

Psychology 471: Adolescent Development

DRAFT (3 credit hours)

Instructor

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(she/her/hers)

Email

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Replies on weekdays by 5 pm

Class Times

Tues and Thurs 9:30-10:45

Description

This is an upper-level course designed for advanced level undergraduate students. The prerequisites for the course are Psychology 101, 210/215 and 250, or graduate standing in Psychology. If you have not completed both prerequisites for the course you are not eligible to take this course.

In this course, we will examine the biological, cognitive, social, emotional, and behavioral changes that take place during early, middle, and late adolescence including transformations in identity, intimacy, autonomy, sexuality, achievement, and attachment. We will apply theories and empirical studies addressing these issues to real-world issues imaging adolescents through a series of individual and group-based projects. Students will learn about human growth and development during the second decade of life (10 years old to 25 years of age, following the World Health Organization definition for youth). Students will investigate the important changes that take place in virtually all humans during this time as well as unique changes that individuals experience.

Teaching Philosophy and Course Learning Objectives

You may wonder why I have chosen to concentrate on only a few areas of adolescent development instead of covering a broader set of issues in less depth. Research and experience tell instructors that students will forget much of what is covered in the way of factual material soon after a course has ended. This seems like a terrible waste of time and energy. Therefore, I will be using teaching techniques and strategies that are designed to help you retain what you learn in this course for a long time. These strategies include:

- limiting the number of topics and focusing on in-depth knowledge
- helping you learn higher level cognitive skills such as analysis, synthesis, and evaluation rather than just factual information
- using active learning techniques such as team projects, in-class case studies and activities and small and large group guided discussion

...all of which are likely to hold your interest and increase the likelihood that you will retain the information and skills learned during this semester. Following this philosophy, this course is designed so that by the end of the semester, you will be able to:

1. Identify key theories of adolescent development and transitional tasks that occur between the ages of 10-24.
2. Recognize cultural influences that operate across different levels of analysis and integrate these influences into existing models of biological, cognitive, emotional and social development.
3. Analyze popular and professional materials that address common challenges for adolescents using relevant scientific studies.
4. Create materials for educators to support adolescents in addressing potential developmental disruptions when resuming school after the COVID-19 pandemic.
5. Reflect on your own developmental experiences as related to tasks of Emerging Adulthood.

6. Improve your skills as a collaborator using a design-based process for problem solving.

Course Expectations and Communication

Office Hours and Email. The best way to reach me is via email at hussong@unc.edu. I will check email each weekday and respond to email received before 4pm the same day. Email received over the weekend will receive a response on Monday. I am not, however, able to commit to responding sooner than a 24-hour period. For that reason, please be sure to plan ahead and email me about issues that arise or questions with time for me to respond. You may also choose to sign-up for office hours. I will hold office hours 11-12 on Tuesdays and 1-2 on Thursdays. Please use the 'sign-up' function in Sakai to schedule a time to meet with me either on your own or with someone else or your group.

Expectations. Because good learning experiences are a collaborative process, I want to set clear expectations for you as a student and myself as an instructor. Specifically, in this course, I expect you to:

- Come to class prepared to participate;
- Communicate regularly with me and your group members as issues arise to solve problems before they develop;
- Be curious and open to new perspectives;
- Take charge of your own learning and ask questions, seek feedback or expand assignments to meet your needs;
- Respect others in the class and with whom we partner for course work;
- Engage in challenging conversations and develop skills as a collaborator.

And, in turn, I commit to:

- Providing an organized course structure;
- Supporting you as a student, which in the current climate may mean working to resolve challenges presented by pandemic living;
- Creating opportunities to dive deeply into a topic and connect the classroom with the lives of adolescents outside of the academy;
- Listening to your feedback and providing you with honest assessments and feedback;
- Striving to create an inclusive virtual class environment that respects diversity in all its forms.

Course Materials

Sakai provides a portal to all materials we will use in the course. Lessons is laid out with a clear guideline that reflects the syllabus as well as links to any materials needed such as readings, videos, quizzes, and support materials.

Your Textbook and REVEL. You should purchase the REVEL version of Dolgin, *The Adolescent: Development, Relationships and Culture*, 14e for this course. I will assign reading, quizzes, exams, and other homework activities in REVEL. While access to REVEL is required and includes access to an electronic version of the text, the printed version of this text is optional.

To obtain your textbook and REVEL, you will purchase a REVEL access code from the campus bookstore. Then follow these steps to get started or watch a short video (www.pearsonhighered.com/revel/students/registration) on how to register for REVEL.

1. Enter your Course Invite Link in your web browser. Please use a recommended browser like Google Chrome, FireFox, or Safari.

COURSE INVITE LINK: [TBD](#)

2. If you already have a Username and Password for another Pearson technology (i.e. MyMathLab), go ahead and sign in. If you do not have one, you should use your UNC email to register. Once you've signed in or created your Pearson Account, you'll immediately be directed to your REVEL account. Here you'll see your course appear.

3. To access REVEL throughout the semester log onto <http://console.pearson.com>. Make sure to bookmark this URL and NOT the course invite link. Remember to always use the same username and password to logon. If you encounter any issues, support materials are available at www.pearsonhighered.com/revel/students/support/index.html, including a call in number: 855-875-1801.

Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments. Please let me know if you need information on computers available for use on campus.

UNC Library Reserves. Additional materials that you may need for research to support your group project or to expand your reading beyond course assignments is available through the UNC Library's Course Reserve System. You may access course reserves through Sakai. For more information about this resource, please visit this link: <https://library.unc.edu/support/reserves/guide-for-students/>

Course Assignments

This course is designed to support engagement through repeated low-stakes testing and group application projects; each course assignment supports our course learning objectives. A summary of course assignments follows. More detailed descriptions, including rubrics and optional resources, are included in Sakai. In addition to 3 hours a week spent largely in synchronous class sessions, you are likely to spend 2-4 hours a week preparing for class sessions and an additional 2-4 hours on weeks when we have a scheduled exam or individual assignment due.

Quizzes. Brief quizzes accompany most assigned reading and provide an opportunity to test your knowledge of key concepts, theories, and transitional tasks covered in the reading (Course Learning Objective, CLO, #1 as outlined above). Quizzes must be completed prior to class to count as complete because they are designed to prepare you for class discussion and activities. Of the 13 quizzes assigned for the semester, your final grade will include your average across your top 10 quiz scores (accounting for 10% of your final grade).

Mid-Terms. Two mid-terms provide an opportunity for you to integrate your learning at key points in the semester and apply your knowledge to describing the tasks of adolescent development CLO #2 and 3). Mid-terms are multiple-choice and short answer in format and an average of the two will account for 30% of your final grade.

Final Exam. The final exam mirrors the format of the mid-terms but focuses on applying concepts that span and cumulate across the semester to address problems that challenge adolescent development (CLOs #1, 2, 3 and 5). The final exam will account for 20% of your final grade.

*A note on quizzes and exams. Due to the unusual testing circumstances presented in remote learning, quizzes, midterms, and the final exam are designed to incentivize academic integrity. Questions will be randomized across students. For exams, students will complete an academic integrity pledge and all exams must be taken during the course period. Evidence of academic dishonesty will result in a "0" on the assignment. Note that you must complete both mid-terms and the final exam to receive a 'C' or better in the course.

In-Class Assignments. To foster collaboration and engage in more applied activities, we will devote most of our synchronous class periods to small group work (CLOs #1, 2, 3, and 5). This group will at

times include brief assignments to be submitted by individuals (e.g., reflections) or by groups themselves (e.g., a work product, such as a jam board). These assignments are graded as a High Pass (2), Pass (1), or Fail (0); when the assignments represent group work, the grade applies to all participating group members. An average of in-class assignment scores will account for 10% of your final grade.

Group Project. Central to all six CLOs is the group project. Because team work is central to so many careers in Psychology and because group work is notoriously challenging and sometimes frustrating, an important CLO for this project is to improve your own skills as a collaborator using design-based procedures for problem solving. Throughout the course you will learn about design-based thinking, effective collaboration skills, and your own strengths and areas for growth as a collaborator.

In addition, this group project challenges you to apply your growing knowledge of adolescent development to address problems that youth might face in an applied setting. The project will involve building targeted knowledge, defining the problem your group will address, creating a prototype for a solution to the problem, receiving feedback on that prototype, refining the product and presenting the product to the class.

Demonstrating a key element of successful collaboration, the group project is highly structured through course assignments, deadlines, and class time. Each group will have four members and conduct research for an assigned school, including by conducting interviews with adolescents and staff, in completing the assignment. Final products will be shared with schools at the end of the semester.

More detail regarding the group project is available on Sakai, but key assignments and due dates include the following.

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|-----------|---|
| Feb 2/4 | Groups Assigned and in Class Empathize Assignment Completed |
| Mar 2/4 | Individual group members submit completed interview and research papers (complete outside of class) and groups complete a Problem Definition Assignment (completed in-class) |
| Mar 18/23 | Individual group members complete ideation assignment (before class) and Groups complete ideation synthesis and prototype design assignment (completed in class and perhaps spilling over out of class) |
| Apr 13/15 | Groups test prototype with another group to receive feedback and use this feedback to create a presentation and final prototype |
| Apr 20/22 | Groups will present to the class and all group members will provide feedback to other groups and to group members on their performance as collaborators |

Graded assignments are thus built into the project at several stages based on both individual contributions and group work. In addition, group members will provide feedback on the performance of one another as collaborators. Across all assignments, the group project accounts for 30% of your final grade. (For a break down by individual assignments, see Assignment Description on Sakai).

Missed Work or Assignments. I will make every effort to support you in this class but it is important for you to complete assignments in a timely manner and attend class sessions where we will be actively engaged in graded work. Quizzes cannot be made up because they are designed to prepare you for class, and the ability to drop three quiz scores allows you flexibility. Individual assignments (related to the group project) must be turned in on time for the entire group to progress. If you have to miss a class, please send me an email before the class session. Because this is a flipped class in which students will be actively engaging with one another for in-class projects, you will miss important class material by missing a class session.

To allow you to work ahead for times during the semester when you will be busy, due dates for assignments are clearly marked on your course schedule. If you anticipate having trouble meeting a class deadline, please speak with me as early as possible so we can troubleshoot potential solutions. NOTE THAT THERE ARE **NO EXTRA CREDIT OPPORTUNITIES FOR THIS CLASS**, SO PLAN TO COMPLETE COURSE ASSIGNMENTS IN A TIMELY AND THOROUGH MANNER.

Final Grades. Calculations for final grades are thus based on a weighted average of accumulated points of 10% from quizzes, 30% from mid-terms, 20% from the final exam, 10% from in-class assignments, and 30% from the group project. Grades are then assigned as follows

A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	65-69.9%
B	83-86.9%	D	60-64.9%
B-	80-82.9%	F	< 60%
C+	77-79.9%		

Course Schedule

You should plan to attend all class days online for this semester as indicated below. Days in Yellow denote split class sessions in which you will meet either with me or in a break out room with your group members for the entire period. Days in Blue indicate Exams administered synchronously. And days in Green indicate group presentations. A more detailed break-down of assignments is available on Lessons on Sakai; in the assignment summary column note that (S) refers to resources available on Sakai and (R) to those available through Revel.

This is largely a flipped classroom design. Most synchronous class periods will involve a settle in period, brief lectures or opportunities for discussion on the videos (or asynchronous lectures that are included as homework assignments), small group work or individual application work, class sharing and engagement, and structuring upcoming assignments and projects. To meet these goals, it is important that you be on time.

Given the ever-changing nature of our campus climate, I reserve to right to make changes to the syllabus as needed. These changes will be announced as early as possible. The sample schedule below is based on Spring 2021.

#	Date	Day	Format	Topic	Assignment Summary
1	1/19	T	Synchronous Intro	Introduction	Watch Video (S)
2	1/21	R	Synchronous Class	Defining Adolescence	Read CH 1 and Quiz (R) Watch Video (S)
3	1/26	T	Synchronous Class	Foundational theory	Read CH 2 and Quiz (R) Watch Video (S)
4	1/28	R	Synchronous Class	Cultural Models	Read CH 3 and Quiz (R) Watch Video (S)
5	2/2	T	Group A: Group Meeting Group B: Class Meeting	Cultural Models / Group Work	Read: Assigned Article (S) (Class Meeting Day)
6	2/4	R	Group A: Class Meeting Group B: Group Meeting	Cultural Models / Group Work	Video and Submit Reflection Paper (S) (Group Meeting Day)
7	2/9	T	Synchronous Class	Societal Structures: Education and Work	Read CH 12 and Quiz (R) Watch Video (S)
8	2/11	R	EXAM		Study for Exam

2/16 T Wellness Day					
9	2/18	R	Synchronous Class	Biological Models	Read CH 4 and Quiz (R) Watch Video (S)
10	2/23	T	Synchronous Class	Cognition Models	Read CH 5 and Quiz (R) Watch Video (S)
11	2/25	R	Synchronous Class	Models of the Self	Read CH 6 and Quiz (R) Watch Video (S)
12	3/2	T	Group A: Group Meeting Group B: Class Meeting	Self-Other Relations / Group Work	Neblett & Jones Article (Class Meeting Day)
13	3/4	R	Group A: Class Meeting Group B: Group Meeting	Self-Other Relations / Group Work	Define Project (S) (Group Meeting Day)
14	3/9	T	ASYNCHRONOUS LECTURE NO CLASS MEETING	Families	Read CH 8 and Quiz (R) Watch Video (S)
3/11 T Wellness Day					
15	3/16	T	Synchronous Class	Social Development	Read CH 10 and Quiz (R)
16	3/18	R	Synchronous Class	Moral Development – Guest Lecture Dr. Midgette	Read Ch 7 and Quiz (R)
17	3/23	T	Group A: Group Meeting Group B: Class Meeting	Social Media/ Group Work	Read Assigned Article (S) (Class Meeting Day)
18	3/25	R	Group A: Class Meeting Group B: Group Meeting	Social Media/ Group Work	Review POV Statement Feedback (Group Meeting Day)
19	3/30	T	EXAM		Study for Exam
20	4/1	R	Class Cancelled – Time Available for Group work		
21	4/6	T	Synchronous Class	Stress and Alienation	Read CH 14 and Quiz (R) Watch Video (S)
22	4/8	R	Synchronous Class	Substance Abuse	Read CH 15 and Quiz (R) Watch Video (S)
23	4/13	T	Synchronous Class	Sexual Behavior	Read CH 11 and Quiz (R) Watch Video (S)
24	4/15	R	Group Meeting	Prototype Reviews	Post Materials for Review (S)
25	4/20	T	Group Meeting	Group Work	Review Peer Reviews for your Group (S)
26	4/22	R	Group Presentations	Group Work	Post Group Presentation (S)
27	4/27	T	Group Presentations	Group Work	Submit Peer Feedback (S)
28	4/29	R	Synchronous Class	Thriving in Emerging Adulthood	Read CH 13 and Quiz (R) Watch Video (S)
29	5/4	T	Synchronous Class	Thriving in Emerging Adulthood	TBD
30	5/11	8-10	FINAL EXAM: Section 001		Study for Exam
30	5/13	12-2	FINAL EXAM: Section 002		Study for Exam

COVID-19 Course Policies and Guidelines

Course Format. The format of this class is remote and will remain so for the duration of the Spring 2021 semester. My goals are to support our collective health and your educational opportunities. We will meet those goals by communicating with one another, respecting one another, and being flexible. If you have concerns about the course or are struggling to complete your work, please talk to me. This is an unusual semester, please use me as a resource.

Guidelines for Remote Meetings and Activities.

- (1) Students are responsible for working with campus services to setup and maintain a computer connection to campus that may access Sakai and Zoom. Remote activities will be indicated on the syllabus as being either asynchronous (meaning that students may complete them at any time they choose prior to the stated deadline on the syllabus) or synchronous (meaning that students must login at the designated time to participate). We will use a combination of these activities to maximize flexibility and learning opportunities.
- (2) Students should be sure to turn-on cameras for synchronous learning opportunities and to mute their audio when they login. Cameras should stay on for the full synchronous session to facilitate the active engagement activities in the classroom. Please note that I understand exceptions to the cameras-on policy may be needed and if so, please contact me to make me aware of your situation. The use of headphones with built-in microphones is encouraged to reduce distractions and background noise. Students should be aware of their backgrounds to protect the privacy of others in their environments and to avoid inappropriate or offensive background displays. If at all possible, students should use a zoom link that displays their own names (rather than the name of a parent or friend, for example).
- (3) If connections fail or are unstable, share in the chat that you are turning off your camera and do so. If the connection remains unstable, you may log off and reconnect. If you continue to have problems with the connection, email me during the session. If we can correct the problem we will and if not, we will make accommodations as needed. If this happens repeatedly (twice or more), you should reach out to me so we can brainstorm potential solutions.
- (4) Specific guidelines for taking tests remotely will be provided prior to testing sessions.

Course Tips

Because there are many assignments, this class requires a consistent commitment from each student. A student who is successful in this course (and not overwhelmed) will complete and hand in assignments on time and will have completed the class reading before each class. In other words, study strategies such as saving all of the reading until an exam will be problematic in terms of succeeding in this course. You may be called upon in class to answer questions at any time. Although I am aware that this semester is likely to have many stressors beyond the classroom, keeping up in this class or reaching out to me EARLY if you anticipate having problems meeting deadlines is a way to help yourself (and for me to help you).

Use of study groups: You will probably find it useful to meet in small study groups to prepare for exams and other course assignments. One recommendation is to meet with members of your assigned group so that you can continue to practice working together as a group and sharing information with one another.

Use of study guides: I will provide you with questions to guide you in reading and thinking about the material we review throughout the course. Your answers to these questions will not be turned into me as a written assignment, but they will serve to prepare you for class discussions and to integrate information that we will be covering throughout the semester. It will also be useful to keep track of questions that you might raise during class discussion related to reading assignments, small group

discussions or other activities. In other words, you may create your own set of questions to aid you in your studies. One further suggestion is to keep track of these questions, your reactions to class materials, ideas that come from the reading and class discussions, in a notebook that serves as a class journal. Class journals keep you engaged in the class, prepare you for discussion, and help integrate your thoughts about the course over the semester.

Use of office hours: If you have questions about course assignments, class discussions, or your progress in the course, I cannot help you unless I know about them. You can ask me questions in many different ways: via e-mail, in class, and in office hours. By using my office hours, you are more likely to have my attention and to get the information and help that you need. Students traditionally under-utilize office hours, so I invite you to be original and come see me.

Class attendance and participation: Every person attending the course will be expected to complete the assignments on time and be ready to discuss them in class. Even if you do not know the answer to a question posed to you in class, you should be able to construct a thoughtful answer based upon having completed the reading. Those students who do not attend class or who fail to keep up with assigned readings and exercises have traditionally done poorly in this course. As such, although I DO NOT directly factor attendance into your grade, I STRONGLY encourage you to regularly attend and participate in class as will be evident in the in-class assignments that you will be asked to complete.

Other Course Policies and Campus Resources

Academic Integrity Students are expected to fully comply with the Honor Code (<http://instrument.unc.edu>). Consistent with the Honor Code, it is expected that any work submitted in this course will be *your own work*. In the event that plagiarism, cheating, or any other form of academic misconduct is suspected, possible penalties include failure of the course and referral for appropriate university disciplinary action. It is your responsibility to understand policies surrounding plagiarism and to seek clarification if needed.

Accommodations for students with disabilities In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<http://www.unc.edu/depts/lds/faculty-policies.html>). If you anticipate such accommodations, please notify the instructor as soon as possible so that appropriate arrangements can be made. Additionally, you may seek out student support services at the Department of Disability Services (DDS) (<http://disabilityservices.unc.edu>).

Diversity, Equity, and Inclusion UNC-CH holds that this university does not discriminate against its students or employees based on race, color, national origin, religion, sex, age, or disability. The University’s policy states that sexual orientation be treated in this same manner. In this class we will strive to maintain an open atmosphere with shared respect for all differences.

The Writing Center assists members of the University community who have writing needs that are not met in the classroom or by other services on campus. The Writing Center is located in the Student and Academic Services Building. Appointments are made by visiting the Writing Center’s website at <http://www.unc.edu/depts/wcweb>.

Counseling and Wellness Services The staff at CWS (located in the Student Health Building) provides positive, professional counseling for students who need academic, vocational, and personal guidance. Contact CWS at 919-966-3658 or visit their web site at <http://campushealth.unc.edu>.

Additional Course Tools

Poll Everywhere is available through Sakai and we will use this during synchronous lectures to provide a more interactive class dynamic.

Personal Dropbox within Sakai is a place that you will upload your paper and related assignments and keep your journal. Note this is within Sakai and not external.

Zoom is also available through your Sakai link and we will use this portal to keep things organized.

Microsoft Teams is a tool that you will likely use to complete group work for your semester-long project. I will introduce this tool to you as we begin that work.

Google Jamboards are an idea generation tool that we will use in our design thinking exercises and relevant links will be shared during class.

Slack is a tool outside Sakai that we can use for class communication if we would like to organize co-study groups or times when I can join you virtually and hang out when you work - a casual office hour. We could also use **Discussion Forum** in Sakai, though it functions somewhat differently.