues by infusing lectures with cultural perspectives and research data
- To assist students in creating a safe environment for intellectual conversation, debate, and exploration

Course Format

Because of the small class size, the format of this course will be similar to that of a seminar and include discussion, in-class exercises, and films/documentaries that illustrate points. Thus, *you will be expected to come to class having completed the assigned readings and prepared to discuss them.*

Course requirements

Class Participation (15%): Class participation is an essential aspect of this course, especially given the small class size. In order to earn full credit for participation, students are expected to come to class having read the assigned material and prepared to discuss it. In-class assignments, which will be conducted on a random basis, will count as part of your participation grade. Therefore, although attendance will not be specifically graded, you will not be able to earn full points for participation if you are not present in class.

Thought papers (15%): Students will be required to write a thought paper each week concerning the material covered in the course and their personal reflections on that material. Thought papers can involve raising an interesting question or issue, or making an observation based on the readings. Simply providing summaries of the readings are not acceptable. Thought papers should be approximately 2 pages and must be typed (12-point font, double-spaced, normal margins).

Quizzes (20%): There will be three quizzes on the supplemental readings (journal articles) assigned. These primarily will take the form of short answer questions. There will be NO MAKE-UPS for the quizzes without written documentation of an EMERGENCY. Emergencies include hospitalization, jury duty, death, disability, or a car accident. Although there may be times when other, less severe, circumstances cause you to miss or be late to class (severe traffic, cold/flu, work commitments), these do not constitute emergencies, and make-ups will not be granted in these situations.

Interview (25%): Each student will conduct a live interview, which will then be organized into a meaningful and informative case study presentation on adolescence. Attending others' presentations and asking questions are included in your presentation grade. Each presentation will last approximately 10 minutes. Further details and grading requirements will be discussed at a later date.

Paper (25%): Students will choose a topic from one of their thought papers or another topic of interest and will write a formal reflective paper. The paper should be approximately 5 pages in length. Further details about this assignment will be provided during the 2nd week of class.

Grading Scale

A = 93% +	B+ = 87 - 89%	C+ = 77 - 79%	D = 60 - 69%
A- = 90 - 92%	B = 83 - 86%	C = 73 - 76%	F = below 60%
	B- = 80 - 82%	C- = 70 - 72%	

Honor Code

All students must follow the guidelines of the GMU Honor Code as described by the GMU catalog (<http://www.gmu.edu/catalog/apolicies/index.html#Anchor13>). Exam performances and assignments must be each student's own work. If you have any questions about the honor code or permissible use of materials or collaboration, please see me.

Accommodations for Students with Disabilities

It is the policy of the University to make reasonable accommodations for individuals with disabilities. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

Activation of GMU Email

Activation of GMU email is required. Students are responsible for checking email regularly as notices or other information relevant to the class may be dispersed via this method. If you do not regularly check your GMU email, please have your mail forwarded to another account.

Policies, Requests and Friendly Suggestions

I want this class to be a productive and enjoyable experience for all of us. Here are some important things to keep in mind:

- Read before coming to class and make sure to ask clarifying questions if there are things you don't understand.
- My office hours are for you, so stop by! Or e-mail me any questions, concerns or comments that you may have.
- Adolescence is often a time in which many people experience difficult life events (either internal or external). Given that this course will touch on a variety of topics and sensitive issues it is expected that students will be respectful of one another in class discussions. Also I expect that students will be sensitive to the notion that many of the topics listed may be difficult for some to visit or revisit in the classroom format. For many others, adolescence is not a time of difficult life events, but discussions related to such events experienced by others can trigger negative feelings. If you find yourself experiencing such feelings associated with the content of this class, be aware that free counseling services are available to all students through the **George Mason University Counseling Center** (SUB I, Room 364; 703-993-2380). I also more than happy to discuss with students any difficulties they are having and assist them in obtaining help if necessary.

Reading Assignments

Note that what follows is a *tentative* schedule of the topics for the course. As the instructor, I reserve the right to change the syllabus as required to improve the quality of the course and the material included. It is the student's responsibility to become informed of any changes, as well as any other announcements or information disseminated in class. Unless otherwise specified, reading assigned for a given class period should be completed prior to that day's class.

Date:	Lecture Info	Assignments Due
Class 1 July 5	Introduction/Syllabus Review Historical Perspectives & Theoretical context	Chapter 1
Class 2 July 6	Biological Foundations of Puberty Thought paper # 1 due	Chapter 2
Class 3 July 10	Cognitive Development and Morality	Chapter 3
Class 4 July 11	Neurobiological Foundations of Adolescence ➤ Quiz on Reading #1	Reading #1
Class 4 July 12	Gender Influences on Adolescent Development	Chapter 5
Class 5 July 13	Media and adolescence Thought paper # 2 due	Chapter 12
Class 6 July 17	Therapeutic Communications and Interviewing skills; Discussion of Interview Project	Open Lecture Topic
Class 7 July 18	Cultural Beliefs	Chapter 4
Class 8 July 19	Self and Self Esteem	Chapter 6

Date:	Lecture Info	Assignments Due
Class 9 July 20	Self, Self Esteem and Adolescent Problems ➤ Quiz Reading # 2 Thought paper # 3 due	Chapter 13 Reading #2
Class 10 July 24	Dating and Sexuality	Chapter 9
Class 11 July 25	Family Relationships	Chapter 7
Class 12 July 26	Friends and Peers ➤ Quiz Reading #3	Chapter 8 Reading #3
Class 13 July 27	School and Adolescence Thought paper # 4 due	Chapter 10
Class 14 July 31	Work and Adolescence	Chapter 11
Class 15 August 1	Adolescence and Emerging Adulthood Paper due	Chapter 14
Class 16 August 2	Presentations on Interviews	
Class 17 August 3	Presentations on Interviews Thought paper # 5 due	

Last Day to Add Courses: July 11

Last Day to Drop Courses: July 14