



UNIVERSITY OF ALBERTA
DEPARTMENT OF PSYCHOLOGY

Adolescent Development
PSYCO 327, Section B1
Winter 2021

Instructor: Larissa Predy, M.A., Doctoral Candidate
Office: In-person office hours will not be held as they are discouraged by the University at this time.
E-mail: lpredy@ualberta.ca
 (Please put PSYCO 327 in the subject line of your emails)

Web Page: Go to eClass, accessible on the University main page

Office Hours: Via Zoom on Wednesday's at 1:00pm-2:00pm MDT.
 If this time does not work for you, you may request a Zoom meeting from eClass.
Meeting ID: 925 6400 9793
PW: 3n005j

Teaching Assistant: Vrushali Gumnur, M.Sc., Doctoral Candidate
Email: gumnur@ualberta.ca (Please put PSYCO 327 in the subject line of your emails)

Room & Time: Tuesday & Thursday 9:30 am – 10:50 am (MDT), Live via Zoom

Meeting ID: 961 7781 4562
PW: 8n598m

Live Online Lectures can be accessed directly via eClass.

Class Time Q&A - pre-submitted student questions about assigned readings will be answered following each lecture by the instructor. Q&A Questions should be submitted by 11:55pm MDT the night before each class.

NOTE: Recordings from each Live Online Lectures/Q&A will be available for 24-hours. Students are expected to either attend or view the lecture and Q&A within this timeframe. Supplementary materials (e.g., lecture slides, shared video links) will be provided in eClass and will remain in eClass for access throughout the term.

Course Description: This course is intended to provide you with foundational knowledge required to gain a better understanding of adolescent development including: biological, cognitive, and social aspects of development that occur during the period from early to late adolescence, as well as the contextual influence of family, ethnicity, culture, neighborhood, community, norms, values, and historical events on adolescent development. We will also touch on psychosocial elements of adolescent development including identity, autonomy, intimacy, sexuality, achievement, and socioemotional/ psychopathological development in adolescence. Despite not

having a clinical orientation, some potentially sensitive topics as well as atypical developmental processes will also be discussed (e.g., sexuality, depression, violence).[Faculty of Arts]

Course Prerequisites: Prerequisite: PSYCO 223. It is the responsibility of the student to ensure they have the appropriate prerequisite(s) for the course.

Course Objectives and Expected Learning Outcomes: By the end of this course, students should be able to: 1) identify and describe the main biological, cognitive, and social-emotional developmental processes that take place during adolescence and important contexts of development during this period, 2) appreciate how contextual variations in terms of social, economic, family, and cultural factors are related to differences in emerging developmental competencies and challenges in adolescence, 3) evaluate the contributions of theoretical perspectives and empirical research to our understanding of normative developmental processes during adolescence, and 4) integrate, apply, and communicate research on adolescent development to understanding differences among teens in how they change across adolescence.

Competencies that prepare students for success in the workplace include reading comprehension, ability to speak and present information in a convincing manner, and writing. The required activities in this course are specifically designed to contribute to student development of these core competencies. Importantly, students should be able to apply learned knowledge to their everyday life. Critical understanding of and effective communication of research findings on adolescent development are essential components of the training goals.

Required Textbook (e-text or hardcopy):

Kuther, T. L. (2021). *Adolescence in Context*. SAGE Publications, Inc.

Click here for ebook: [Adolescence in Context \(ebook\)](#)

Additional Readings Available on e-Class.

Technology Requirements/Recommendations for Remote Learning:

For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Student Resources for Remote Learning:

Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

Please note that class times for this course will be recorded. Temporary recordings of this course will be used for the purposes of asynchronous learning and will be disclosed to other students enrolled in this section of the class and the Teaching Assistant.

Students have the right to not participate in the recording and are advised to turn off their cameras and audio prior to recording; they can still participate through text-based chat. It is recommended that students remove all identifiable and personal belongings from the space in which they will be participating.

Recordings will be made available for 24-hours following each lecture and accessible by Google Drive. Please direct any questions about this collection to the professor of this course.

Important Dates: See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

Grade Evaluation: Grades will be assigned in percentages and will be converted to letter grades based on the below table. Your final grades will be calculated in accordance with University of Alberta letter grading system and will reflect your performance in relation to the rest of the class. Adjustments will be applied as necessary so that students' demonstrated performance reflects the appropriate letter grade as specified by Calendar § 23.4(4).

Fifty-percent (50%) is required to pass. Rounding is to the second decimal place. We do not raise grades if you are close to the cut-off, so please do not ask to be the exceptional student in the class who deserves a break. You are responsible for meeting all course requirements and for all course material that is covered in the readings and lectures. Failure to complete any one of the course requirements will result in a grade of 0 for that assignment (unless there is an excused absence; see Attendance: 2019/20 University Calendar). Please note that final grades are unofficial until approved by the Department and/or Faculty offering the course.

Note: if you receive a 0 on any required element of the course worth 15% or above (Mid-term Exam or Final Exam; Group Presentation), your grade for this course will be accompanied by a permanent remark on your transcript indicating that you received at least one 0. For example, a "1" next to your letter grade indicates that the "grade includes a mark of '0' for final examination missed, or for term work missed, or both" (see Evaluation Procedures and Grading System: 2020/21 University Calendar).

Distribution of Grades												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

* This table contains an approximate guideline for the course, however the instructor reserves the right to adjust this table and assign appropriate grades based on relative performance.

** Grades are unofficial until approved by the Department and/or Faculty offering the course.

Grade Distribution/ Components of Course Grade (all assignments due at 11:55pm MDT):

Date	Weighting	
January 28 February 26 March 18	10% (2 best of 3 = 10%)	Reflection Journal #1 Reflection Journal #2 Reflection Journal #3
February 2	25%	MIDTERM: Biological & Cognitive Development in Adolescence
April 1	35%	Mock 5MT Presentation
TBD	30%	FINAL EXAM

Format of Tests and Exams:

There is no possibility of a re-examination in this course.

Students are responsible for all lecture, reading, and eClass material. Additionally, any content that is covered in the form of a demonstration or activity as well as any videos, are eligible to be covered on both midterm and final exams. The instructor will not answer any questions regarding what content the students should focus on for the exams.

The midterm (worth 25% of the final grade) will consist of 3 short answer questions (with a maximum word limit of 150 words each). The **midterm will be available to complete on eClass for 24-hours but you will only be given 2-hours to complete the exam.**

Midterm: available from February 2nd at 9:30am to February 3rd at 9:30am

Final exam: (TENTATIVE) available from April 20th at 9:30am to April 21st at 9:30am

The final exam (worth 30% of the final grade) will be available to complete on eClass for 24-hours and will consist of 5 short answer questions (with a maximum word limit of 150 words each). The final exam will cover material from after the midterm. **The final exam will be available to complete on eClass for 24-hours but you will only be given 2-hours to complete the exam.**

Attendance/Viewing: Regular attendance/viewing of lectures is essential for optimal performance. Please refer to the Calendar policies on [Attendance](#).

Representative Evaluative Material: Practice exam questions will be available on eClass the week preceding each exam.

Reflection Journals: The subject matter of this course – adolescent development – is something that all students are intimately involved with on a daily basis, whether they like it or not. This course should be more meaningful if students can relate what they learn to their own experiences and observations of other people. To help students do this, they will submit journal entries in which they discuss issues pertaining to adolescent development in their own lives or the lives of others, related to the readings and lecture material. These entries will comprise 10% of the final grade.

Students will complete 2 of 3 possible journal entries over the course of the term. Each entry will be 200-300 words long. The entries should reflect thoughts concerning adolescent development within the student's life or in the media. The entries need to directly tie information from the incident or event to material we have discussed in class for that section of material (e.g., biological transitions).

Students will complete these entries through the appropriate "Assignments" function on e-class. Due dates for these entries can be found on the lecture outline above. **Entries must be completed and submitted by 11:55 pm on the given due date. Late entries will not be accepted for any reason. It is the student's responsibility to ensure they know how to access and complete these assignments, and that they do so by the due date.** Entries will be assessed on a 5-point basis (see Rubric in Assignment Guidelines). If students have questions about their performance on these entries, they should contact the instructor.

Because there are 3 entries, but students are only responsible for doing 2, this means that students can miss 1 entry (for whatever reason) without their grades being affected. It also means that if they receive a poor score on one entry, they will have the opportunity to make it up by completing one of the additional entries, and therefore not have the poor score count. The best 2 entries for each student will be counted towards this 10% of the grade.

Mock 5MT Presentations: You will work individually to virtually present pre-recorded 5-minute presentations on one of the following topics in the domain of adolescent development in the form of a PowerPoint (or similar) slides with Audio voiceovers for each slide:

- Identity
- Autonomy
- Intimacy
- Sexuality
- Media
- Society
- Psychosocial Problems

You will present a brief introduction of this topic and its relevance to adolescence as well as discussing 3 recent (published 2016-2021) peer reviewed journal articles that you think have contributed significantly to this area of knowledge (that are specific to adolescent development). Finally, you will be asked to describe how you think this area of adolescent development might change in the next 50 years based upon your knowledge of developmental trends discussed throughout the course.

For your presentation you will prepare a set of PowerPoint (or similar) slides as if you were presenting a real 5MT for a virtual conference, and **upload the project in eClass at 11:55pm MDT on the day it is due.** Your presentation will be 5 minutes in length and will be shared on e-Class with the class.

The slides should contain the following information (see Rubric in Assignment Guidelines):

1. Introduction of the topic (/3)
2. Description of the find

ings from 3 recent peer reviewed journal articles (/8)

3. Educated predictions about how this area might shift in the next 50 years (/4)

Policy on late work: I will not accept late Reflection Journal entries for any reason. For the Mock 5MT presentation, late submissions will receive -10% for the first minute after 11:55pm MDT on the date it is due (up to the first 24 hours), and -15% for every following 24-hours that pass from the due date/time to a maximum of 72-hours. After 72-hours, late submissions will not be accepted for any reason.

Missed Term Exams and Assignments: For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request.

A student who cannot write a term test or complete a term assignment due to incapacitating illness, severe domestic affliction or other compelling reasons must contact the instructor within 48 hours of the missed midterm exam or deadline. In the event that a shift in weighting to the final exam increases its weight to >40%, this does not change the original 'syllabus weight', meaning the student does not now qualify for possible re examination. Transferring the weight of missed work to the final exam could result in the student not being approved for a deferred final examination as they may not have completed the required 50% of term work.

In all cases, instructors may request adequate documentation to substantiate the reason for the absence, at their discretion.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Deferral of term work/exams is under the discretion of the instructor, however, a student must apply to their Faculty for a deferral of a final exam, see below.

Deferred Final Examination: A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to their Faculty for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student's Faculty office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

The deferred final exam will be held May 3rd from 2-4pm

STUDENT RESPONSIBILITIES:

Academic Integrity: The University of Alberta is committed to the highest standards of

academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor. All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Guidelines for Respectful Online Engagement: “Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considerate manner.

If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.”

Exams: Students should refer to the Calendar information on [Conduct of Exams](#) for more information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students will have the opportunity to ask questions after the lecture material has been presented, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either, a) be called on to ask questions regarding the lecture or text material, or b) be asked to mute their audio in Zoom, or 3) be asked to leave the lecture. Students are expected to turn off all cell phones, smart phones, and music devices during class time so as not to disrupt the class. Students should not resume the use of these devices until they have left the lecture.

Recording and/or Distribution of Course Materials: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

STUDENT RESOURCES:

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT

The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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Lecture Schedule & Assigned Readings (tentative)
The instructor reserves the right to make changes as needed

Weeks/Dates	Topic	Readings
PART 1: Biological & Cognitive Development in Adolescence		
1: Jan 12	Introduction/ Syllabus Review/ APA Review/ Grading Rubrics	
1: Jan 14	Introduction to the study of Adolescent Development: History, Theories & Science	Ch. 1
2: Jan 19	Biological transitions I: Genetics	Ch. 2
2: Jan 21	Biological transitions II: Brain Development	Ch. 2
3: Jan 26	Cognitive Transitions I: Attention & Memory	Ch. 3
3: Jan 28	Cognitive Transitions II: Executive Functions Reflection Journal #1: Topic: Cognitive Transitions	Ch. 3
4: Feb 2	MIDTERM: Biological & Cognitive Development in Adolescence	
PART 2: Psychosocial and socioemotional development		
4: Feb 4	Self & Identity	Ch. 4
5: Feb 9	Gender	Ch. 5
5: Feb 11	Emotions & Emotional Regulation	eClass (1)
6: Feb 16	NO CLASS (Reading Week)	
6: Feb 18	NO CLASS (Reading Week)	
7: Feb 23	Intimacy & Sexuality	Ch. 6
7: Feb 25	Morality, Religion, and Values Reflection Journal #2: Topic: Psychosocial Transitions	Ch. 7
PART 3: Contexts of Adolescent Development		
8: Mar 2	Family contexts	Ch. 8
8: Mar 4	Peer Contexts	Ch. 9
9: Mar 9	School Contexts	Ch. 10
9: Mar 11	Media & Online Contexts	Ch. 11
10: Mar 16	Understanding Society I	Ch. 11
10: Mar 18	Understanding Society II Reflection Journal #3: Topic: Contexts in Adolescence	eClass (2)
PART 4: Problems in Development		
11: Mar 23	Personality, Peer Relations, & Self-Perception	Ch. 12

<u>11: Mar 25</u>	Prosocial & Antisocial Development	Ch. 12
<u>12: Mar 30</u>	Atypical Development in Reasoning, Mind, Intelligence, Learning, & Language	eClass (3)
<u>12: Apr 1</u>	Atypical Development in Emotions & Emotion Regulation Mock 5MT Presentations (DUE APRIL 1 @ 11:55pm MDT)	eClass (4)
<u>13: Apr 6</u>	Atypical Development in Emotions & Emotion Regulation	eClass (5)
<u>13: Apr 8</u>	Viewing & discussion of Mock 5MT Presentations	
<u>14: Apr 13</u>	Viewing & discussion of Mock 5MT Presentations	
<u>14: Apr 15</u>	Final Exam Review Class	
<u>TBD</u>	FINAL EXAM	