

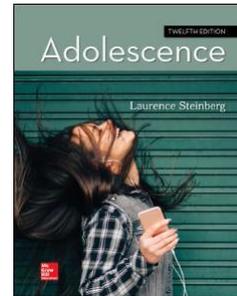
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PSYC 4310: Adolescent Development

Fall 2022

COURSE INFORMATION

Instructor: April Gile Thomas, Ph.D.
Email: Athomas5@utep.edu
Location: Virtually via Blackboard (asynchronously)
Required materials: Steinberg, L. (2018). *Adolescence* (12th Ed.). McGraw Hill Education.



WHAT WILL YOU LEARN IN THIS CLASS?

This course will cover the fundamentals of psychological development during adolescence. We will cover topics in the areas of biological, cognitive, and social development, as well as the development of the self, identity, and relationships. The course is divided into three subparts: The fundamental changes of adolescence, the contexts of adolescence, and psychosocial development during adolescence. By the end of this course, you should have an understanding of behavioral aspects of adolescent development and of how research can be used to inform practical problems of a developmental nature.

At the end of this course, you should be able to:

1. Identify the major features of psychological development during the adolescent years.
2. Analyze and evaluate research findings related to adolescent development.
3. Understand social policies affecting adolescents in light of the scientific evidence about the period.
4. Communicate your understanding of research with others, both orally and in written form.
5. Critically evaluate popular beliefs about adolescence and dispel myths using evidence from research.



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COURSE MATERIALS & BLACKBOARD

We will be using the textbook frequently, and you should have a copy before class begins. Purchase, ebook, and rental options can be compared in the UTEP bookstore or on various websites. The textbook is supplemented by empirical, theoretical, and review articles and chapters from a variety of journals and books that will be provided as the course progresses to download via the Blackboard system. Blackboard is also where you will find assignment descriptions and submission portals, lectures and lecture notes, and other materials relevant to the course. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard several times per week.

COURSE COMMUNICATION

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours to address your questions and comments about the course. My office hours will be held on [Zoom](#) on Wednesdays from 1:30-2:30pm or by appointment.
- **Email:** UTEP e-mail is the best way to contact me (my email is athomas5@utep.edu). I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. For tips on how to email your professor: <http://www.wikihow.com/Email-a-Professor>
 - *Note: Due to FERPA regulations regarding privacy, I am not allowed to discuss grades via email unless you email from your UTEP email address, and it is a private message with no other individuals copied.*
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response (you will receive 1 point of extra credit if you offer a correct answer to another student's question; you can earn a maximum of 5 extra credit points for this).
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

TECHNOLOGY REQUIREMENTS

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- **Internet Access:** Please make sure you have sufficient WiFi connectivity as this is an online course. If you find that your Internet speed is contributing to difficulties in the course (such as problems submitting assignments, watching course videos, or completing exams), please reach out to the [Technology Support Center to request a hotspot](#). These are currently available for free to rent.
- **Blackboard:** Course content is delivered via the Internet through the Blackboard learning management system (LMS). You should login to the LMS at least twice a week. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome is the best browser for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- **Word Processing Software:** If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.
- **Webcam:** You will need a webcam for this course's video discussions. If you do not have a webcam on your computer, you may use a webcam on a smartphone or tablet device. If you do not have access to a device with a webcam, please contact the [UTEP Technology Support Center](#) to check out a laptop.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

HOW WILL YOUR GRADE BE DETERMINED?

Your grade for the course will be based on quizzes, assignments, and participation. Grades will be weighted such that 50% of your grade comes from quizzes and 50% of your grade comes from classwork (including assignments and Flipgrid posts). To calculate your weighted grade, use the following formula (as Blackboard does not accurately reflect weighted grades):

$$\text{Weighted grade} = ((\text{Total quiz points earned} / \text{quiz points possible}) * .5) + ((\text{Total classwork points earned} / \text{Total classwork points possible}) * .5)$$

Grades will be determined using the following scale:

90% and above	=A
80 to 89%	=B
70 to 79%	=C
60 to 69%	=D

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59% and below =F

****Grades will not be rounded.**

Quizzes

Quizzes will be administered via Blackboard. Quizzes will be open book/open notes; however, they will be timed to encourage studying beforehand and to minimize cheating. You will complete one quiz per topic/chapter of the course (approximately one per week). The quizzes consist of multiple choice, short answer, and essay questions.

Assignments

Occasionally, course topics will include an accompanying assignment to help provide an applied perspective or a deeper dive into the content. All assignments should be submitted in Blackboard. Assignments should be approximately 1-2 pages, double spaced, with 1" margins, 12 pt font (Arial, Calibri, or Times New Roman). You do not need a title page; however, you should include in-text citations (APA format) and a reference page as appropriate (you do not need to cite the textbook but if you use other references, they should be appropriately cited). Points will be deducted for assignments that fail to address all elements of the assignment or have improper formatting.

Flipgrid Discussion Videos

The class will utilize [Flipgrid](#) to generate discussion videos (usually 1 per lecture) to talk about and reflect on course concepts through multiple perspectives. [Here's a brief tutorial on how to use Flipgrid.](#) Please use your UTEP email address to sign in. These are worth 10 points each. **You must also respond to at least 2 other students per post (you may respond via text or video comments).** To receive full points, you need to address all components of the discussion prompt and follow our class rules for discussion post etiquette. Videos that violate discussion post rules may not receive credit. Videos should be no more than 3 minutes in length. If you are shy about showing your face on screen, you may use the face-blurring option provided in Flipgrid.

WHAT DOES SUCCESS LOOK LIKE?

This class will require more than mere memorization. My goal is to teach you how to apply the information you have learned. To be successful in this course, you not only need to know the material, but must also be able to integrate it into a broader framework and use it in different situations. I will try to not just teach you about psychology and the law, but to **THINK** scientifically about it.

EXPECTATIONS

Participation

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Not all course material will be covered in the readings; therefore, viewing lectures and participating in class activities will be vital to gaining a full understanding of the course material. **Complete all readings before viewing the associated lecture** and make notes on the readings to prepare to discuss any questions you have during office hours. Every time you read something, think about the implications of the reading and jot them down. Assignments are to help ensure your understanding of course material, provide real life examples of course applications, and supplement course discussion.

Late Assignments

Assignments will be accepted up to 1 week after the deadline; however, the assignment will be **penalized 50% of the total score.** ***This does not apply to the quizzes, which will not be accepted late.** Late assignments will not be accepted after one week unless you have accommodations or a special circumstance, such as illness (documentation may be required). I strongly suggest that you submit your work with plenty of time to spare in case you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) to a cloud-based storage (OneDrive is provided to UTEP students for free). This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Make-up Exams

Because I offer a test window in which to complete each exam, make-up exams will only be given in special circumstances, as noted by UTEP policy or in emergency situations (documentation may be required). Please reach out to me as soon as possible if a make-up exam is needed. Make-up exams will be administered in an essay format, rather than the traditional exam format.

Extra Credit

Students in this course are eligible to receive 10 extra credit points for completing 2 hours/credits in the Psychology Research Participation System (aka SONA). Details about SONA can be found on Blackboard under Course Resources. You can sign up to participate in research studies online [here](#). **You must register your credits for this class** in order for them to count (you cannot double dip for credit in multiple courses). Additional extra credit opportunities are sometimes posted on my Twitter account (@AprilGileThomas) or lab Facebook page (@ThomasADDLab) or announced via Blackboard.

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Tips for Success:

1. Watch all lectures and pay attention.
2. Ask questions –through email or Blackboard, during office hours, etc.
3. Do the reading BEFORE class and take notes on key terms and concepts.
4. Take notes during lecture and synthesize your notes into a summary for each topic or chapter.
5. Focus on understanding rather than memorizing. The best way to know you've mastered the material is to try to teach this information to someone else.

DISCUSSION GROUND RULES

1. **Respect Each Other.** In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics. If something was said by anyone in class that made you feel uncomfortable, please talk to me about it (anonymous feedback is also an option).
2. **Discuss with the Purpose of Generating Greater Understanding.** The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.
3. **Don't Personalize the Dialogue.** Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.
4. **Agree to Disagree.** Remember that it is OK to disagree with each other. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.
5. **Participate and Share.** Everyone is expected to share.
6. **Do not use any vulgar language or derogatory terms.**

COURSE ETIQUETTE

Recording of classes

No student may record any classroom activity without express written consent from me. If you have (or think you may have) a disability such that you need to record or tape classroom activities, please contact the Center for Accommodations and Support Services.

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How to Address Me *verbiage borrowed from Dr. Jeanne Dyches

Names matter. Just like you, professors and instructors have preferences for what their students call them. I prefer you call me by my professional name, Dr. Thomas or Dr. T. For more information on the importance of honoring professional titles in relation to equity, check out this article: ["Why are female doctors introduced by first name while men are called 'Doctor'?"](#)

Diversity and Inclusion

I recognize that within the class we each bring our own unique perspectives from our lived experiences. I aim to create a learning community in which those diverse thoughts and experiences are valued. I aim to value and respect your unique identities (including race, gender, class, sexuality, religion, ability, etc.). If you feel comfortable sharing, please let me know your pronouns and/or if you have a name that differs from the official course record. I realize we are living in tumultuous times and there may be times when your life outside the class affects your performance within the class. I encourage you to be open with me about these situations so I can be a resource for you. I want each student to be successful in this class and will do my best to support you.

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Content Warning

In this class, we will learn about sensitive topics that may be emotionally challenging for some individuals (for example, abortion, child abuse and maltreatment, etc.). Some of the content may make you feel uncomfortable or challenge your current way of thinking, which can be difficult. **If you feel any of our course topics may cause you undue distress, please let me know in advance** so I can try to work with you and potentially provide an alternate assignment.

Copyright Statement

The materials used in this course are copyrighted. This includes, but is not limited to syllabi, exams/quizzes, in-class activities, assignments, review sheets, homework, solutions, class notes, supplemental materials, and class recordings. You do not have the right to copy or distribute these items, unless I specifically grant you permission.

Academic Integrity & Scholastic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating or plagiarism in this class will result in penalties that may include a letter in the student's file as well as failing the course. The academic honesty code is available online at:

<http://sa.utep.edu/osccr/academic-integrity/>

Incompletes & Add/Drop

Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to university policies. Students need permission from me to be granted an incomplete. The FINAL drop/withdrawal date without the Deans' approval is **October 28th**. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.

University Drop/Withdrawal Policies:

1. Dropping indicates a class or classes will be dropped, but the student will remain enrolled in at least one class at the institution for the semester
2. Complete withdrawal means a student will no longer remain enrolled in any classes at the institution for the semester

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Adding or dropping courses within the first 12 days of a long semester or prior to the start of a "Part of Term," will result in a financial aid adjustment and create a balance on the student's account. Dropping a course may affect a student's Satisfactory Academic Progress (SAP). Students on an academic plan are encouraged to speak with OSFA to ensure the drop will not result in SAP Termination.

A complete withdrawal at any time during the semester will result in a balance on the student's account and will affect their SAP.

Any tuition and fees credit made to the student account by the Office of Student Business Services will be routed to any financial aid received by the student, including loans.

IF YOU ARE STRUGGLING...

Please notify me and contact the Center for Accommodations and Student Support as soon as possible as you may be entitled to receive extensions on assignments and quizzes if you are deemed eligible. Online courses present many benefits, but also unique challenges. For example, students need to be self-directed and organized to prevent falling behind. I am happy to discuss strategies for success if you find yourself struggling in this course.

Parenting or Employment Difficulties

The struggles of balancing school and parenting or employment can be exhausting at times, but especially so during a pandemic. I hope you feel comfortable disclosing your student-parent or student-employee status to me. This is the first step in my being able to accommodate special needs that arise. While I maintain the same high expectations for all students in my class regardless of parenting or employment status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school/life balance. As someone who worked full time during my undergraduate and was a parent during graduate school, I understand the hurdles that sometimes present themselves and want to be a resource to help you overcome such challenges.

COVID Difficulties

If you become ill, need to care for someone who is ill, or have experienced the death of a loved one, please notify me and contact the Center for Accommodations and Student Support as soon as possible as you may be eligible for accommodations, such as extensions on coursework. If you are unable to complete the course, options may include taking a withdrawal or an incomplete (after discussion with myself and your academic advisor).

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ADDITIONAL ASSISTANCE

<u>Center for Accommodations and Support Services (CASS)</u>	If you have a documented disability or need that requires assistance, please contact the Center for Accommodations and Support Services (CASS) by phone at 747-5148 or by email at cass@utep.edu . Students can request accommodations virtually by logging into the Accessible Information Management system (AIM) using their UTEP credentials at cassportal.utep.edu .
<u>Student Support Services</u>	Provides students with innovative programs, services and facilities to enhance their academic experience.
<u>University Writing Center</u>	Provides writing assistance and editing services. Students get writing coaching on specific course papers or projects.
<u>Financial Assistance/UTEP CARES</u>	Emergency grants are available to provide financial assistance for unexpected expenses (for example, emergency loans to purchase textbooks).
<u>Technology Support</u>	Provides technological support for students. This should be your first contact if you are experiencing problems with Blackboard or other university software.
<u>Counseling and Psychological Services</u>	We all can feel overwhelmed at times; this is especially true during a global pandemic. I encourage all students to care for their mental health and visit the counseling services as needed. Services are being offered remotely.
<u>Food Pantry</u>	The UTEP Food Pantry provides support and assistance to UTEP students dealing with food insecurity.

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Course Schedule

Due by:	Topic	Readings (Read before class)	Assignments (Due by Sunday at 11:59pm)
8/28/21	Welcome Introduction to Adolescence Fundamental Changes: Social Transitions	Introduction Chapter 3 Arnett, J. (2009). Emerging adulthood: What is it, and what is it good for? <i>Child Development Perspectives</i> , 1, 68-73.	Assignment: Storm & Stress Scale Activity (complete BEFORE lecture) Assignment: When does adolescence begin and end? Where do you draw the line between childhood/adolescence/adulthood? What indicators exist? Flipgrid: Do you feel you've reached adulthood? Why or why not? If yes, at what age did you reach adulthood? If not yet, when do you think you will reach adulthood? Quiz 1
9/4/22	Fundamental Changes: Cognitive Transitions -Cognition	Chapter 2 – cognition Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults? Minors' access to abortion, the juvenile death penalty, and the alleged APA "flip-flop". <i>American Psychologist</i> , 64(7), 583-594.	Assignment: Write a paper about how teens might think about and react to COVID19, using some of the cognition concepts from class (such as adolescent egocentrism, imaginary audience, hypothetical thinking, personal fable, deductive reasoning). Flipgrid: Should 16-year-olds be able to vote? Why or why not? Quiz 2
9/11/22	Fundamental Changes: Cognitive Transitions -Adolescent Brain	Chapter 2 - brain Casey, B.J., Jones, R., & Somerville, L. (2011). Braking and accelerating of the adolescent brain. <i>Journal of Research on Adolescence</i> , 21, 21-33. Blakemore, S.-J., & Mills, K. L. (2014). Is adolescence a sensitive period for	Flipgrid: Adolescent brain science has influenced U.S. Supreme Court decisions regarding the juvenile death penalty and life without the possibility of parole. Given what you've learned about brain development, at what age should a person legally be considered an adult and faced with adult consequences for their actions? Why?

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	-The Adolescent Social Brain	sociocultural processing? <i>Annual Review of Psychology</i> , 65(9), 9.1-9.21.	Quiz 3
9/18/22	Fundamental Changes: Biological Transitions -Puberty	Chapter 1 – puberty section only Ellis, B.J., Shirtcliff, E.A., Boyce, W.T., Deardorff, J., & Essex, M.J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. <i>Development and Psychopathology</i> , 23, 85-99.	Assignment: If you have siblings, parents and grandparents who are still living, ask them when they started menarche or spermarche. List out their ages and your own age at this milestone, as we may graph our class data. Write about the secular trend as it pertains to your family and the factors that may have influenced their and your own pubertal timing. Extra Credit (2 pts.): Share a picture from your awkward teen years. Flipgrid: Puberty before age 10 – the new normal? Article and Response Quiz 4
9/25/22	Fundamental Changes: Biological Transitions -Sleep	Chapter 1 – sleep section only Galván, A. (2019). The unrested adolescent brain. <i>Child Development Perspectives</i> , 13(3), 141-146. Keyes, K. M., Maslowsky, J., Hamilton, A., & Schulenberg, J. (2015). The Great Sleep Recession: Changes in sleep duration among US adolescents, 1991-2012. <i>Pediatrics</i> , 135(3), 1-9.	Assignment: Write an op-ed for your local newspaper (this can be in traditional assignment format) using developmental science regarding sleep to argue for changing school start times. Flipgrid: Did you have a parent-imposed bedtime as a teen? Was this good or bad? If you were a parent, would you give your teen a bedtime? Why or why not? Quiz 5
10/2/22	Contexts of Adolescence -Families	Chapter 4 Zhang, H., Qin, X., & Zhau, J. (2020). Do tiger moms raise superior kids? The impact of parenting style on adolescent human	Assignment: What parenting style did your parents have with you as you were growing up? How do you think it affected you then and now, as an adult?

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		capital formation in China. <i>China Economic Review</i> , 63.	Flipgrid: Did your parents ever snoop on you? When is it okay for parents to snoop? Quiz 6
10/9/22	Contexts of Adolescence -Peer Groups	Chapter 5	Flipgrid: Which peer crowds existed at your school? Was it easy to transition between peer groups? What groups were you in as a teen? Quiz 7
10/16/22	Contexts of Adolescence -Schools	Chapter 6 Eccles, J., Midgley, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C., & Maclver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. <i>American Psychologist</i> , 48, 90-101.	Assignment: This American Life, Middle School podcast Write a reaction to the episode, connecting what you hear to the research you've learned about in this class. Flipgrid: Do you think tracking in schools is a good idea? Why or why not? Quiz 8
10/23/22	Contexts of Adolescence -Work & Leisure -Media	Chapter 7 Monahan, K. C., Steinberg, L., & Cauffman, E. (2012). Age differences in the impact of employment on antisocial behavior. <i>Child Development</i> , 84(3), 791-801. doi: 10.1111/cdev.12031 Steinberg, L. & Monahan, K. (2011). Adolescents' exposure to sexy media does not hasten the initiation of sexual intercourse. <i>Developmental Psychology</i> , 47, 562-576.	Assignment: Write an essay arguing for or against restrictions on media access for teens, using research to support your point. Flipgrid: Did you have a job as a teen? What was it like? Was it beneficial or harmful for you? What skills did you learn? Do you think adolescents should work? Quiz 9
10/30/22	Psychosocial Development -Identity	Chapter 8	Assignment: Using the image from the Self System as a guide, describe your 1) Actual Self (who you really are), Ideal Self (who you would like to be), and Feared Self (who you dread

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			<p>becoming). Discuss how these “selves” motivate your behavior.</p> <p>Flipgrid: Use either Phinney's Ethnic Identity Conceptualization to consider your own ethnic identity now and as an adolescent OR Marcia's Identity Conceptualization to consider your identity now and as an adolescent. Discuss the process by which you established your identity.</p> <p>Quiz 10</p>
11/6/22	<p>Psychosocial Development</p> <p>-Autonomy</p>	<p>Chapter 9</p> <p>Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. <i>Developmental Psychology, 43(6)</i>, 1531-1543.</p>	<p>Assignment: You are an expert witness in a criminal case of a juvenile. Write an essay making a case for how resistance to peer influence may have played a role in the crime and how it should affect sentencing in your opinion.</p> <p>Quiz 11</p>
11/13/22	<p>Psychosocial Development</p> <p>-Intimacy</p>	<p>Chapter 10</p>	<p>Assignment: My First Date Activity</p> <p>Flipgrid: Should teens be allowed to date? At what age? Why?</p> <p>Quiz 12</p>
11/20/22	<p>Psychosocial Development</p> <p>-Sexuality</p>	<p>Chapter 11</p> <p>Monahan, K. C., & Lee, J. M. (2008). Adolescent sexual activity: Links between relational context and depressive symptoms. <i>Journal of Youth and Adolescence, 37</i>, 917-927.</p>	<p>Assignment: Describe the sexual socialization style of U.S. teens. Provide examples to support your choice.</p> <p>Flipgrid: When did you first learn about sex and from whom? How do you think this affected your sexual behavior?</p> <p>Quiz 13</p>

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11/27/22	Psychosocial Development -Achievement	Chapter 12 Luthar, S., & Ansary, N. (2005). Dimensions of adolescent rebellion: Risks for academic failure among high- and low- income youth. <i>Development and Psychopathology, 17</i> , 231-250.	Assignment: Write a parenting advice column. Should teens be rewarded or punished based on their grades? What does research suggest? Quiz 14
12/4/22	Psychosocial Development -Internalizing -Externalizing -Substance Use	Chapter 13 Moffitt, T. (1993). Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review, 100</i> , 674-701.	Assignment: Problems of Adolescence essay Flipgrid: Are tobacco, marijuana, and/or alcohol gateway drugs? Why or why not? Quiz 15
Finals Week: There will be no final exam for this class. Instead, please complete the class reflection activity.			