

Course number: Psyc 429		Course Name: Adolescence		Spring 2021	
Instructor:	Eric Eyolfson	Lecture Location:	Web Based via Zoom		
Phone:		Lecture Days/Time:	M/W 9:00-11:45		
Email:	Eric.eyolfson@ucalgary.ca	TAs: Matt Dawson:	matthew.dawson@ucalgary.ca		
Office:	N/A	Lorena Solis:	lorena.solis@ucalgary.ca		
Office Hours:	Email or Appointment via Zoom				

Course Description

This course is intended to provide an in-depth examination of the physical, cognitive, emotional and social changes occurring during adolescence, drawing upon history, theory, and relevant research.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Critically evaluate primary research articles on adolescent development	Written article critique	2,4,5	A
Deliver an effective oral presentation of selected empirical article	Article presentation	2,4,5	A,C
Accurately and clearly present scientific information	Poster presentation	4,5	A,C
Summarize key concepts of each lecture about adolescent development	Abstract assignments	2,4,5	A
Participate in discussions of articles presented by class members	In-class participation	2,4	A,C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity,

diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

Prerequisites

Psyc 300 – Research Methods ; Psyc 301 – Research Methods; Psyc 351 – Developmental Psychology

Required Text

Steinberg, L. Adolescence, 12th Edition (2020), NY: McGraw-Hill. This text provides important required reading for the topics covered in this course. It is available at the University Bookstore. Also available on-line from the publisher and other websites
<http://www.mheducation.com/highered/product.M1259567826.html>.

Assessment Methods

Assignment	Weight	Due date
Class Participation	5%	Throughout the semester
Chapter Summaries (6)	5% each (30% total)	Within 48 hrs of a class (see calendar)
Article for Presentation	5%	One week prior to presentation (see calendar)
Oral Presentation	15%	Dependent on topic (see calendar)
Written Article Critique	15%	Due within 7 days of presentation (see calendar)
Term Project	30%	June 21 st

Description of Course Assessments:

Class participation – worth 5% of final grade (on-going)

Given the class size, students will be expected to be active contributors. Students will be required to participate in in-class discussions. In addition, for each presentation topic other than their own, students will be required to ask at least one question to a presenter.

Abstract assignments – worth 5% each (30% total) of final grade

Students will be required to summarize chapters of the textbook in abstract format. In no more than 250 words, students must summarize a key concept in the chapter. Key concepts of the chapters will be posted to D2L in lecture slides. The major goal will be to “sell” readers on the importance of the chapter. Students will be required to submit abstracts on 6 of 12 chapters within 48 hours (11:59pm) of lectures. Completion of extra abstract assignments will not be graded. More details and a rubric will be posted to D2L. **Late assignments without consent of the instructor will not be accepted.**

Select and post article for presentation – worth 5% of final grade

Each student will be required to find a journal article focusing on the topic signed up for. While students will work in groups to decide on a topic in adolescent development, all articles must be unique and chosen by individual students. All articles must be approved by the instructor prior to posting on D2L. In addition to posting the article on D2L, students must write a blurb (no more than 250 words) justifying their choice and how it fits within the topic of adolescent development. Articles should be published no earlier than 2014 (i.e. last seven years). Students will post their article by 11:59pm one week prior to their presentation. Students will be assessed based on connection of their article to adolescent development and posting the article by the scheduled date. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Oral presentation and critique of empirical article – worth 15% of final grade

Each student will present a summary and critique of their chosen article to the class over Zoom. Again, although students will work in groups around each topic, presentations must be unique and their own work. Individual grades will be assigned based on content, presentation delivery, and how well questions are addressed. Content should include a clear summary of the research and proper critical analysis of research implications. Presentation delivery includes proper use of slides, appropriate timing, sounding practice and prepared, and audience engagement. There will be a questions period where students will answer (to the best of their knowledge) questions from the class and instructor. More details and a rubric will be posted to D2L. **Presentations missed without instructor approval will be assigned a score of 0%.**

Written summary of article and article critique – worth 15% of final grade

Within 7 days (by 11:59 pm) of their presentation each student will submit a three-page summary and article critique of their presented article. Students will be assessed on the clarity and concise summary of the article and identification and justification of critiques of the article. More details and a rubric will be posted to D2L. **Without instructor approval, late submission will be penalized 10% per day including weekends and holidays.**

Term Project – worth 30% of final grade

Your final project will be due on Friday June 21st by 11:59 pm. You will design an educational poster to inform the public about a particular aspect of adolescent development. This poster can cover any aspect of adolescent development (onset of disorders, risk for injury, cognitive development, social development, etc.). This project does not have to be the same topic as your previous presentation. In addition, you will record a short video of yourself walking the reader through your poster. In this aspect, it will be important to remember the general reader will not have in-depth knowledge of your topic. More details and a rubric will be posted to D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Topics and Dates for Presentations

Topics	Groups	Date of Presentation
Fundamentals of Change (Biological transitions, cognitive transitions, social transitions)	Group 1,2,3	May 19 th
Contexts of Adolescence (Families, peer groups, work, Leisure and media)	Group 4,5,6	May 31 st
Psychosocial Development (Identity, autonomy, psychosocial problems in adolescence)	Group 7,8,9	June 9 th

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Class attendance is strongly advised as material not included in the chapters will be incorporated. Discussion is highly encouraged.

This schedule is a guideline only. Specific topics may vary.

Date	Topic/Activity/Readings	Due Dates
W May 5	Spring term lectures begin	
W May 5	Ch 1. Biological Transitions	Presentation groups finalized
M May 10	Ch 2. Cognitive Transitions	
T May 11	Last day to drop classes without penalty and last day to add or swap classes.	
W May 12	Ch 3. Social Transitions	Presentations groups 1, 2, and 3 topics due
M May 17	Ch 4. Families	
W May 29	Ch 5. Peer Groups	Presentation for groups 1, 2, and 3

M May 24	Victoria Day UNIVERSITY CLOSED	Presentation groups 4, 5, and 6 topics due
W May 26	Ch 6. Schools	Written critique due for presentation groups 1, 2, and 3,
M May 31	Ch 7. Work, Leisure, and Media	Presentation for groups 4, 5, and 6
W Jun 2	Ch 9. Autonomy	Presentation groups 7, 8, and 9 topics due
M Jun 7	Ch 9. Autonomy	Written critique due for presentation groups 4, 5, and 6
W Jun 9	Ch 10. Intimacy	Presentation for groups 7, 8, and 9
M Jun 14	Ch 11. Sexuality/ Ch 12. Achievement	
W Jun 16	Ch 13. Psychosocial Problems in Adolescence	Written critique due for presentation groups 7, 8, and 9
R Jun 17	End of Spring Lectures and last day to withdraw from a course.	
M Jun 21		Final Project Due
M Jun 21	Start of Spring Final Exams	
W Jun 23	End of Spring Final Exams	

Extra Research Participation Course Credit is Not Offered for this Course.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html> . . Students who miss a test/exam have up to 24 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 24-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 1 week of the missed test/exam during exam make-up hours provided by the department**

<http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official June and August examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Tuesday, May 11, 2021**. Last day for registration/change of registration is **Tuesday, May 11, 2021**. The last day to withdraw from this course is **Thursday, June 17, 2021**.