

DEP 4305 - ADOLESCENT PSYCHOLOGY, FALL 2007
Section # 5481

Professor: Julia A. Graber, Ph.D.
Associate Professor in Psychology

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Class Time: M Period 9-10 (4:05pm – 5:45pm)
W Period 9 (4:05pm – 4:55pm)

Class Location: **RNK 110**

Website: This course uses Web CT/ Vista for posting outlines of lectures, the syllabus, grades, and any announcements. To access Web Vista:
Go to <http://lss.at.ufl.edu/>
Login using your Gatorlink ID and password. Once in personal homepage for Vista, click on DEP 4305 to enter the specific page for the course.
The syllabus is also posted on Dr. Graber's website at:
<http://www.psych.ufl.edu/~jagraber/#Teaching>

Course Description:

This course is designed to provide an introduction to the physical, social, emotional, and cognitive developmental changes that occur during adolescence. A particular emphasis will be placed on individual aspects of development, the contexts and social spheres that shape that development, and behavioral problems of adolescence that result from bio-psychosocial interactions in development. Patterns of continuity and transitions of adolescence in both group and individual patterns of development will also be addressed.

Required Readings:

1. Steinberg, L. (2008). *Adolescence*, 8th Edition. New York: McGraw-Hill Publishers.
2. Additional readings are available on-line. Specific websites are listed or they are available via the library's on-line catalogue.

COURSE REQUIREMENTS

1. **Readings.** All assigned readings must be completed before each class period.
2. **Exams, 3 in-class exams (50 points each).** Students will be asked to complete a short answer section and write on 2 essay questions. Answers to the questions should draw on the readings as well as the material presented in class. The entire class period will be allotted for the exam. A list of possible essay questions will be posted on the course website prior to the exam.
3. **Independent Research Paper (25 points).** Students will complete a 3-4 page literature review on a topic related to their group research project. **(Please see the detailed instructions for this assignment in the syllabus.)**
4. **Group Research Project and Presentation (75 points).** There will be a research project and presentation to the class. Students will conduct a research project and present their projects to the class in a poster presentation; each group will also answer questions about their projects during the poster sessions. **(Please see the detailed instructions for the project in the syllabus.)**
5. **Out-of-class Activities, Homework Assignments (4 Assignments, 12 points each).** Students will engage in 4 out-of-class activities throughout the semester. The description of out-of-class activities and dates they must be turned in are included in the syllabus.
6. **Class Participation & Group Discussion (22 points).** Each student is expected to participate in class discussion throughout the semester. In addition, students will engage in several in-class activities throughout the semester; activities will be discussed during class. Brief written activities to be completed in class and followed by group discussion may also be assigned. There will be more activities than needed to receive full credit but only 22 points are counted toward the final course grade. As discussion of the activity is important, there are no make-ups for missed activities.

CRITICAL DATES & GRADING

| Assignment | Due Date | Points |
|---|--|---------------|
| Exam 1 | 9/24/07 | 50 |
| Exam 2 | 10/22/07 | 50 |
| Exam 3 | 11/26/07 | 50 |
| Independent Research Paper | 11/05/07 | 25 |
| Group Project & Presentation Submit List of Group Members & Topic Submit Description of design and methods Poster Due | 10/01/07 10/29/07 12/3/07 | 75 |
| Out-of-class Activities #1 Puberty #2 Miranda Rights #3 Romantic Scripts #4 Web sites for youth | 9/05/07 9/17/07 10/10/07 11/19/07 | 48 |
| In Class Activities & Discussion | Throughout semester | 22 |
| TOTAL POINTS | | 320 |

GRADING SCALE

| Grade | % | Points |
|--------------|----------|-----------------|
| A | 90%-100% | 288-320 |
| B+ | 85%-89% | 272-287 |
| B | 80%-84% | 256-271 |
| C+ | 75%-79% | 240-255 |
| C | 70%-74% | 224-239 |
| D | 67%-69% | 215-223 |
| E | <67% | < 215 |

IMPORTANT GRADING POLICY: The point values will be used to calculate final grades, NOT percentage values. That is, if you have 287 points, your grade will be a B+ even though 287 points is 89.7%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

COURSE GUIDELINES & POLICIES

1. **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
2. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details.
3. **Students with disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
4. **Make-up Exams and Extensions.** Any requests for extension of deadlines or make-up exams must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for make-up exams or extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. The following is the only exception to this policy:
There are no make-ups for In-class discussion assignments or for the Group Project and Presentation.

Late papers that do not have approved extensions to the deadline will have 2 points deducted from the total score for each day late. Assignments will not be accepted if they are more than 1 week overdue.
5. **Attendance.** Attendance will not be taken in this class; however, see the above policy on the In-class discussion activities. If a student misses a class, s/he is expected to obtain notes from another member of the class. Dr. Graber and Ms. Ahn will not provide notes for missed classes.
6. **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.

COURSE OUTLINE

| DATE | TOPICS: Reading Assignments |
|-------------|--|
| 8/27 | Overview: The Syllabus |
| 8/29 | Transitions: <i>Introduction</i> & Chapter 3 |
| 9/3 | NO CLASS (Labor Day) |
| 9/5 | Puberty: Chapter 1 in Steinberg Text, pp. 23-49; (pp. 49-58 are covered later) <i>Out-Of-Class Assignment 1 Due</i> |
| 9/10 | Puberty: Chapter 1, pp. 23-49 Graber, J. A., Seeley, J. R., Brooks-Gunn, J., & Lewinsohn, P. M. (2004). Is pubertal timing associated with psychopathology in young adulthood? <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 43(6), 718-726. |
| 9/12 | Cognitive Development: Chapter 2 Cauffman, E., & Steinberg, L. (2000). (Im)maturity of judgment in adolescence: Why adolescents may be less culpable than adults. <i>Behavioral Sciences and the Law</i> , 18, 741-760. Wright, A. J., Nichols, T. R., Graber, J. A., Brooks-Gunn, J., & Botvin, G. J. (2004). It's not what you say, it's how you say it: A one-year longitudinal study of peer resistance skills and delinquency. <i>Journal of Adolescent Health</i> , 35(5), 380-391. |
| 9/17 | Moral Development: Steinberg Text, pp. 320-326, Value Autonomy Identity & Self: Chapter 8 <i>Out-Of-Class Assignment 2 Due</i> |
| 9/19 | Identity & Self: Sellers, R. M., Copeland-Linder, N., Martin, P. P, Lewis, R. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. <i>Journal of Research on Adolescence</i> , 16 (2), 187–216. |
| 9/24 | EXAM 1 |
| 9/26 | Family: Chapter 4 |
| 10/1 | Family & Autonomy: Chapter 9 Matza, L. S., Kupersmidt, J. B., & Glenn, D. M. (2001). Adolescents' perceptions and standards of their relationships with their parents as a function of sociometric status. <i>Journal of Research on Adolescence</i> , 11 (3), 245–272. <i>List of Names of Group Members & Topic Due at end of Class</i> |

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| 10/3 | Wrap up Family & Start Peer Relations: Chapter 5 |
| 10/8 | Peer Relations: Chapter 5 McMaster, L. E., Connolly, J., Pepler, D., & Craig, W. M. (2002). Peer to peer sexual harassment in early adolescence: A developmental perspective. <i>Development and Psychopathology</i> , 14 (1), 91-105. |
| 10/10 | Intimacy: Chapter 10 <i>Out-Of-Class Assignment 3 Due</i> |
| 10/15 | Sexuality: Chapter 11 Guttmacher Institute. (2006). Facts on American teens' sexual and reproductive health. <i>Facts in Brief</i> . New York: author. http://www.guttmacher.org/sections/adolescents.php Remez, L. (2000). Oral sex among adolescents: Is it sex or abstinence? <i>Family Planning Perspectives</i> , 32 (6), 298-304. http://www.agi-usa.org/pubs/journals/3229800.pdf Occasionally this site changes. Notify Dr. Graber ASAP if items are not available. |
| 10/17 | Sexuality: Chapter 11 Brückner, H., & Bearman, P. (2005). After the promise: The STD consequences of adolescent virginity pledges. <i>Journal of Adolescent Health</i> , 36 (4), 271-278. |
| 10/22 | EXAM 2 |
| 10/24 | School Context: Chapter 6 |
| 10/29 | School & Work: Chapter 7 <i>Description of Project Design and Methods Due at end of Class</i> |
| 10/31 | Leisure & Media: Chapter 7 Wolak, J., Mitchell, K. J., & Finkelhor, D. (2003). Escaping or connecting? Characteristics of youth who form close online relationships. <i>Journal of Adolescence</i> , 26, 105-119. Ward, L. M. (2002). Does television exposure affect emerging adults' attitudes and assumptions about sexual relationships? Correlational and experimental confirmation. <i>Journal of Youth and Adolescence</i> , 31, 1-15. |
| 11/5 | Health & Substance Use: pp. 49-58 (Chapter 1) Whalen, C. K., Jamner, L. D., Henker, B., & Delfino, R. J. (2001). Smoking and moods in adolescents with depressive and aggressive dispositions: Evidence from surveys and electronic diaries. <i>Health Psychology</i> , 20(2), 99-111. <i>Independent Research Paper Due at beginning of Class</i> |

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|--------------|--|
| 11/7 | Problem Behaviors & Violence: Chapter 13 Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i> , 277, 918-924. |
| 11/12 | NO CLASS |
| 11/14 | Developmental Psychopathology & Depression: Chapter 13 Rudolf, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. <i>Journal of Adolescent Health</i> , 30(Suppl.), 3-13. |
| 11/19 | Health Promotion <i>Out-Of-Class Assignment 4 Due</i> |
| 11/21 | NO Class (Canceled for Thanksgiving) |
| 11/26 | EXAM 3 |
| 11/28 | Poster Preparation & Wrap up Final poster preparation and questions |
| 12/3 | POSTER PRESENTATIONS OF GROUP PROJECTS <i>All Posters Due at Beginning of Class</i> |
| 12/5 | POSTER PRESENTATIONS OF GROUP PROJECTS |
| 12/10 | 3:00-5:00pm (check) Final Exam Period POSTER PRESENTATIONS OF GROUP PROJECTS <i>Reflections on Posters Due at End of Class</i> |

INSTRUCTIONS FOR OUT-OF-CLASS ACTIVITIES

All Activities

1. Briefly describe what you did or found as part of the activity.
2. Reflect on what you found or did in the activity.
3. **Make connections to the readings for that week.** Be sure to include citations to the readings. Refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Steinberg, 2005).
4. Activities should be typed, double-spaced but brief (~1-2 pages).
5. To save paper (think Green), you do not need to include a separate title page for these assignments but be sure to include your name and ID. Also, be sure to list any references that you cite at the end of the paper; again they do not need to be on a separate sheet of paper.

Out-Of-Class Activity 1 (Bring to Class on 9/05/07)

Develop a brief interview (i.e., a series of interesting and informative questions) about the experience of puberty. Interview at least 2 people. Your interviewees can either be adolescents or adults in mid life; you may not interview university students or anyone between the ages of 18-24. Compare and contrast your interviewees' attitudes and **relate them to the readings**. For example, you might consider the following questions: What aspects of the pubertal transition did the interviewees focus on when they talked about their experiences? Were there gender differences or age differences in responses? Be sure to include a brief description of your interviewees (age, gender); do not use real names. Also briefly describe the questions you asked.

Out-Of-Class Activity 2 (Bring to Class on 9/17/07)

Much debate centers on how well adolescents are able to participate in the legal system. For this activity, you will interview 2 adolescents or young adults between the ages of 10 and 20; your interviewees must be in different periods of adolescence (early, mid, late, young adult). Do NOT limit your interviews to college students. Read each interviewee the "Miranda Rights" line by line. After each line, ask the individual to say in his/her own words what the line means. Reflect on your interviewee's understanding of these rights. **Make connections to class readings or lecture.**

MIRANDA RIGHTS

(1) You have the right to remain silent. (2) Anything you say can and will be used against you in a court of law. (3) If you are under the age of 18, anything you say can be used against you in a juvenile court prosecution for a juvenile offense and can also be used against you in an adult court criminal prosecution if the juvenile court decides that you are to be tried as an adult. (4) You have the right to talk to an attorney before answering any questions. (5) You have the right to have your attorney present during the questioning. (6) If you cannot afford an attorney, one will be appointed for you without cost, before or during questioning, if you desire. (7) Do you understand these rights?

Typically, in a real situation for individuals under the age of 18, the adolescent and a parent would be read these rights and both would be asked to sign a form indicating that they understood these rights. "Age of consent" or exact procedures may vary by state.

Out-Of-Class Assignment 3 (Bring to Class on 10/10/07)

Think back to when you were an adolescent. Identify the expectations for interactions between girls and boys that existed for your gender (for example, if you are male, how were boys supposed to behave in romantic scripts with girls). Specifically, describe the expectations for behavior that existed at two different periods of adolescence: when you were 12-13 years old (middle school), and when you were 15-16 years of age (sophomore or junior year of high school). Possible reflections: Did you feel pressure to enact these roles/scripts? Did most of the people you know fulfill these expectations? Consider your own experiences in connection with the readings on peer relationships and the development of intimacy. **Make connections to class readings or lecture.**

Out-Of-Class Assignment 4 (Bring to Class on 11/19/07)

Find a website that focuses on promoting a positive youth activity or health promotion (e.g., decrease teen smoking, avoiding teen pregnancy, what to do about depression).

1. Briefly describe the general nature of the website and its message.
2. Evaluate the accuracy of the information provided.
3. Did it have activities for teens to do online? If so, describe.

Reflections: Did you find the website engaging? Was there a bias in the information provided? Do you think teens would find the website engaging? Do you think this website is effective in deterring or promoting the behavior it targets? Be sure to explain your answers. **Make connections to class readings or lecture.**

INSTRUCTIONS FOR THE INDEPENDENT RESEARCH PAPERS (Due 11/19/07)

As a group, you have identified a topic for your poster presentation. Identify an aspect of this topic or subtopic that interests you. Think of a few specific research questions that you have about the topic. Your questions should go beyond the readings from class or lectures. Search for empirical articles that address your questions. You must include at least 3 empirical articles from scientific journals but may also include chapters in addition to your articles. Summarize the literature on your topic and discuss how this answers your research questions. Draw conclusions from your review and consider future research that might provide further answers to your research questions. Even though you may choose a topic and questions that are related to the topic for your group project, each group member should have a unique paper for this assignment.

1. The paper should contain a cover page with a title, the student's name, and student UFID on it.
2. All papers must be typed, double-spaced, 10-12 point font, with 1-inch margins. Your paper should include a header with page numbers (see the upper, left hand corner of this page).
3. The text of each paper should be about 3-4 pages in length (**excluding** title page and references).
4. Content of Paper:
 - a. The paper should include an introduction that clearly identifies your topic.
 - b. The paper should include your research questions. What is it that you are trying to find out in this paper?
 - c. The paper should describe your findings.

- d. The paper must include detailed conclusions showing critical thinking about your topic and making connections to readings and topics from class.
5. When citing readings or other materials in the paper, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Steinberg, 2005).
6. Include a reference list for your paper. Use APA style to format references. Again, this style is used in the Steinberg (2005) text.
7. When referring to readings or other sources, put the concept into your own words. **Never use quotes from the literature in the papers--NEVER.**
8. Always keep a back-up copy of your work. All reports must be handed in on paper. Email attachments and faxes will not be accepted.

GROUP PROJECT & PRESENTATIONS POSTERS DUE 12/03/07

Students will research a particular topic and then design an original project. The project will be presented on a large poster board (approximately 5 feet in length x 3 feet in height). Posters will be displayed in class on December 3, December 5 and December 10. All posters must be submitted on December 3 at the beginning of class. Students are encouraged to work with up to two other student partners on their projects—no groups larger than 3 people—although students may work alone if they desire.

- Students must be present on all days that posters are presented (December 3, 5, and 10). All members of the group will receive the same grade for the poster and presentation; however, if a group member does not participate in presenting the poster, that individual's score will be reduced by 10 points.
- Students will be asked to critique their poster presentations as the final *in-class activity* for the course. These will be handwritten and submitted on the last poster day during finals week.
- Two types of projects may be conducted.
 - **Option 1, Archival Analysis.** For these types of studies, students develop research questions that can be answered by coding information already published or available in the media. For example, students may systematically examine magazines, television, movies or other media. Examples of possible topics: "The Portrayal of Adolescent Drug Use on TV," "Historical Changes in Attitudes about Contraception Use Among Teens." You may also examine the published research literature on a topic in order to answer your question; however if you conduct a review of the literature and summarize the findings on your topic, you will need to examine several studies (minimum 10 research studies) to draw conclusions.
 - **Option 2, Naturalistic Observation.** For these types of studies, students write down observations of behavior that occurs in a natural setting. Settings must be public and allow for anyone to make observations. No interviewing may be conducted. No auditory or video recording of observations may be made. Examples of possible topics: "How

Frequent are Parent-adolescent Arguments in Public Places?" "Affective Quality of Girl-boy Interactions among Teens in Different Social Settings."

- **Your project MUST focus on adolescents and adolescent development.** For many topics, you might find articles or information that relates to young children or adults but that information should NOT be the focus of your project. **Connect your topic to the specific issues of adolescence. It will be impossible to receive a grade higher than a C if the majority of the project content is not connected to adolescence.**
- **Steps and Deadlines for Projects.** Throughout the semester, groups will be given time to meet briefly during class to plan meetings, divide tasks among group members, and discuss issues with Dr. Graber.
 - Form groups and generate a topic, select an option for your research design.
 - ❖ **10/01.** Submit names of group members and topic to Dr. Graber.
 - Find 10 articles (at least 5 of these articles must be empirical articles from scientific journals, not articles from magazines or chapters in books) on the particular topic. Develop the specific methods for your study (What observations are you going to make? How will you code them? How many will you collect?)
 - ❖ **10/29.** Submit a description of project methods and a copy of the abstract of each article from your literature review to Dr. Graber.
 - Conduct your project and summarize findings.
- **Specific Instructions for Creating Your Poster.** Posters will have 5 main sections: Introduction, Research Questions, Method, Results, and Discussion. Particular attention should be applied to graphic presentation of methodology and results. Poster presentations should be creative and stimulating. Poster presentations are a presentation format popular at professional conferences. Examples of actual poster presentations made at conferences are frequently on display in the hallways of the Psychology building and will be posted on the course website. The reference list is separate from the poster (see below).
 - **Introduction.** An introduction should be written consisting of a brief summary of the articles and background of your study. At the end of the intro the reader should understand why you did this study. This will provide the readers with a more extensive background for the topic.
 - **Research Questions.** This section briefly lists the questions being addressed in the study. You may also choose to include the expectations you had about the results when you began the project (hypotheses), but this is not necessary.
 - **Method.** Each write-up should describe the method used to complete the project. This will provide the reader with a "how to" framework on the project's design. The materials and procedures used to complete the project should be outlined.
 - **Results.** Each write-up should briefly describe results obtained at the project's completion. This would include any observations made during the project and the totals and averages of the data that were obtained. Graphs and tables should be used to make the results easy to understand.
 - **Discussion.** Each write-up should include the students' conclusions about the findings. This section of the write-up should answer the following questions: Did the results match

the hypotheses? Did you answer your research questions? What was particularly interesting about the project? How did the project help the students gain understanding of psychological issues in relation to course topics? What are the implications of the project to adolescents, future researcher, parents, or policy-makers?

- **Reference list.** Type the reference list for any citations listed on your poster on a separate sheet of paper with the names of all group members and the poster title and submit it on December 3 when posters are due. Do not include the reference list on the poster—there will not be enough space for it.
- You may **NOT USE QUOTES** from the literature in your poster. Posters must be written in your own words. You must create your own tables and figures for the poster; do not cut and paste any from other sources including websites.