



**DEPARTMENT OF PSYCHOLOGY**  
**Faculty of Arts**

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**PSYC 429 L 01**

**Adolescence**

**Winter 2014**

**Instructor:** Dr. Kimberley Vaughan  
**Phone:** 403-500-5920

**Lecture Location:** SH 288  
**Lecture Days/Time:** Mon/Wed/Fri  
2:00 – 2:50 pm

**TA's name:** Brianne Collins

**Email:** kburggra@ucalgary.ca

**Labs:** Lab 1 T 1:00 - 2:50pm  
A248  
Lab 2 R 1:00 – 2:50pm  
A 248

**Office:** A 157  
**Office Hours:** By appointment

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**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.

**Prerequisites**

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

Psyc 351 – Developmental Psychology

**Required Text**

Steinberg, L. (2011). *Adolescence*, Ninth Edition. NY: McGraw-Hill. This text provides important background reading for the topics covered in this course. It is available at the University Bookstore. Used copies are available at the used bookstore.

## Evaluation

Exam 1 Chapters 1-4	(Friday Feb. 7 <sup>th</sup> )	23% of final grade
Exam 2 Chapters 5-8	(Monday March 17 <sup>th</sup> )	23% of final grade
Final Exam Chapters 9-11; 13		
(to be scheduled by the registrar)		23% of final grade

Exams will not be cumulative. The exams will be based on material from the lectures, textbook and videos. The format will consist of a combination of multiple choice and short essay questions.

Laboratory Work	31% of final grade
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## Lab Assignments

### Research Project (Total: 25%)

The purpose of this project is to provide students with detailed and practical experience with academic writing and oral presentations. The project will be ongoing throughout the semester where each assignment is designed to allow students to practice a particular component and receive feedback before inclusion in the final paper. Throughout the semester, the TA will provide short lab lectures to facilitate completion of each assignment. Finally, toward the end of the semester, students will also present their research to the rest of the lab. Further details for each assignment will be provided on Blackboard and in the lab.

#### **Assignment # 1: Choosing a topic (1%) – Due: January 21/23**

The first step in any project is choosing a topic of interest; in this case, it must be related to adolescent development. For this first assignment, students will email the TA ([bmcollin@ucalgary.ca](mailto:bmcollin@ucalgary.ca)) before the start of lab (1:00pm) on January 21/23. Students will then receive an email back confirming that the topic is appropriate, along with any suggestions (e.g., narrowing or broadening the topic).

*Note: Once chosen, the topic will remain the same throughout the semester, so students should spend adequate time reading about the general topic area in the textbook and reviewing a number of research articles prior to choosing a topic and emailing the TA.*

#### **Assignment # 2: Article presentation (2%) – Due: January 28/30**

This exercise is designed to provide students with an opportunity to: a) practice presenting to peers; b) practice summarizing and identifying key elements in a particular research article. The

presentation will be no more than five minutes both to allow each student to present, but also to challenge students to adequately synthesize and organize pertinent material.

Each student will choose a research article (i.e., empirical, research study from an academic journal) relevant to his or her research topic. Based on the lab lecture, students will summarize the topic of the article, as well as identify the hypothesis, methodology, results, limitations, and generalizations.

**Assignment # 3: Literature review (3%) – Due: March 4/6**

The purpose of this assignment is to produce a coherent and integrated overview of the research on the chosen topic. Based on the lab lecture, the literature review should identify the broad topic area for the reader in an engaging way, followed by a review of specific, relevant research (i.e., where is the research at on this particular topic). The literature review should not be a shopping list of research on the topic, but instead the different points should fit together logically, and the whole paper should have a natural and logical flow with appropriate transitions between ideas.

*Format: The literature review should be 7 pages long (excluding title page and references). You should include at least eight references, most of which should be empirical studies on the topic. Make sure to paraphrase rather than provide quotations. You should format your paper in standard APA style (Times New Roman font, 12 point font, title page, etc).*

**Assignment # 4: Critique (3%) – Due: March 11/13**

This assignment is designed to foster critical thinking skills based on knowledge learned both in this course and in previous courses. Based on the literature review completed for the preceding assignment, students will assess the research they previously reviewed. Following guidelines presented in the lab lecture, the critique must include an identification of the strengths and weaknesses of the research to date, existing gaps, unidentified or particularly salient limitations, and opportunities for future research. Aspects to be addressed in the critique include methodology (e.g., sample size or composition, statistical measures, etc), generalizable claims made by previous authors, under researched/unidentified variables that may play a role, implications, etc. Justification (i.e., supporting evidence based on the reviewed literature) must be provided for the ideas presented within the critique.

*Format: The critique should be 3 pages long (excluding title page and references). The critique should be in standard APA style (Times New Roman, 12 point, etc) and draw from the same research used in the literature review (cited appropriately in this assignment).*

**Assignment # 5: Final paper (10%) – Due: The week of your final presentation (Weeks 11-14)**

This assignment is the culmination of the first four assignments. Based on the lab lecture, students will learn how to appropriately combine their literature review and critique to form a complete research paper that is well organized and fluent. For top marks, students will incorporate feedback given by the TA on each of the previous assignments and use the tools provided in the lab lecture on optimizing your writing.

The paper will be due in lab (hardcopy) on the same day students present their research to the rest of the lab. In the third week of the semester (January 21/23), students will sign up for one of the four weeks in which presentations will occur and final papers will be due.

*Format: The final paper should be 10 pages long (excluding title page and references). As with the literature review, at least eight references should be used. Make sure to paraphrase rather than provide quotations. You should format your paper in standard APA style (Times New Roman font, 12 point font, title page, etc).*

**Assignment # 6: Presentation (6%) - Due: One of the final four weeks of lab (weeks 11-14); students will sign up for one of the four weeks in the 3<sup>rd</sup> week of the semester**

In one of the final four labs of the semester, students will each present their research to the rest of the lab. The presentation is the final piece that completes the semester-long research project, which means it should include a brief introduction to the general topic and an outline of key research in the area (based on the literature review), and the strengths/weaknesses, limitations, and implications of the research (based on the critique assignment). Students will also need to draft two discussion questions relevant to the presentation that can be used to engage peers in a 5 minute discussion following each presentation.

*Format: The presentation should be maximum 10 minutes in length. Discussion will be kept to approximately 5 minutes. Strict timing for presentations will be maintained to ensure each student has enough time for the presentation and discussion. The use of PowerPoint is strongly recommended, but not required. You are also free to indulge in some creativity for your presentations if you are so inclined.*

**Assignment #7: In-class movie assignment (3%) – Due: February 25/27**

We will be watching a film containing themes relevant to adolescent development. An accompanying in-class assignment will be distributed and must be handed in by the end of the second lab in which we watch the movie. This assignment may not be completed outside of class time.

**In-class discussion (3%) – Marked in last four labs of the semester (weeks 11-14)**

A large component of applied learning involves the exchange of academic ideas with colleagues. For the labs where fellow students are presenting (four labs at the end of the semester), students will be granted up to two marks for contributions to group discussion (8 total marks for the semester worth 3%)

of the lab grade). Students presenting will pose two questions to start discussion. Students will also want to ensure they keep up with reading for the lecture portion of the course to ensure they are able to contribute thoroughly to lab discussions. If you are absent from lab, you will receive zero for that day. Marking of in-class participation in discussion will be based primarily on quality over quantity.

**Assignments are to be submitted in hard copy (unless otherwise specified) at the beginning of labs.  
Late assignments will be assessed a penalty of 5% per calendar day.**

Students must achieve a passing grade on both the class and lab components to pass this course.

### **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

### **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% = but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

W Jan 8	Winter term lectures begin. Introduction to the course; review course outline
F Jan 10	Chapter 1
M Jan 13	Chapter 1
W Jan 15	Chapter 1
F Jan 17	Chapter 2 Last day to drop Winter Term half-courses.
M Jan 20	Chapter 2 Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.
W Jan 22	Chapter 2
F Jan 24	Chapter 3 Fee payment deadline for Winter Term fees.
M Jan 27	Chapter 3
W Jan 29	Chapter 3
F Jan 31	Chapter 4
M Feb 3	Chapter 4
W Feb 5	Chapter 4
<b>F Feb 7</b>	<b>Exam 1 – Chapters 1-4</b>
M Feb 10	Chapter 5
W Feb 12	Chapter 5
F Feb 14	Chapter 5

Feb 16-23	Reading Week. No lectures. University open (except Family Day).
M Feb 17	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 24	Chapter 6
W Feb 26	Chapter 6
F Feb 28	Chapter 6
M Mar 3	Chapter 7
W Mar 5	Chapter 7
F Mar 7	Chapter 7
M Mar 10	Chapter 8
W Mar 12	Chapter 8
F Mar 14	Chapter 8
<b>M Mar 17</b>	<b>Exam 2 – Chapters 5-8</b>
W Mar 19	Chapter 9
F Mar 21	Chapter 9
M Mar 24	Chapter 9
W Mar 26	Chapter 10
F Mar 28	Chapter 10
M Mar 31	Chapter 10
W Apr 2	Chapter 11
F Apr 4	Chapter 11
M Apr 7	Chapter 11
W Apr 9	Chapter 13
F Apr 11	Chapter 13
M Apr 14	Chapter 13 Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 19-29	Winter Term Final Examinations.

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. 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 15 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 15 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 the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **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 except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

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 the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are

not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 14, 2014**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911

[suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913

[socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17<sup>th</sup>, 2014**. Last day for registration/change of registration is **January 20<sup>th</sup>, 2014**. The last day to withdraw from this course is **April 14<sup>th</sup>, 2014**.