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.
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

ASSIGNMENTS (40%)
Paper
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.

1) Annotated bibliography with a minimum of 5 empirical sources, post 2005. Must be in APA style. Each reference should include a summary of the source (what was the study design and main findings?). (100 points)

2) Paper outline due in class for peer review activity. Each paragraph should have a topic/thesis sentence and 2-3 bullet points with references. (50 points)

3) The final paper assignment must be typed and turned in by the end of class time (time stamp: 11:50 AM). After the time stamp, the assignment will be considered late. In addition to submitting a paper copy in class, an electronic version must also be submitted to SafeAssign on Blackboard. (150 points)

EXAMINATIONS (40%)
There will be three 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.

PARTICIPATION & PROFESSIONALISM (20%)
Course participation is recorded using REEF polling, in-class assignments, and class discussions. 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 lose points for: 1) failing to actively participate in larger group or smaller group discussions (please talk to me if you find it difficult to speak up in class or engage in small group discussions), 2) failing to read the syllabus (i.e., repeatedly asking questions that are answered on the syllabus) or requesting the rules to be changed for you (see the section of accommodations), 3) poor email etiquette (e.g., failing to indicate your name, id number, and course name in your email; improper addressing of emails), and 4) disruptive or distracted behavior in class (e.g., repeatedly coming to class late, repeatedly responding to chats and emails while in class, being on one’s cell phone during class).
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 & POLICIES
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.

Make-up Exams
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. Make-up exams will only be given in special circumstances, as noted by UTEP policy or in emergency situations. Make-up exams will be administered in an essay format.

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 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.
EXCEPTATIONS & POLICIES (CONTINUED)

Late Assignments
Assignments will be accepted up to 3 days after the deadline; however, the assignment will be penalized 10% of the total score for each day it is late.

Communication
Questions regarding the course can also be addressed in office hours or handled by email. I will do my best to respond to your messages within 24 hours, but responses will likely take longer on weekends and holiday breaks. Please include your full name, course name, and student ID number in all messages you send me. Due to FERPA regulations regarding privacy, I am not allowed to discuss grades via email; please visit me in office hours for questions regarding grades. For tips on how to email your professor: [http://www.wikihow.com/Email-a-Professor](http://www.wikihow.com/Email-a-Professor)

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/](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. The FINAL drop date without the Deans’ approval is March 27. Students will not be able to drop the course after this date without the Dean’s approval.

RESOURCES

Classroom Accommodations
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 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](http://www.sa.utep.edu/cass).

Student Support Services

University Writing Center
[http://uwc.utep.edu](http://uwc.utep.edu)

Financial Resources (including emergency loans to purchase textbooks):

Technology Support

Counseling Services
[http://sa.utep.edu/counsel/](http://sa.utep.edu/counsel/)

Parenting Resources
The struggles of balancing school and parenting can be exhausting at times. I hope you feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my class regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.