

**Psychology 315-1,
Psychology of Adolescence,
Spring, 2017**

Instructor: Debbie Palmer, Ph.D.
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Meeting Times: Mondays & Wednesdays 11AM – 12:15 PM
Classroom location: D217 Science Building

Office hours: Mondays 3-4 PM and Wednesdays 9:30-10:30 AM; other times by appointment

Required Materials:

Text: *Adolescence (11th Edition)* by Laurence Steinberg.

Outside Reading materials placed on the D2L course website (please see below for more information on D2L).

TurningPoint clicker: You are required to lease a clicker from the UWSP IT Service Desk in room 027 of Albertson Hall. For UWSP IT Service Desk hours, please visit: <http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>. You will need your UWSP Student ID to get your clicker. An \$8 semester lease fee will be automatically added to your UWSP student bill. Your clicker may be used in any class that requires clickers for the semester. Clickers must be returned to the UWSP IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

Desire To Learn course website (D2L): By visiting the D2L link on UWSP's website you will find information about our specific course. You will be provided downloadable files containing lecture slides, handouts, outside reading materials, information about grades, etc. Assistance regarding how to utilize the D2L course website may be found via the UWSP IT Service Desk website at <http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>, extension 4357 on campus, 715-346-4357 locally, and 1-877-832-8977 long distance) and in room 027 of Albertson Hall.

Course Description: My primary goal for this course is for you to gain an in-depth, scientifically based understanding of the adolescent period of human development. To that end, you will experience a broad overview of multiple topics pertaining to adolescence, including physical, cognitive, social, and emotional transitions. Although the focus of the material will emphasize primarily normative development, we will also examine non-normative development. Therefore, positive and negative aspects of this life period will be covered. Please note that as this is a Psychology course you will be presented with a lot of theoretical and empirical information. I will make a concerted effort to demonstrate connections to "real-life."

I will use a variety of formats and techniques to present the course information, ranging from lectures to showing video clips, in-class activities, outside assignments & service-learning with community agencies, as well as active dialogue between you and myself.

Disability Accommodation: Any student who has a disability and is in need of accommodations: please contact me and the Disability and Assistive Technology Center as soon as possible. The main office for the Disability and Assistive Technology Center is 609 in Albertson Hall (715-346-3365).

Grading: Your final course grade will be based on the following components: performance on exams, performance on in-class assignments/activities, and performance on either service-learning **OR** outside assignments.

Attendance & Course Participation: One of the best ways to develop critical thinking skills is through discussion with others who hold different perspectives. Further, class dialogue and activities offer an opportunity to apply psychological theories about adolescence to your own experiences and allow the reexamination of assumptions that we all hold regarding this period of development. Therefore, this course will be conducted in a lecture/discussion format which requires your active participation.

I will work hard to be adequately prepared for class each day; therefore, I expect you to also be adequately prepared for class by completing all readings and relevant assignments (see the tentative course schedule on page 6 of this document) by the beginning of the class on their respective due dates.

Please show respect for your fellow students and myself during discussions and activities by listening, and being open to diverse viewpoints. I ask that you please minimize disruptions during class (e.g., texting, etc.). Please be in your seat at the beginning of class each day. Keep in mind that attendance is expected for the *entire* class session. Tardiness and/or early departures are discouraged. Find a seat that is acceptable during the first class days that you will use the remainder of the term – this will allow me to more easily learn your name. Please contact me in the event of extenuating circumstances (e.g., extended absence due to hospitalization, etc.).

Individuals with problematic attendance, who appear chronically unprepared, do not sufficiently participate (i.e., offer relevant comments, etc.) risk a lowering of their course grades.

In-class assignments/activities: These assignments will require you to complete a variety of tasks, both individually and in collaboration with your fellow classmates (in a class-wide manner or in small groups). Some assignments will require you to produce written responses (individually or in collaboration with fellow classmates) while others may entail verbal discussion and/or presentation of topics that are more open-ended. Other activities will entail that you answer questions via a TurningPoint clicker. I will provide immediate and anonymous feedback for the class regarding the correct answers to the in-class activities using the clickers (where applicable, i.e., if there is a right or wrong answer) so you can get an accurate sense of your level of understanding of the topics. I will not be grading these particular clicker activities in terms of accuracy but will be tracking that you were actually present and participated. You need to have your clicker with you each day (except exam days) beginning on **1/30/17**. It is UWSP policy that you regularly attend your classes.

Sometimes students forget their clickers, misplace their clickers, etc. I understand on occasion that this may happen. Therefore, you will be allowed twice this term to sign in on an attendance sheet – without penalty - if you are present in class without your clicker when an in-class activity is completed. **Anyone who forgets/shows up to class more than twice in a term without a clicker with them when an in-class activity is completed will receive no credit for those class meetings.** In the event that a clicker malfunctions (e.g., batteries have died, etc.) you will need to go promptly to the UWSP IT Service Desk in room 027 of Albertson Hall for assistance. You are urged to communicate with me as soon as possible if you believe you have a legitimate reason for not having your clicker with you in class, or if it is malfunctioning, especially if it is for an extended period of time, so I can determine if a waiver of penalties is warranted.

By their very nature it is challenging to create make-ups for missed in-class assignments/activities (e.g., how can one voice their opinion on a topic arrived at via small group discussion if one did not take part in the small group discussion?). To that end, you will be allowed to drop **two days** of in-class assignments/activities during the term. Therefore, make-ups of in-class assignments/activities should be unnecessary for most students, but if I determine that a student has a valid, usually documented excuse, then a make-up of the missed assignment/activity or an equivalent alternative would be possible. To make these assignments/activities up, plan on contacting me via email and/or stopping by during office hours (or via appointment). Once again, please contact me in the event of extenuating circumstances (e.g., extended absence due to hospitalization, etc.).

Please note that no behavior pertaining to clicker usage that violates UWSP's academic honesty policies will be tolerated in this class. Please refer to the Rights and Responsibilities and Academic Honesty sections later in this document for more details.

Service-Learning: You have the *option* of actively participating in service-learning through a local community agency. In order to successfully complete service-learning, you will be expected to read through the descriptions of the opportunities at the various agencies posted to the D2L course site or communicate with me about your interest in doing work at an alternate location. Then, you must submit a completed hard copy of the service-learning selection form, wait for me to communicate placement information via email. If you accept your placement, then

you will submit a hard copy of the completed service-learning agreement form, attend a mandatory orientation meeting led by the agency's personnel, devote a minimum of 15 volunteer hours of work (unpaid and documented via a time log, *not including* the orientation) to the agency, complete a progress report during the designated class time, and also at the end of your service submit reflections during the designated class time. Guidelines for all of these requirements are available both on the last page of this syllabus and also on D2L. Instructions on what to do if you miss the designated class periods for the progress report and/or the reflections are on D2L.

You are expected to complete your service-learning responsibilities in a professional manner. This means you will adhere to standards set forth by the agency regarding dress code and behavior (e.g., punctuality, etc.). Keep in mind you are representing myself as well as UWSP. Any deviations from these expectations will be dealt with swiftly and may result in a lowering of your course grade or even dismissal from the agency. Descriptions of the opportunities available to you and expectations can be found on D2L.

Failure to meet posted deadlines will result in deductions. For instance, a deduction of 10% will occur for each calendar day (including weekends) that any work is submitted late. **Nothing** will be accepted more than 7 days past the due date. In the instance that a student has a legitimate, usually documented excuse, the late penalty will be waived. All items are due at the start of class time on specific dates. Please note that what you communicate with me regarding service-learning may be potentially shared with the appropriate agency staff members.

Service-learning can be used to fulfill your Experiential Learning requirement for the GEP at UWSP. Should you wish to do service-learning and also meet this GEP requirement, you must notify me in a timely manner so that the required form is completed by class time on **2/27/17**. The form is on the D2L site.

Outside assignments: Students who elect *not* to participate in service-learning will be required to complete 3 assignments outside of the class meeting time. These assignments will allow you to actively investigate aspects of adolescence in a variety of ways. Any submitted outside assignment not meeting stated instructions may be returned to you for revision and/or may receive a grade deduction. The due dates for outside assignments are listed in the tentative schedule on the last page of this syllabus. The guidelines for each of these outside assignments are posted on D2L. Completed outside assignments need to be submitted electronically to D2L by the beginning of the class period for each of the stated deadlines. Late outside assignments are not encouraged and will result in a deduction (10%) each calendar day it is submitted past the deadline. Nothing will be accepted more than 1 week late. Only with a legitimate, documented excuse will this late policy be waived. Please note that any or all of these completed outside assignments may be submitted early.

It is not anticipated that any student would be able to begin service-learning and then switch to the outside assignments or vice versa. Therefore, please very carefully select which of the options you wish to do. In the case of extenuating circumstances, please communicate with me as soon as possible so we can work together to resolve issues.

Exams: The exam format will consist of a combination of multiple-choice, short-answer, and essay questions. The exams are *not* cumulative. Detailed review sheets will be made available before each exam, both in class and on D2L. Graded exams will be available to view in class as well as during office hours or via scheduled appointments. Exam grades will be posted on the D2L website. Be aware that graded exams are not allowed to be taken from the classroom or my office.

Late/Missed Exams: In order to take any exam later than the scheduled date, be aware that you will usually be required to have a valid reason and to provide supporting documentation (e.g., doctor's note, receipt for automobile repairs, etc.) verifying your excuse in a timely manner. With enough prior notice, and my approval, it *may* be possible for you to take exam(s) before the scheduled date(s).

Extra Credit Opportunities: I will offer opportunities for you to earn significant extra credit this semester. More details will be forthcoming in class and posted to D2L.

Tutoring: All UWSP students can receive individual tutoring assistance arranged via the Mary K. Croft Tutoring and Learning Center here on campus – please visit the website at <http://www.uwsp.edu/tlc/Pages/default.aspx> for information on their services (and possible fees, when applicable) that are offered.

Rights and Responsibilities: UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

Academic Honesty: Any academic misconduct is in violation of UWSP's policies and is extremely serious. Information about potential disciplinary actions and procedural guidelines pertaining to academic misconduct may be found in Chapter 14, which is entitled "Student Academic Standards And Disciplinary Procedures" and is posted online at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Understand, please that no collaboration is permitted in the submission of documentation or writing assignments required as part of the service-learning or outside assignment course options. In addition, no collaboration is permitted in the usage of the TurningPoint clickers. So, for instance, using a classmate's clicker in class when he/she cannot attend is not allowed.

Course Withdrawal: If you choose to withdraw from class, you should do so in a timely manner in accordance with published deadlines. Not doing so could result in a failing grade or the loss of reimbursable fees. The published deadlines can be found at: <http://www.uwsp.edu/regrec/Pages/calendars.aspx>

Emergency Procedures: UWSP has an emergency management plan; details about this plan can be found at www.uwsp.edu/rmgt.

- In the event of a medical emergency during class, call 911 or use the red emergency phone located in the hallway. Offer assistance if you are trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning during class, proceed to the lowest level interior room without window exposure in the basement of this building.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC). Notify me or the emergency command personnel of any missing individuals.
- In the event of an active shooter during class– if you can run from the classroom, do so. If you are trapped, try to hide, lock the door, turn off the lights, spread out and remain quiet. The recommendation is to fight back if you cannot run away or hide. Follow instructions of emergency responders.

Notice of Disclosure Responsibility: Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

Course Grade Calculation: Attendance & Course Participation = 25%, Exams = 45%, Service-Learning **OR** Outside Assignments = 30%.

For **service-learning** the following formula applies when calculating the 30% listed above: completion of the service-learning selection form = 1%; completion of the service-learning agreement form = 1%; successful completion of service hours measured via the completed time log sheet = 15%; progress report = 3%; reflections = 10%.

For **outside assignments** the following formula applies when calculating the 30% listed above: outside assignment #1: 10%; outside assignment #2: 10%; outside assignment #3: 10%

Grading Scale:

A	≥ 93%	A-	90% to 92%	B+	87% to 89%	B	83% to 86%
B-	80% to 82%	C+	77% to 79%	C	73% to 76%	C-	70% to 72%
D+	67% to 69%	D	60% to 66%	F	less than 60%		

Week	Date	Topics	Readings
1	1/23	Class Introduction	
	1/25	Defining & Studying Adolescence	Introduction & Chapter 3 in text
2	1/30	Defining & Studying Adolescence	Introduction & Chapter 3 in text. You are expected to have a clicker to begin to use in class this day.
	2/1	Defining & Studying Adolescence	Introduction & Chapter 3 in text
3	2/6	Pubertal Development	Chapter 1 in text
	2/8	Pubertal Development	Chapter 1 in text
4	2/13	Pubertal Development	Chapter 1 in text
	2/15	Pubertal Development	Outside reading #1 on D2L
5	2/20	Cognitive Development	Chapter 2 in text
	2/22	Cognitive Development	Chapter 2 in text
6	2/27	Cognitive Development	Chapter 2 in text
	3/1	Cognitive Development	Outside reading #2 on D2L
7	3/6	Exam #1	
	3/8	Family Relationships	Chapter 4 in text
8	3/13	Family Relationships	Chapter 4 in text
	3/15	Family Relationships	Chapter 4 in text
	3/20	Spring Break – Enjoy!	
	3/22	Spring Break – Enjoy!	
9	3/27	Family Relationships	Outside reading #3 on D2L
	3/29	Peer Relationships	Chapter 5 in text
10	4/3	Peer Relationships; Progress Report for service-learning	Chapter 5 in text
	4/5	Peer Relationships	Chapter 5 in text
11	4/10	Peer Relationships	Outside reading #4 on D2L
	4/12	Exam #2	
12	4/17	Intimacy & Sexuality Development	Chapters 10 & 11 in text
	4/19	Intimacy & Sexuality Development	Chapters 10 & 11 in text
13	4/24	Intimacy & Sexuality Development	Outside reading #5 on D2L
	4/26	Psychosocial Problems in Adolescence	Chapter 13 in text
14	5/1	Psychosocial Problems in Adolescence	Chapter 13 in text
	5/3	Psychosocial Problems in Adolescence	Chapter 13 in text
15	5/8	Psychosocial Problems in Adolescence	Outside reading #6 on D2L Extra credit is due
	5/10	Reflections for service-learning	Only students doing service-learning are required to attend this day
Final Exam	5/17 from 12:30 – 2:30 PM	Exam #3	

Date	Service-Learning Assignments	Outside Assignment Assignments
2/6	Selection form: hard copy due by class time. Placements will be made by me and communicated to you via email during this week.	
Early-Mid February	Orientations will be arranged and completed once you have been placed. Check details on how to arrange your orientation in the email you receive about placement from me.	
2/27	Agreement form: hard copy due by class time. General Education Experiential-Learning Activity Planning Form (if applicable): hard copy due by class time.	
2/15		Outside Assignment #1: electronic file due to D2L course website by class time.
3/15		Outside Assignment #2: electronic file due to D2L course website by class time.
4/3	Progress report: will be submitted during the last part of the class meeting through usage of your clickers. Information on what you will need to share can be found on D2L, along with instructions on what to do if you are absent during this class meeting. Grades and feedback will be shared via email.	
4/24		Outside Assignment #3: electronic file due to D2L course website by class time.
5/10	Time sheet: hard copy to me by class time. Reflections: will be submitted during class. Information on what you will need to share can be found on D2L, along with instructions on what to do if you are absent for this class meeting. Grades and feedback will be shared via email.	