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. 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.

Class time will be devoted largely to lecture and discussion of readings, supplemented by videos and guest presentations. By the end of this course, you should be able to:

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

Please note that this syllabus is subject to change based on the needs of the class. Please check it regularly.
How will your grade be determined?

**GRADING**
Your grade for the course will be based on exams, assignments, attendance, and participation.

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = 59 and below

**EXAMINATIONS (40%)**
There will be four examinations (each worth 100 points). These will include a combination of multiple choice, essay, and short answer questions. Exam material will cover reading assignments, lectures, and class discussions. Study guides will be posted on Blackboard and a review session will be held in the class session before each exam.

**ASSIGNMENTS (40%)**
1) Write a letter to your congressman regarding “Raising the Age” of juvenile court jurisdiction in Texas. Use research on adolescent development to support your position, either for or against the bill. (100 points)

This assignment must be typed and turned in by the end of class time (time stamp: 4:20 PM). After the 4:20 PM time stamp, they will be considered late. In addition to submitting a paper copy in class, an electronic version must also be submitted to SafeAssign on Blackboard. Papers turned in late will be marked down 1 half-letter grade for each day they are late.

2) TED Talk - Present a 5-minute mini-lecture to the class on a course topic you select (potential topics will be listed on Blackboard). (50 points)

**ATTENDANCE & PARTICIPATION (20%)**
iClicker REEF Polling will be used to electronically monitor students’ attendance and participation. Students can access the REEF system using a laptop, tablet, or smartphone. **If students do not have access to one of these devices, they are available for checkout in the UTEP library. Please see the Student Setup document on Blackboard for instructions on how to create an account and use the REEF polling system. Students will be given 2 free passes for absences. All other absences must be excused (see policy) or will result in loss of points.**

**Activities**
1. “Getting to Know You” survey (10 points): Complete a brief survey to help me get to know you and learn about your needs for this course.
2. Basic psychology pre-test (10 points): Complete a mini-quiz on Blackboard to check your retention of concepts from Introduction to Psychology. This quiz is meant to determine which concepts need to be revisited in the course. You should not “study” for this test. You will have the opportunity to make up points missed on the pretest; this will be discussed in class.
3. Study guide questions (10 points per review, 40 points total): Write 2 practice essay questions for each exam review session.
4. Quizlet flashcards (10 points per section): Go to https://quizlet.com/join/43nYydx63 to create and use study tools.
5. In-class discussions and activities (30 points): Points will be distributed throughout the semester when I notice students’ participation in class activities and discussions.
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 adolescent development, but to THINK scientifically about it.

EXPECTATIONS
Attendance and Participation
Not all course material will be covered in the readings; therefore, attending lectures and participating in class discussions will be vital to gaining a full understanding of the course material. Readings should be completed before the class for which they are assigned, and you should come to class prepared to discuss them; you may be called upon. In preparing for each class, take the time to think critically about each reading and take notes on your reflections.

Missed Class
If you are unable to attend class, please do the following: (1) If possible, get a copy of the lecture notes from a friend or classmate. (2) Carefully read and study the chapter associated with the lecture you missed. (3) After reading and studying the chapter, check the questions from the class outline posted on the website and make sure you can answer all of them. (4) If there are any questions that you can’t answer - or if you have any questions about anything you read in the chapter or saw in the notes - please come see the TA or myself during office hours and we would be happy to go over any material you have questions about.

Make-up Exams
Each student in this course is allowed to miss one exam, no questions asked. Make-up exams must be completed within 1 week of the original exam date. You MUST notify me in advance if you would like to schedule a make-up exam.

Tips for Success
1. Attend lecture and pay attention (it does you no good to show up and sleep or surf the web).
2. ASK QUESTIONS - in class, after class, through email, in office hours, etc.
3. Do the reading prior to class without highlighting the book (just read the first time through).
4. After lecture, go back to the readings to compare what your lecture notes say with what the readings say. That is when you should highlight.
5. Focus on understanding what is written rather than memorizing. The best way to know you’ve mastered the material is to try to teach this information to someone else.
CLASSROOM ETIQUETTE

TARDINESS
Please be courteous to others and arrive to class on time. If you must be late, please sit in the back of the room and come in quietly.

CELL PHONES
Students must silence cellular phones during class as well as any other electronic device (e.g., the volume on your laptop) that may ring or otherwise disrupt class.

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.

LAPTOPS
Students are permitted to bring laptops to class in order to take or refer to notes; however, I ask that you refrain from using your computer to check email and surf the Internet while the class is underway, as this is inconsiderate to those around you. Please note, if laptops become too distracting during class, they will no longer be permitted.

EMAIL
I will do my best to respond to emails in a timely manner during business hours. If you are emailing me over the weekend or during the evening, please allow a 48 hour response time. For tips on how to email your professor: http://www.wikihow.com/Email-a-Professor

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

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 counter productive to successful teaching and learning about topics.

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 a 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. Keep in mind that the role of the instructor is to make sure that everyone’s voice is heard in class.
UTEP POLICIES

Incompletes and Add/Drop
Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to University policies. The FINAL drop date without the Deans’ approval is March 29th. Students will not be able to drop the course after this date without the Dean’s approval.

Academic Integrity and 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/

Excused Absences for University-Recognized Activities, Military Leave, and Religious Holy Days. Students who will be absent from class due to the aforementioned reasons may be excused and will not be penalized, provided they provide documentation of their absence according to the university policies listed in the student handbook.

**For 5 extra credit points, please email me a cartoon about adolescence.

IF YOU NEED HELP:

Classroom Accommodations
If you have a documented disability 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 or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Student Support Services

University Writing Center
http://uwc.utep.edu

Financial Resources (including emergency loans to purchase textbooks):

Technology Support

Counseling Services
http://sa.utep.edu/counsel/