



UNIVERSITY OF  
CALGARY

## Department of Psychology

### Psychology 429 (L02) –Adolescence

Winter Session 2006

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<b>Instructor:</b>	Dr. Kimberley Vaughan	<b>Lecture Location:</b>	SH 274
<b>Phone:</b>	220-2242 (U of C office) or 274-5585 (my home office)	<b>Lecture Days/Time:</b>	T/R 11 a.m. – 12:15 p.m.
<b>Email:</b>	kimberleyvaughan@shaw.ca		
<b>Office:</b>	Administration 257D		
<b>Office Hours:</b>	By appointment		

#### Course Description and Goals

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. There is a required laboratory component in which students will carry out research on a topic regarding adolescent development.

#### Course objectives

- To introduce students to the theories, methodologies, issues, and current experimental findings in the field of adolescent development
- To encourage students to think critically about conceptual and empirical issues
- To provide students with direct experience reading empirical articles and conducting adolescent study techniques (designed and conducted in small groups in the lab)
- To provide students with experience in giving oral presentations and in writing research reports

Lectures are intended to highlight and extend, rather than summarize, assigned readings. Students will benefit most from lectures if they read the assigned material prior to the corresponding lecture. Discussion is highly encouraged and questions are invited during lectures. If you have questions or concerns please raise them – either in class or out (emailing me or calling my home office number are the best ways to contact me).

#### Required Text

Steinberg, L. (2005). *Adolescence*, Seventh Edition. NY:McGraw-Hill. This text provides important background reading for the topics covered in this course. It is available at the University Bookstore.

In order to best fulfill the needs of the course the remainder of the course readings will be drawn from several sources, including original journal articles. A list of the additional required readings is provided later in this outline. All readings are available on line at [www.sciencedirect.com](http://www.sciencedirect.com).

**Evaluation:**

Mid term exam	35% of final grade (Feb. 28 <sup>th</sup> )
Laboratory Work	30% of final grade
Final Exam	35% of final grade; to be scheduled by the Registrar

- Exams will not be cumulative. The exams will be based on material from both the readings (textbook and additional assigned readings) and the lectures. The format will consist of a combination of multiple choice and short essay questions.

**Please note:**

- The following percentages indicate the standard required for each letter grade. These may be lowered but will not be raised.

Final letter grades for the course will be assigned as follows:

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	Less than 50%

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 (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

**Topic Schedule:**

This schedule is a guideline only. Specific lecture topics may vary from time to time.

<b>Date</b>	<b>Topic</b>	<b>Required Reading</b>
<b>January 10<sup>th</sup> – February 16<sup>th</sup></b>	<p style="text-align: center;"><b>Introduction</b></p> Theoretical and Historical perspectives	Introduction (text) Dubas et al. article
	<p style="text-align: center;"><b>Transitions</b></p> Biological Transitions	Ch 1 Kaltiala-Heino et al. article
	Cognitive Transitions	Ch 2 Rozendall et al. article
	Social Transitions	Ch 3 Vartanian article
	<p style="text-align: center;"><b>Contexts of Adolescence</b></p> Families	Ch 4 Shucksmith et al. article
	Schools	Ch 6 Ma & Xu article
<b>Note: Tuesday, Feb. 21<sup>st</sup> and Thursday, Feb. 23<sup>rd</sup></b>	<b>Reading Week</b>	<b>No Class</b>
<b>February 28<sup>th</sup></b>	<b>EXAM 1</b>	

<b>March 2<sup>nd</sup> – April 13<sup>th</sup></b>	<b>Contexts of Adolescence</b>	
	Peers	Ch 5 Thurlow article
	<b>Psychosocial Development</b>	
	Identity	Ch 8 Meeus et al. article
	Autonomy	Ch 9 Noom et al. article
	Intimacy	Ch 10 Adams et al article
	Sexuality	Ch 11 Meschke et al. article
	Psychosocial Problems	Ch 13 Williams & McGillicuddy-De Lisi article
<b>FINAL EXAM (TO BE SCHEDULED BY THE REGISTRAR)</b>		

Additional references for required reading (all available at [www.sciencedirect.com](http://www.sciencedirect.com))

Adams, R. E., Laursen, B., & Wilder, D. (2001). Characteristics of closeness in adolescent romantic relationships. *Journal of Adolescence*, 24, 353-363.

Dubas, J. S., Miller, K., Petersen, A. C. (2003) The study of adolescence during the 20<sup>th</sup> century. *History of the Family*, 8, 375 –397.

Kaltiala-Heino, R., Marttunen, M., Rantanen, P., & Rimpela, M. (2003). Early puberty is associated with mental health problems in middle adolescence. *Social Science & Medicine*, 57, 1055 – 1064.

Ma, X., & Xu, Jiangming. (2004). The causal ordering of mathematics anxiety and mathematics achievement: a longitudinal panel analysis. *Journal of Adolescence*, 27, 165-179.

Meeus, W., Iedema, J., Helsen., M. & Vollebergh, W. (1999). Patterns of Adolescent Identity Development: Review of Literature and Longitudinal Analysis. *Developmental Review*, 19, 419-461.

- Meschke, L. L., Bartholomae, S. & Zentall, S. R. (2002). Adolescent Sexuality and Parent-Adolescent Processes: Promoting healthy teen choices. *Journal of Adolescent Health, 31*, 264-279.
- Noom, M. J., Dekovic, M., & Meeus, W. H. J. (1999). Autonomy, attachment and psychosocial adjustment during adolescence: a double-edged sword? *Journal of Adolescence, 22*, 771-783.
- Shucksmith, J., Hendry, L. B., & Glendinning, A. (1995). *Journal of Adolescence, 18*, 253-270.
- Rozendaal, J. S., Minnaert, A., & Boekaerts, M. (2003). Motivation and self-regulated learning in secondary vocational education: Information-processing type and gender differences. *Learning and Individual Differences, 13*, 273-289.
- Thurlow, C. (2002), 25, 341-349. High schoolers' peer orientation priorities: a snapshot. *Journal of Adolescence, 25*, 341-349.
- Vartanian, L. R. (2000). Revisiting the imaginary audience and personal fable constructs of adolescent egocentrism: A conceptual review. *Adolescence, 35*(140), 1-23
- Williams, K. & McGillicuddy-De List, A. (2000). Coping Strategies in Adolescence. *Journal of Applied Developmental Psychology, 20*, 537-549.

### **University of Calgary Curriculum Objectives**

- 1) This course addresses the following **core competencies**:
  - Critical and creative thinking
  - Analysis of problems
  - Effective oral and written communication
  - Gathering and organizing information
  - Logical calculation, mathematical ability
  - Abstract reasoning and its applications
  - Insight and intuition in generating knowledge
  - Interpretive and assessment skills

With the following course characteristics:

- Class discussion is encouraged in both lectures and laboratories; students are prompted to think critically about course material.
- Students are required to design research projects which will involve integrating previous research, critically evaluating and analyzing existing issues and questions, and reasoning about research implications
- Students will be required to carry out research including data collection, statistical analyses and interpretation.
- Students will present the results of their research both orally and in written form.

- Examinations will be multiple choice and short essay in format and require that students both understand the content material presented in lectures and in their readings as well as are able to think critically about the important issues

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

*It is a student's responsibility to request academic accommodation.* If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

### **Absence From A Test**

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an

official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

### **Bonus Course Credits for Research Participation**

Students in most psychology courses are eligible to participate in Departmentally-approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Information about current experiments is on the Experimetrix website at <http://experimetrix.com/uc>. The read.me link at that site provides a guide to using the system and assigning your credits. The last day to participate in research and ALLOCATE YOUR CREDITS TO YOUR COURSES is April 12, 2006.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

**Student Union VP Academic:** Phone: 220-3911 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course and **still receive a fee refund** is January 20, 2006. The last day to withdraw from this course is April 13, 2006.