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| Psychology 429   | Adolescence  | Winter 2022 |
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| <b>Instructor:</b> Dr. Alexandra Twyman  | <b>Lecture:</b> Asynchronous, Online, See D2L for lectures and course schedule   |             |
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| <b>Office Hours:</b> By Appointment  |  |             |

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**Course Description**

An in-depth examination of the physical, cognitive, emotional, and social changes occurring during adolescence, drawing upon theory and relevant research.

**Course Website**

The course website is on D2L at <https://d2l.ucalgary.ca> It is on this website that you will find important announcements, download lecture slides, hand in assignments, and find links to other resources (as necessary). Please check it often.

**Student Support and Resources**

[UCalgary Student Wellness Services | University of Calgary](#) 403.210.9355.

Our mental health is just as important as our physical health, and yet we often will neglect our mental wellbeing, which in turn often influences our physical well being. There are really wonderful and qualified people who can help you out! If you are going through a tough time, there is no need to go it alone. The hardest step to take is often that first phone call, but once you have taken that step, you will be amazed at how well taken care of you will be, and much mental health can improve with help and support. These resources are free to use for University of Calgary students. So if you are in need, please give them a call!

**2-1-1 Alberta:** This is kind of like having a fairy godmother. Just call 2-1-1

This is kind of like 9-1-1, but more for the every day emergencies that you might face. This is a call center that listens to your unique needs as an individual. They know all the Alberta services. So then they custom fit a solution for you, and help connect you with services to support you. This might be something like help finding housing, food resources, support for parents or children. They are fluent in many languages.

**Walk-in Clinics/Emergency Rooms:**

If you are in distress, feel free to go to your nearest walk-in clinic or emergency room at a hospital. If you have physical or mental needs, the doctors and nurses will be there are ready to help and match you to the services to support you.

There are lots of places to go for support. One isn't any better than the other. So just pick up the phone or get help – you don't have to do this alone!

### Course Format

Instruction in this course will make use of a variety of techniques, including lectures, demonstrations, audio-visual presentations, discussions, readings, classroom problems, and (maybe) the occasional guest speaker. I outline these techniques below. As you read, I will ask you to notice that there are a number of activities in which I expect students to be **active participants** in the learning process. Research shows that this type of participation improves learning and retention of material, and – anecdotally – it makes classes a lot more fun, too!

**Lectures:** formal lectures will expand upon and emphasize key points from the readings. These lectures may be the primary method of instruction, but they are by no means the only method.

**Demonstrations:** demonstrations are common in my courses, and they often are used to highlight or emphasize concepts, methods, or techniques. Some demonstrations require the assistance of a single, brave volunteer while others may include the entire class. The key point is that students are expected to be active participants in the learning process.

**Audio-Visual Presentations:** sometimes a picture can be worth a thousand words. And a video might be worth millions. Research has shown that carefully-selected videos can make material much more memorable.

**Discussions:** we will occasionally engage in small- or large-group discussions in this course. Please be prepared to make friends with the person next to you!

**Readings:** the textbook is an excellent resource for this course, and students are expected to keep up with the assigned readings. That said, lectures do expand on the readings so I would not expect to do well by reading the book alone and not attending class.

**Classroom Problems:** I occasionally give students sample problems in class. Students are expected to try to solve the problem in pairs or in small groups. We will then go over the answers as a class. Although you might be tempted to not bother trying to answer (and just write down the correct answer later), research strongly suggests that your learning will be better for the effort – even if you don't solve the problem the first time!

**Guest Speakers:** I occasionally invite guest speakers to class, if they have a unique and valuable perspective on some aspect of the course material.

### 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 <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|--------------------------|--------------------|--------|----------|
|--------------------------|--------------------|--------|----------|

|   |   |                           |   |
|---|---|---------------------------|---|
| Understand the fundamental biological, cognitive, and social changes that occur within normative adolescent development between the ages of 12 to 25. Also understand how different contexts can impact normative psychosocial development. This includes using terminology correctly, and identifying and applying relevant theories to explain various phenomena, and behaviours.                         | Exams, Presentations, Written assignments | 1, 5, 4<br>6, 7           | C |
| Describe the contributions of important figures, research programs, and theories (biosocial, cognitive and psychosocial) in the history of research in adolescence, and link major historical events in the history of the field with contemporary issues or research questions.  | Exams, Presentations, Written assignments | 1, 2,<br>4, 6, 7          | I |
| Identify, evaluate, and apply relevant theories/research/concepts of adolescent development to explain (or develop plausible potential explanations) for various phenomena – from empirical findings, to everyday behaviours, to portrayal in the media, to issues of social and societal importance. Be able to use this research to dispel stereotypes and individual biases in the domain of adolescence | Exams, Presentations, Written assignments | 1, 2,<br>5, 6,<br>7, 8    | C |
| Accurately summarize research, and interpret both simple and complex graphs in the context of statistical significance  | Exams, Presentations, Written assignments | 4, 5, 6                   | C |
| Describe historical and modern research methods used in studying adolescence, as well as their advantages and disadvantages. Correctly identify situations in which one method might be preferred over another.   | Exams, Presentations, Written assignments | 1, 2,<br>4, 5,<br>6, 7, 8 | C |
| Communicate research findings and ideas effectively, using clear and concise arguments – backed up by figures, graphs, and tables (when necessary). Disregard or challenge flawed sources of information or reasoning.  | Presentations, Written assignments        | 2, 4,<br>5, 8             | 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.

### **Prerequisites**

Psychology 300 & 301 (Research Methods and Data Analysis in Psychology I & II), 351 (Developmental Psychology) and admission to the Psychology major or Honours program.

### **Antirequisites**

Credit for Psychology 429 and 355 will not be allowed.

### **Required Text**

**\*\*\*Steinberg, L. (2020). *Adolescence* (12<sup>th</sup> ed.). New York, NY: McGraw Hill.\*\*\***

This book is available in the bookstore, or can be found online at the following link for \$39.99 ([PDF ebook](#)) [Adolescence 12th Edition by Laurence Steinberg | McGraw-Hill Higher Education \(cartagogrupo.com\)](#)

## **Assessment Methods**

### **Tests & Quizzes (60% of Grade)**

Each test and quiz covers the material in that unit/topic (see class schedule for exact topics in each unit test). They are posted on D2L. The tests will be available for 24 hours on the exam writing day (midnight to midnight) so that you can pick your ideal start to write the test.

Unit 1 Test (30% of course grade) – Multiple Choice – Thursday Feb 10<sup>th</sup> :  
Chapters 1-5 and Lectures up to and including Feb 8<sup>th</sup>.

Quizzes (30% of course grade, equally weighted) – Multiple choice

Quiz 1: March 15<sup>th</sup> – Identity Lecture & ch 8

Quiz 2: March 17<sup>th</sup> - Autonomy lecture & ch 9

Quiz 3: March 22<sup>nd</sup> -Intimacy lecture & ch 10

Quiz 4: March 24<sup>th</sup> – Sexuality lecture & ch 11

Quiz 5: April 12<sup>th</sup> – Achievement Lecture & ch. 12

Quiz 6: April 12<sup>th</sup> – Psychosocial lecture & ch. 13

Quizzes and exams in this course are closed book. The use of resources, including class notes, the textbook, online resources, and calculators is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.

### **Class Presentations (20%)**

There will be **two** individual oral presentations in the course. Each presentation will last 4 minutes (with 1 minute for questions and transition). The student will be responsible for approximately one page of the textbook material for the first presentation, and up to two page of material for the second presentation. Students are expected to supplement the textbook reading with journal article readings, multimedia clips, class discussions, and/or personal experiences. For this presentation, you are the professor, so the main goal is to demonstrate expert knowledge in the topic and to facilitate learning of the class. Feedback will be provided after each presentation and an opportunity for a second presentation to use the review to improve oral presentation skills. Each presentation is worth 10% and the topics and dates will be assigned electronically via a google slides sign up sheet. Presentations will be pre-recorded and uploaded to D2L. Presentation #1: Families (Ch. 4): Feb 1<sup>st</sup> & 3<sup>rd</sup>. Presentation #2: Achievement (Ch. 12) and Psychosocial Problems (Ch. 13): March 31<sup>st</sup> to April 7<sup>th</sup>.

**\*\*Without approved documentation, students who fail to present on their scheduled presentation date(s) will receive a grade of 0\*\***

### **Written Assignments (20%)**

Students will be provided with an opportunity to improve their written communication skills through two written assignments. Each assignment will be aimed to synthesize the information within a unit, apply this knowledge to real-world, everyday problems, and to practice APA format. The first assignment will be worth 8% of the final grade, and the second assignment will be worth 12%, for a combined total of 20% of your final grade. Details of the assignments will be posted on D2L, and assignments will also be submitted on D2L. Assignment 1 will be 2 pages in length, and assignment 2 will be 3 pages in length. Assignment #1: Tuesday, Feb 15th & Assignment #2: Tuesday, April 5<sup>th</sup>.

\*\*Without instructor approval, late written assignments will be penalized 10% per day (including weekends) up to a maximum of 35% (7 days), at which point, late assignments will no longer be accepted. Students may be asked for documentation. All assignments must be submitted at the beginning of class in the dropbox folder in D2L. \*\*

### **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 course instructors 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%  |

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-).

### Course Credits for Research Participation

Research course credit is not allowed in 400- and 500-level courses, therefore:

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

### Tentative Lecture Schedule

| Week | Date     | Topic/Activity/Readings/Due Date  |
|------|----------|---|
| 1    | T Jan 11 | Introduction (p. 1-13)  |
|      | R Jan 13 | Biological Transitions (ch. 1)  |
| 2    | T Jan 18 | Cognitive Transitions (Ch. 2)   |
|      | R Jan 20 | Social Transitions (Ch. 3)<br><i>Last day to drop a class without financial penalty</i> |
|      | F Jan 21 | <i>Last day to add or swap a course</i>   |
| 3    | T Jan 25 | Peer Groups (ch. 5)<br>Movie #1   |
|      | R Jan 27 | Movie #1  |
|      | F Jan 28 | <i>Fee payment deadline for Fall Term full and half courses.</i>                        |
| 4    | T Feb 1  | Family (ch. 4) – Student Presentation #1  |
|      | R Feb 3  | Family (ch. 4) – Student Presentation #1  |
| 5    | T Feb 8  | Peer Group (Ch. 5)  |
|      | R Feb 10 | Exam #1 (Chapters 1-5)  |
| 6    | T Feb 15 | Written Assignment #1 Due<br>Movie #2   |
|      | R Feb 17 | Movie #2  |

|    |           |  |
|----|-----------|--|
| 7  | M Feb 21  | <i>Family Day no Classes</i>   |
|    | Feb 22-26 | <i>Term Break No Classes</i>   |
| 8  | T Mar 1   | Schools (ch. 6)  |
|    | R Mar 3   | Schools (ch. 6)  |
| 9  | T Mar 8   | Work, Media, Leisure (ch. 7)   |
|    | R Mar 10  | Identity (ch. 8)   |
| 10 | T Mar 15  | Autonomy (ch. 9)<br>Quiz 1 - Identity  |
|    | R Mar 17  | Intimacy (ch. 10)<br>Quiz 2 - Autonomy   |
| 11 | T Mar 22  | Sexuality (ch. 11)<br>Quiz 3 - Intimacy  |
|    | R Mar 24  | Movie #3<br>Quiz 4 - Sexuality   |
| 12 | T Mar 29  | Movie #3   |
|    | R Mar 31  | Achievement (ch.12) (Student Presentation)   |
| 13 | T Apr 5   | Achievement (ch.12)/ Psychosocial (Student Presentation)<br>Written Assignment #2 Due  |
|    | R Apr 7   | Psychosocial (ch. 13) (Student Presentation)   |
| 14 | T Apr 12  | Quiz 5 (Achievement) & Quiz 6 (Psychosocial)<br>Last day of Lectures and last day to withdraw from a winter term half course |

### Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

### Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 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 48-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 2 weeks of the missed test/exam on a day/time scheduled by the instructor. 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 December and April 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/](http://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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **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](http://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 Thursday, Thursday, January 20, 2022.** Last day add/swap a course is **Friday, January 21, 2022.** The last day to withdraw from this course is **Tuesday, April 12, 2022.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>