

DEP 4305 - ADOLESCENT PSYCHOLOGY, SPRING 2006
Section # 3420

Professor: Julia A. Graber, Ph.D.

Office Hours: Tuesday & Wednesday, Period 7 (1:55pm – 2:45pm)

Also available after class

& By Appointment

Office: 005 - I Psychology Building

Phone: 392-0601 x235

Email: jagraber@ufl.edu

Teaching Assistant: Helena Chui

Office Hours: Monday & Friday, Period 4 (10:40am-11:30am)

& By Appointment

Office: 535 McCarty Hall C

Phone: 392-6288

Email: hchui@ufl.edu

Class Time: T Period 8-9 (3:00pm – 4:40pm)

R Period 9 (4:05pm – 4:55pm)

Class Location: NEB 101

Website: This course uses Web Vista for posting outlines of lectures, the syllabus, grades, and any announcements. To access Web Vista:

Go to <http://lss.at.ufl.edu/>

Click on the "Vista" box at the top of the page. Click on "University of Florida."

Login using your gator link ID and password. Once in personal homepage for Vista, click on DEP 4305 to enter the specific page for the course.

The syllabus will also be 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. (2005). *Adolescence*, 7th 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 and posted on vista.

COURSE REQUIREMENTS

1. **Readings.** All assigned readings must be completed before each class period.
2. **Class Participation, Group Discussion, Quizzes, & Out-of-class Activities (30 points).** Each student is expected to participate in class discussion throughout the semester. In addition, students will engage in several out-of-class and in-class activities throughout the semester; activities will be discussed during class. The description of out-of-class activities and dates they must be turned in are included in the syllabus. Brief written activities to be completed in class and followed by group discussion may also be assigned. Short quizzes on the on-line readings may also be given on the day the reading is assigned. There will be more activities than needed to receive full credit but only 30 points are counted toward the final course grade. Out-of-class activities are worth 5 points unless otherwise specified; if you are not present in class to discuss the activity, you will not receive credit for it. As group discussion of the activity is important, there are no make-ups for missed activities. There are no make-ups on quizzes.
3. **Exams, 3 in-class exams (50 points each).** Students will be asked to complete a short answer section and write on 1-2 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.
4. **Independent Investigations (2 investigations, 40 points each).** Students will complete 2 investigations from a list of 4 options. Students will write a brief report on their investigation and discuss their projects in class. **(Please see the detailed instructions for these assignments that are enclosed.)**
5. **Group Research Project and Presentation (80 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 that are enclosed.)**

CRITICAL DATES & GRADING

Assignment	Due Date	Points
Independent Investigation 1	1/31/06	40
Exam 1	2/7/06	50
Independent Investigation 2	2/28/06	40
Exam 2	3/7/06	50
Exam 3	4/11/06	50
Group Project & Presentation Submit List of Group Members & Topic Submit Description of design and methods Poster Due	2/14/06 3/21/06 4/18/06	80
Out-of-class Activities, Quizzes, & Discussion	Throughout semester	30
TOTAL POINTS		340

GRADING SCALE

Grade	%	Points
A	90%-100%	306-340
B+	85%-89%	289-305
B	80%-84%	272-288
C+	75%-79%	255-271
C	70%-74%	238-254
D	67%-69%	228-237
E	<67%	< 227

IMPORTANT GRADING POLICY: The point values will be used to calculate final grades, NOT percentage values. That is, if you have 305 points, your grade will be a B+ even though 305 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/honestybrochure.htm> 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/drp/as.htm> 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 Out-of-Class Activities, In-class discussion assignments, Quizzes, or for the Group Project and Presentation.

Late independent investigations 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. Chui will not provide notes for missed classes. Attendance is mandatory on April 18 and April 20; no exceptions.
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 or posted on Vista.

COURSE OUTLINE

DATE	TOPICS
	Reading Assignments
1/10	Overview The Syllabus
1/12	Transitions <i>Introduction & Chapter 3 in Steinberg Text</i>
1/17	Puberty Chapter 1 in Steinberg Text <i>Out-Of-Class Activity 1 Due at end of class</i>
1/19	Puberty Chapter 1 in Steinberg Text 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.
1/24	Cognitive Development Chapter 2 in Steinberg Text
1/26	Social Cognition Fried, C. S., & Reppucci, N. D. (2001). Criminal decision making: The development of adolescent judgment, criminal responsibility, and culpability. <i>Law and Human Behavior</i> , 25(1), 45-61. 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.
1/31	Identity & Self Chapter 8 in Steinberg Text <i>Independent Investigation #1 Due at end of class</i>
2/2	Identity & Self DuBois, D. L., Burk-Braxton, C., Swenson, L. P., Tevendale, H. D., & Hardesty, J. L. (2002). Race and gender influences on adjustment in early adolescence: Investigation of an integrative model. <i>Child Development</i> , 73(5), 1573-1592.
2/7	EXAM 1

2/9	<p>Family & Autonomy Chapter 4 in Steinberg</p>
2/14	<p>Family & Autonomy Chapter 9 in Steinberg Allen, J. P., Marsh, P., McFarland, C., Jodl, K. M., Boykin McElhaney, K., Land, D. J., & Peck, S. (2002). Attachment and autonomy as predictors of the development of social skills and delinquency during midadolescence. <i>Journal of Consulting and Clinical Psychology, 70</i>, 56-66.</p> <p><i>List of Names of Group Members & Topic Due at end of class</i></p>
2/16	<p>Peer Relations Chapter 5 in Steinberg Text</p>
2/21	<p>Peers & Intimacy Chapter 10 in Steinberg Text 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, 14</i> (1), 91-105.</p> <p><i>Out-Of-Class Activity 2 Due at end of class</i></p>
2/23	<p>Sexuality Chapter 11 in Steinberg Text Alan Guttmacher Institute. (1999). Teen sex and pregnancy. <i>Facts in Brief</i>. New York: author. http://www.agi-usa.org/pubs/fb_teen_sex.html Alan Guttmacher Institute. (2002). Teenagers' sexual and reproductive health: Developed countries. <i>Facts in Brief</i>. New York: author. http://www.agi-usa.org/pubs/fb_teens.html</p>
2/28	<p>Sexuality Chapter 11 in Steinberg Text</p> <p><i>Independent Investigation #2 Due at end of class</i></p>
3/2	<p>Sexuality Remez, L. (2000). Oral sex among adolescents: Is it sex or abstinence? <i>Family Planning Perspectives, 32</i> (6), 298-304. http://www.agi-usa.org/pubs/journals/3229800.pdf *Occasionally this site changes the location of articles. Notify Dr. Graber ASAP if not available at this location.</p> <p>Brückner, H., & Bearman, P. (2005). After the promise: The STD consequences of adolescent virginity pledges. <i>Journal of Adolescent Health, 36</i> (4), 271-278.</p>
3/7	<p>EXAM 2</p>

3/9	<p>School Context Chapter 6 in Steinberg Text</p>
<p>3/14 & 3/16 SPRING BREAK</p>	
3/21	<p>Work & Leisure Chapter 7 in Steinberg Text</p> <p><i>Description of Project Design and Methods Due at end of class</i></p>
3/23	<p>Special Topics (no additional reading assignment)</p>
3/28	<p>Media & Begin Problem Behaviors 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.</p>
3/30	<p>Problem Behaviors Chapter 13 in Steinberg Text 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.</p>
4/4	<p>Violence & Developmental Psychopathology Chapter 13 in Steinberg Text Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i>, 277, 918-924.</p>
4/6	<p>Depression Chapter 13 in Steinberg Text Rudolf, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. <i>Journal of Adolescent Health</i>, 30(Suppl.), 3-13.</p>
4/11	<p>EXAM 3</p>

4/13	Health Promotion & Prevention Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. <i>Prevention & Treatment, 5</i> . Read the abstract (1 page) chapter 1 and chapter 4. http://journals.apa.org/prevention/volume5/pre0050015a.html Alan Guttmacher Institute. (2000). School-based health centers and the birth control debate. <i>Issues in Brief, No. 3</i> , 1-4. http://www.agi-usa.org/pubs/ib_1200.html <i>Out-Of-Class Activity 3 Due at end of class</i>
4/18	POSTER PRESENTATIONS OF GROUP PROJECTS <i>All Posters Due at Beginning of Class</i>
4/20	POSTER PRESENTATIONS OF GROUP PROJECTS
4/25	Wrap up <i>Reflections on Posters (Out-of-Class Activity 4) Due at end of class</i>

*All articles are available via the UF Library's on-line journal system unless otherwise specified. You must be able to access the library system and download or read on-line PDF documents.

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. **Make connections to the readings for that week.** In some cases, you may want to discuss the impact of what you found on the lives of adolescents.
3. Activities should be typed, double-spaced but brief (~1-2 pages).

Out-Of-Class Activity 1 (Bring to Class on 1/17/06)

Find a news story about an adolescent that has been printed in the past month. The story may be from the print media or an online news source (e.g., CNN.com, online version of a newspaper). The source must be an established, legitimate news agency. Briefly describe the story. Be sure to indicate the source of the story.

Reflections: How was the teen portrayed in the story? Was it a negative story or a positive story? Do you think this is a typical story about teens in the media? **Make connections to class readings or lecture.**

Out-Of-Class Activity 2 (Bring to Class on 2/21/06)

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).

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 Activity 3 (Bring to Class on 4/13/06)

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

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.**

Poster Critiques (Bring to Class on 4/25/06)

Read posters presented by the other students in class. Ask questions about the posters. Briefly describe posters that you thought were interesting, had surprising results, or used an interesting method. Provide some reflections on a few posters in each poster group.

GENERAL INSTRUCTIONS FOR THE WRITTEN REPORT ON INDEPENDENT INVESTIGATIONS

1. The report on the investigation should contain a cover page with a title, the student's name, and student UFID on it.
2. All reports must be typed, double-spaced, 10-12 point font, with 1-inch margins. Each report should be about 3-4 pages in length (excluding title page and references). The report should describe the investigation and must include detailed conclusions showing critical thinking about the investigation and connections to readings and topics from class.
3. All the completed observations (or interviews) must be attached and turned in with the report.
4. When citing readings or other materials in the report, 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).
5. Include a reference list for your report. Use APA style to format references. Again, this style is used in the Steinberg (2005) text.
6. When referring to readings or other sources, put the concept into your own words. Never use quotes from the literature in the reports--NEVER. If your investigation involved interviews, you may include a quote from an interview to illustrate a point.
7. 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.

INDEPENDENT INVESTIGATION 1 Due 1/31/06

Complete one of the two options listed below.

OPTION 1. Develop a series of interesting and informative questions about a particular aspect of adolescence that we cover in this section (i.e., transitions, cognitive changes, puberty, and identity); focus on one area only. Interview men and women from a few different age groups or at different phases of the life course (e.g., single young adults, adults who are married and have adolescent or young adult children, older adults). Even though the people you interview are at different phases of life, make sure questions tap their reflections on adolescence. Compare and contrast your interviewees' attitudes and relate them to class discussion and readings. For example, were there similarities in experiences? Were there differences? Did perceptions vary by age or gender of respondent?

OPTION 2. For your investigation, identify a specific topic you would like to investigate about puberty, cognition and social cognition, or identity and self. Examine how popular press sources depict or shape views about this aspect of adolescent development. **You may NOT select body image as your topic.** Specifically, examine 3-4 magazines or books that directly target a teen audience (e.g., Teen People). Analyze these sources in terms of how they depict this area of development. For example, if you focus on identity, do some magazines specifically seek to enhance self or identity development or promote a specific role (e.g., gender role, ethnic identity) for adolescents? Did the depiction vary for sources that target younger versus older adolescents, etc.? Use quantitative or qualitative methods to assess your topic but be sure to describe how you analyzed your sources. Discuss the implications of your analysis in terms of what adolescents learn from engaging with this type of media.

INDEPENDENT INVESTIGATION 2 Due 2/28/06

Complete one of the two options listed below.

OPTION 1. Examine current attitudes about parenting adolescents by interviewing adults about their parenting beliefs. Develop a series of interesting and informative questions about a particular aspect of adolescence (i.e., parenting styles, peers, romantic relationships, sexuality). Interview men and women from a few different age groups or at different phases of the life course (e.g., single young adults, adults who are married and have adolescent or young adult children, older adults). Even though the people you interview are at different phases of life, make sure questions tap their reflections on what parents should do when their children are adolescents. Compare and contrast your interviewees' attitudes and relate them to class discussion and readings. For example, were there similarities in experiences? Were there differences? Did perceptions vary by age or gender of respondent?

OPTION 2. Watch 2-3 television shows that focus on the lives of teens (with teens as central characters) and that you think is viewed by teens. (You may also watch videos that target that audience.) Analyze these shows in terms of the parent-adolescent relationships that are depicted. Identify a specific topic you would like to investigate (e.g., do shows depict the positive and negative aspects of parenting; do shows depict parental styles or parental monitoring, etc.). Use quantitative or qualitative methods to assess your topic but be sure to describe how you analyzed your sources. Discuss the implications of your analysis in terms of what adolescents learn about social interactions from these shows. What message does it send to adults about parenting adolescents? You may want to consider why the shows chose to depict the interactions you observed.

GROUP PROJECT & PRESENTATIONS POSTERS DUE 4/18/06

Students will research a particular topic and then design an original project. The project will consist of 5 sections and appropriate graphics presented on a large poster board, approximately 5 feet (60") in length x 3 feet (36") in height. Posters will be displayed in class on April 18 and April 20. All posters must be submitted on April 18 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.

- 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."
 - **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."
- **IMPORTANT: 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 for studying using one of the options.
 - ❖ 2/14. Submit names of group members and topic to Dr. Graber.
 - Research topic and design study. Find 10 articles (at least 5 of these articles must be empirical articles from scientific journals, not websites 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?)
 - ❖ 3/21. 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, analyze your findings and create poster.

Project Instructions

- Students should construct a poster displaying summaries of the 5 project sections. 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 Vista.
 - Section 1. An introduction should be written consisting of a brief summary of the articles. This will provide the readers with a background for the topic and why it is important to study this topic.
 - Section 2. This section should focus on the purpose of the project, and the students' hypotheses, that is, the students' expectations about the project results when they began the project.
 - Section 3. 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 (include copies if appropriate).
 - Section 4. 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.
 - Section 5. Each write -up should include the students' reactions and conclusions. This section of the write-up should answer the following questions: Did the results match the hypotheses? What was particularly interesting about the project? How did the project help the students gain understanding of psychological issues in relation to course topics?
 - There will not be room on your poster for a reference section. Type this on a separate page and submit it on April 18 when posters are due. Include any references that you cited in the poster. Use APA format. List names of all group members and the title of the poster at the top of this page.

- Students must be present on both days (April 18 & 20) when posters are presented. All members of the group will receive the same grade for the poster and presentation; however, if a group member does not present on both days when posters are presented, that individual's score will be reduced by 10 points.

- Students will be asked to critique poster presentations as the final *Out-of-class activity* for the course.