

# ADOLESCENT PSYCHOLOGY

Psy 205  
Spring 2008

**Professor:** Dr. Julie Kingery  
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**Class:** MWF 11:15am-12:10pm  
Gulick Hall, Room 100  
**Office Hours:** M 2:30-4pm & WF 1-2pm  
(and by appointment)

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## Required Text:

Steinberg, L. (2008). *Adolescence* (8<sup>th</sup> ed). New York, NY: McGraw-Hill Higher Education.

## Additional Readings:

*Additional required readings (research articles and book chapters) will be posted on Blackboard throughout the semester.*

## Course Overview:

Welcome to Psych 205! During the twentieth century, adolescence emerged as an increasingly important period in human development. In this course, we will examine the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. Specifically, we will focus on the biological and cognitive changes that occur during adolescence and the role of contextual influences (i.e., schools, the family, peers) on adolescent development. We will also discuss psychosocial aspects of adolescence, such as intimacy, identity, sexuality, and autonomy, as well as psychological problems (e.g., eating disorders, depression, antisocial behavior) that typically emerge during this developmental stage. This course will involve lecture, discussion, activities, videos, and a service-learning project (i.e., interviewing an individual who works with adolescents in the local Geneva community).

The text has a website with practice multiple choice quizzes and essay questions to assist you in learning: <http://www.mhhe.com/steinberg8>. In addition, Blackboard will be used for posting course material and other announcements throughout the semester.

## Course Objectives:

- 1) Understand the major theoretical perspectives on adolescent development and the normative social, biological, and cognitive changes that occur during adolescence
- 2) Appreciate the dynamic and complex interaction among these developmental changes and the key contexts of adolescence (e.g., families, peers, school)
- 3) Think critically about major issues and research findings in the field of adolescent psychology
- 4) Develop practical skills such as using PsycINFO and PubMed to locate journal articles, citing references with APA format, presenting the results of research studies, and developing excellent writing skills
- 5) Recognize the diversity that exists within each individual adolescent and across groups of adolescents
- 6) Apply information learned in this course to your everyday life and events occurring in society

**Grading:**

Exam 1: 20%	Interview Paper/Presentation: 20%
Exam 2: 20%	Article Paper: 10%
Exam 3: 20%	Class Participation: 10%

Your final grade will be converted to a letter grade based on the following scale:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-96	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
			F = 59 and below

**Course Requirements:**

**Exams:** Three non-cumulative exams will be given during the semester. Exams will cover material in the text, additional readings, and material covered in class. All exams will include multiple choice, fill-in-the blank, short answer, and essay questions.

**Class Participation:** I expect you to read the text and other assigned readings prior to each class and come to class (with your textbook) ready to participate actively and thoughtfully in class discussions. Your participation grade will consist of regular attendance, active engagement in class discussions, the completion of **5 brief discussion question responses** (i.e., 2 paragraph, double-spaced typed answer to a question about the readings, see course schedule for due dates), occasional in-class assignments, and periodic quizzes (announced or unannounced). If you are absent (unexcused) on a particular day, you will receive a zero on the quiz, discussion question response, or other assignment that is due that day.

**Article Summary/Critique Paper:** The purpose of this assignment is for you to gain experience reading, interpreting and writing about published scientific research in the field of adolescent psychology. First, you will find a published research study from the past decade (1998-2008) on any topic related to adolescent development that interests you. Then, you will write a paper (2 typed pages, double-spaced) about this research study. Specifically, you will: 1) summarize the key aspects of the research study, 2) discuss the strengths and weaknesses of the study, 3) make connections between the study and material from the textbook and/or discussed in class. Additional information about this assignment will be provided in a separate handout and discussed in class. ***This paper is due at the beginning of class on Wednesday, March 5<sup>th</sup>.***

**Interview Project (Paper/Presentation):** This project will give you the opportunity to gain hands-on experience outside of the classroom and to learn more about career paths related to the field of adolescent psychology. For this project, you will be assigned to work in groups of approximately 3 to 4 students. As a group, you will conduct a face-to-face interview with a professional (e.g., teacher, administrator, counselor, coach, program director, group leader) who works with adolescents in the local Geneva community. Following the interview, each group will give a 15 to 20 minute presentation to the class and write a 5-6 page (typed, double-spaced) paper. More specific information about this project will be provided in a separate handout and discussed in class. ***Each group will be assigned to a particular presentation date (April 9<sup>th</sup>, 11<sup>th</sup>, 23<sup>rd</sup> or 25<sup>th</sup>). Papers are due the class period after each presentation.***

**Attendance:**

This is a comprehensive and challenging course. Lectures are intended to clarify important and/or complex topics covered in the text. Not all of the topics in the text will be covered in lectures, while other areas will be extended by lecture material that is not included in the text or readings. Other supplemental activities include in class demonstrations, small group exercises, discussions and media presentations. ***Regular attendance is strongly encouraged to do well in this class.***

**Make-Up Policy:**

Make-ups and extensions on exams and/or assignments will only be given when there is a **documented** emergency or you have notified me in advance of a religious obligation. Documented emergencies generally include deaths and hospital stays. In either case, you need to contact the Deans Office and they will contact your professors.

The HWS policy on religious observance is as follows, “The Colleges accept the responsibility of making available to each student who is absent from class because of religious obligations and practices an equivalent opportunity to make up any examination, study, or work requirement missed.” If you anticipate a conflict between a religious observance and scheduled exam or assignment, please contact me at least 2 weeks in advance so that we can make the necessary arrangements for a make-up.

**Optional Extra Credit:**

You may earn up to 8 extra credit points (added onto one exam) by participating in a research study within the Psychology Department. Since the experiments vary in length, the amount of extra credit assigned to each experiment will be based on 2 points for every 15 minutes of participation. For example, for a 30-minute experiment, you would earn 4 points of extra credit. After participating in the experiment, ask the researcher to write down the length of the experiment (in minutes) at the top of the consent form. Then, you should give me a copy of this form as proof of your participation in the study.

**Academic Honesty and Integrity:**

Please abide by Colleges’ Principle of Academic Integrity: “In matriculating at the Colleges, each student accepts the responsibility to carry out all academic work with complete honesty and integrity and supports the application of this principle to others.”

Academic dishonesty includes but is not limited to cheating during an exam or quiz or using someone else’s words as your own in any written assignment (i.e., plagiarism). ***Any instance of academic dishonesty will result in a failing grade on that exam or assignment, may result in a failing grade for this course, and will be reported to the Dean’s Office.***

## A Note about The Center for Teaching and Learning (CTL):

Hobart and William Smith Colleges encourages students to seek the academic collaboration and resources that will enable them to demonstrate their best work. Students who would like to enhance their study skills, writing skills, or have other academic inquiries should contact the CTL. You may visit the CTL web site to learn more about the services and programs that are available.

If you are a student with a disability for which you may need accommodations, you are required to register with the Coordinator of Disability Services at the CTL and provide documentation of the disability. Services and accommodations will not be provided until this process is complete. The web site for information pertaining to registration with the CTL and documenting disabilities is: [http://www.hws.edu/studentlife/stuaffairs\\_disabilities.aspx](http://www.hws.edu/studentlife/stuaffairs_disabilities.aspx). ***If you have registered with the CTL, please provide me with the necessary documentation at the beginning of the semester, so that I can best accommodate your needs.***

## List of Additional Required Readings:

The following research articles/book chapters will be posted on Blackboard (refer to the course schedule for specific chapters within each book and due dates for these reading assignments):

- Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology, 41*, 625-635.
- Graber, J.A., Lewinsohn, P.M., Seeley, J.R., & Brooks-Gunn, J. (1997). Is psychopathology associated with the timing of pubertal development? *Journal of the American Academy of Child & Adolescent Psychiatry, 36*, 1768-1776.
- Kindlon, D., Thompson, M., & Barker, T. (1999). *Raising Cain: Protecting the Emotional Life of Boys*. New York: Ballentine Books. (select chapters)
- Leventhal, T., & Brooks-Gunn, J. (2003). Moving to opportunity: An experimental study of neighborhood effects on mental health. *American Journal of Public Health, 93*, 1576-1582.
- Pipher, M. (1994). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York, NY: Ballentine Books. (select chapters)
- Stepp, L.S. (2000). *Our Last Best Shot: Guiding Our Children Through Early Adolescence*. New York, NY: Riverhead Books. (select chapters)
- Thompson, M., O'Neill, G., & Cohen, L.J. (2001). *Best Friends, Worst Enemies: Understanding the Social Lives of Children*. New York, NY: Ballentine Books. (select chapters)
- Underwood, M.K. (2004). Gender and peer relations: Are the two gender cultures really all that different? In J.B. Kupersmidt, & K.A. Dodge (Eds.), *Children's peer relations: From development to intervention* (pp. 21-36). Washington, DC: American Psychological Association.

**Course Schedule:**

The chart below summarizes the topics, readings, exams, and assignments scheduled for this course. In order to get the most out of each class, read the assigned chapter(s) before class. *This schedule is subject to change.* If a change is made, a new schedule will be posted on Blackboard and an announcement will be sent to your HWS e-mail account.

Week	Class	Topic	Readings
1	M – Jan. 21 <sup>st</sup>	<i>Course Overview and Introduction</i>	Intro (pp. 3-20)
	W – Jan.23 <sup>rd</sup>	<i>Social Transitions</i>	Ch.3
	F – Jan. 25 <sup>th</sup> *last day of add/drop	<i>Social Transitions &amp; Tips on Reading Research Articles</i>	Ch.3 (cont.); Leventhal & Brooks-Gunn (2003)
2	M – Jan. 28 <sup>th</sup>	<i>Biological Transitions</i>	Ch.1
	W – Jan. 30 <sup>th</sup>	<i>Using PsycINFO and PubMed – class held in library (LI 1002, multi-media lab)</i>	Ch.1 (cont.)
	F – Feb. 1 <sup>st</sup>	<i>Biological Transitions *Discussion Question Response #1 Due</i>	Ch.1 (cont.); Graber et al. (1997)
3	M – Feb. 4 <sup>th</sup>	<i>Biological Transitions Discussion of Interview Project</i>	Ch.1 (cont.); Pipher Ch.9
	W – Feb. 6 <sup>th</sup>	<i>Cognitive Transitions</i>	Ch.2
	F – Feb. 8 <sup>th</sup>	<i>Cognitive Transitions Interview Project Groups Assigned</i>	Ch.2 (cont.); Gardner & Steinberg (2005)
4	M – Feb. 11 <sup>th</sup>	<i>Families</i>	Ch.4
	W – Feb. 13 <sup>th</sup>	<i>Families *Discussion Question Response #2 Due</i>	Ch.4 (cont.); Pipher Ch.4;
	F – Feb. 15 <sup>th</sup>	<i>Families</i>	Ch.4 (cont.)
5	M – Feb. 18 <sup>th</sup>	<i>Schools</i>	Ch.6; Stepp Ch.7
	W – Feb. 20 <sup>th</sup>	<i>Schools/Exam Review</i>	Ch.6 (cont.)
	F – Feb. 22 <sup>nd</sup>	<b><i>Exam 1 (covers Intro &amp; chapters 1, 2, 3, 4, 6 &amp; additional readings )</i></b>	
6	M – Feb. 25 <sup>th</sup>	<i>Peer Groups</i>	Ch.5
	W – Feb. 27 <sup>th</sup>	<i>Peer Groups *Discussion Question Response #3 Due</i>	Ch.5 (cont.); Underwood chapter
	F – Feb. 29 <sup>th</sup>	<i>Peer Groups</i>	Ch.5 (cont.); Thompson et al. Ch.4
7	M – March 3 <sup>rd</sup>	<i>Peer Groups</i>	Ch.5 (cont.);
	W – March 5 <sup>th</sup>	<i>Work, Leisure, and the Mass Media *Article Summary/ Critique Paper Due</i>	Ch.7
	F – March 7 <sup>th</sup>	<i>Video: Frontline Special on Adolescents &amp; the Media</i>	Ch.7 (cont.)

Week	Class	Topic	Readings
8	M – March 10 <sup>th</sup>	<i>Intimacy</i>	Ch.10
	W – March 12 <sup>th</sup>	<i>Intimacy</i>	Ch.10 (cont.); Thompson et al. Ch.9
	F – March 14 <sup>th</sup>	<i>No Class – Spring Break</i>	
9	M – March 17 <sup>th</sup>	<i>No Class – Spring Break</i>	
	W – March 19 <sup>th</sup>	<i>No Class – Spring Break</i>	
	F – March 21 <sup>st</sup>	<i>No Class – Spring Break</i>	
10	M – March 24 <sup>th</sup>	<i>Intimacy</i>	Ch.10
	W – March 26 <sup>th</sup>	<i>Achievement</i>	Ch.12
	F – March 28 <sup>th</sup>	<i>Achievement</i> <b>*Discussion Question Response #4 Due</b>	Ch.12 (cont.); Mooney chapter -TBA
11	M – March 31 <sup>st</sup>	<i>Guest Speaker: Jonathan Mooney</i> <i>Review for Exam</i>	Ch. 12 (cont.)
	W – April 2 <sup>nd</sup>	<b>Exam 2 (covers chapters 5, 7, 10, 12, &amp; additional readings)</b>	
	F – April 4 <sup>th</sup>	<i>Identity</i>	Ch.8
12	M – April 7 <sup>th</sup>	<i>Identity</i>	Ch.8 (cont.); Stepp Ch.1
	W – April 9 <sup>th</sup>	<b>Presentation Day #1</b>	catch up on assigned reading
	F – April 11 <sup>th</sup>	<b>Presentation Day #2</b>	catch up on assigned reading
13	M – April 14 <sup>th</sup>	<i>Autonomy</i>	Ch.9
	W – April 16 <sup>th</sup>	<i>Autonomy</i>	Ch.9 (cont.); Additional reading - TBA
	F – April 18 <sup>th</sup>	<i>Sexuality</i>	Ch.11
14	M – April 21 <sup>st</sup>	<i>Sexuality</i>	Ch.11 (cont.); Kindlon et al. Ch.10; Pipher Ch.11
	W – April 23 <sup>rd</sup>	<b>Presentation Day #3</b>	catch up on assigned reading
	F – April 25 <sup>th</sup>	<b>Presentation Day #4</b>	catch up on assigned reading
15	M – April 28 <sup>th</sup>	<i>Psychosocial Problems</i>	Ch.13
	W – April 30 <sup>th</sup>	<i>Psychosocial Problems</i>	Ch.13 (cont.); Kindlon et al. Ch.11
	F – May 2 <sup>nd</sup>	<i>Psychosocial Problems</i> <b>*Discussion Question Response #5 Due</b>	Ch.13 (cont.); Kindlon et al. Ch.8; Pipher Ch.8
16	M – May 5 <sup>th</sup> *Last Day of Class	<i>Psychosocial Problems/Exam Review</i>	Ch.13 (cont.)
	T – May 13 <sup>th</sup> from 7-10pm	<b>Exam 3 (covers chapters 8, 9, 11, 13 &amp; presentation material)</b>	

## Psychology 205 Student Information Sheet

Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_

Hometown: \_\_\_\_\_  
 Year at HWS: \_\_\_\_\_  
 Major/Minor: \_\_\_\_\_

Reason for taking this course: \_\_\_\_\_  
 Previous Psychology courses taken: \_\_\_\_\_

What is adolescence? Provide a definition (your best guess) here:

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Aspects of adolescent development that I am particularly interested in or hope to learn more about this semester:

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Rate your level of interest in this class:

1	2	3	4	5	6	7	8	9	10
no interest			some interest				strong interest		

When I'm not in class, I enjoy:

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Other comments: