



Psychology 3000A – Adolescence - Spring 2016
Issues in Psychology (3000 Series)
Department of Psychology

Location: MWF; 2:00-2:50 pm; PE261

Course Dropbox: adjacent to C866

Instructor:

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Course Description:

The *Issues in Psychology Series* courses are designed to allow students to expand their knowledge of the fundamental principles of a specific discipline that were accrued at the second-year level. This semester, Psychology 3000A is intended to give students the opportunity to expand on the material covered in Psychology 2110A by placing emphasis on the period of development that marks the transition from middle to late childhood through adolescence to young adulthood. To this end, lectures, reading material, and in-class discussions will address three major themes: principles that apply to all humans or universals (i.e., the normative path); the sources and types of individual differences in this normative path; and finally, the problems that arise from severe disturbances or deviations that may affect only some adolescents. As with all courses in developmental psychology, it is essential to address these issues from an interactionist perspective that considers the biological, physical, cognitive, social, and emotional processes that are characteristic of the period under discussion.

NB: Students should note that the sociology of adolescence, current legal policies regarding adolescent behaviour, counselling for children and adolescents, educational practices during the adolescent years, and substance abuse and other mental disorders are not the focus of this course.

Course Prerequisites and Background Preparation:

The required prerequisites for this course are Psychology 2110A (Introduction to Child Development) and one other 2000-level course in Psychology or Neuroscience (3.0 credit hours). Students who do not have the prerequisites (e.g., verified transfer credits) may be deregistered without warning. In ***exceptional circumstances***, a prerequisite waiver will be considered for students who have adequate equivalent background. If you are considering requesting a waiver, you must contact Dr. Forgie prior the end of the add/drop period. Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually, and you will have to provide supporting documentation for prior courses not taken at the U of L. All students should note that listed prerequisites are the ***minimum*** requirements for this course.

Required Readings and Textbook:

(1) **Required Readings.** There is no formal textbook for course content. Required readings (e.g., journal articles) will be made available on Moodle.

(2) **Required Textbook.** Northey, M., & Timney, B. (2015). *Making sense in psychology: A student's guide to research and writing* (2nd ed). Don Mills ON: Oxford University Press.

Course Rules and Regulations:

You are expected to attend and to arrive on time for every class. Though, everyone (including me), is a bit late every now and then or needs to leave a bit early, once class is in session you are not welcome to disrupt us with your late arrival or early departure. Should you have an ongoing situation that prevents you doing so, please speak to me prior to the end of add-drop. In addition, all students are expected to have read assigned textbook materials in advance of each class. Though attendance is not mandatory, you are responsible for any material that is presented in class, whether or not you choose to attend.

Though you may bring your laptop or tablet to class your use will be restricted. Cell phones **MUST** be turned off during the class and texting is absolutely prohibited. Should you choose to use your cell phone during the class, or you are using your laptop/tablet for off-task use during the class, you will be asked to pack up your things and leave. Unless you are a student with special needs (see below), there is no reason to be doing anything else with your device during the lecture.

As this is a senior course, it should go without saying that you are expected to be respectful toward your fellow classmates and your professor. Spontaneous discussion is always welcome, but that does not include using the class time for conversation and other activities that are unrelated to the course material or conducting a social chit-chat session during your classmates' presentations (or when your professor is speaking). These behaviours are rude, disrespectful, and disruptive to students and professors alike. In addition, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others' viewpoints is perfectly fine; being combative, intolerant, or disrespectful towards others is not. **NB.** All students are expected to be familiar with the entirety of Part 4 of the current University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements. In particular, all students should have read and understood Sections 4, 5 and 9 (<https://www.uleth.ca/ross/academic-calendar/2015-16>).

Copyright, Moodle, and Intellectual Property:

With the exception of information that is freely available on the internet, all course information should be treated as copyright protected. You are free to download and print a **SINGLE** copy of any materials posted for your use within Moodle, and you are free to take your own notes in class and from the textbook (of course!). You are **not permitted** to distribute the information in any form to persons not registered in this course. Once the information is in your hands, you are responsible for what you do with it and I will not be held responsible for students who choose to violate the law. The Students' Union maintains a Note Bank for students to turn in their class notes at the end of semester. Stop and think before you turn in your "notes". You are legally responsible for what you submit. Still photographs, audio recording, and video recording of lectures or any other in-class presentations or activities is ***strictly prohibited***. Doing so violates your professor's intellectual property rights and the privacy of your classmates who have not consented to have their voice/image/questions recorded.

Students with Special Needs:

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me regarding your individual situation. Given the number of different assignments, it is to your advantage to contact me early in the semester. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Course Information Online:

Moodle: All course information will be available from the Moodle LMS system. Following each lecture, a brief summary will be posted so that students can keep track of missed material. If you are unable to attend class, it is up to you to make sure your notes are complete. Neither your instructor nor your Teaching Assistant will provide notes to you. Students will be able to track their standing in the course by accessing the Gradebook on Moodle.

Email: Other than posts to the Announcements on Moodle, my primary method of communicating with you for general notices and points of interest to supplement course material will be via in-class announcements or by email to the class listserv. Please check your U of L email account on a regular basis, or have that account forwarded to your preferred provider. Please do your best to remember to do regular housekeeping of your U of L account so that you do not miss important notices due to a full mailbox. Any requests for information pertaining to matters of a confidential nature (e.g., your particular standing in the course; a sudden emergency), or graded work (i.e., presentation slides), must be sent from your U of L account and you must include your ID# and your full name as it appears on your registration.

NB: If your email to me concerns questions about course information that has been made available in class, has been posted to Moodle, is given within this syllabus, or you are disrespectful to me in your wording, I will not reply.

Course Requirements:

(1) Exams (50% total). There will be three (3) in-class exams given throughout the semester, each of which will account equally towards 50% of your final grade. Exams will be based on both lecture content and readings. Exam format will consist of short-answer questions, short definitions, and multiple-choice/fill-in-the blank questions. Each exam is non-cumulative. **Penalty**: If you fail to write an exam on the scheduled date you will receive 0%.

Exam 1: Monday, February 8

Exam 2: Friday, March 11

Exam 3: Friday, April 15

(2) Presentation (15%). Students will be responsible for giving a short, conference-length presentation in groups of two or three depending on enrollment. Each group/pair will be given a maximum of 15 minutes for their presentation (10 minutes for presentation plus 3 minutes for a question period, with length of time strictly enforced by timer). The presentation is worth 15% of your final grade: 7.5% accorded to the group (i.e., each member will receive the same grade), and 7.5% accorded to your individual contribution. Regardless of group membership, all students are responsible for ensuring that the in-class presentations represent a cohesive group effort in both preparation and delivery. A portion of the group mark is based on submitting an electronic copy of the group's finished presentation slides to Dr. Forgie (forgie@uleth.ca) in Powerpoint format only, **by 12:00 pm, on the day of your presentation**. Complete details of this assignment will be discussed in the introductory classes and then in detail during the Presentation Workshop (see below).

Penalty: Failure to actively engage with your group, to assist in the preparation of the presentation, or to deliver your part of the in-class presentation will result in a grade of 0 for 15% of your final grade. Should this situation arise, the group mark for the remaining members will be calculated without consideration of your performance.

NB: Scheduling Presentations and Assigning Groups and Topics. Though not a graded component of the course, every student is required to submit a typed hardcopy of the Presentation Scheduling Worksheet **NO LATER than in class on Friday, January 15 in class**. The purpose of the worksheet is to form groups that consist of students who share topic interest, approach, level of analysis, and

compatible schedules. Instructions for the worksheet (including templates) will be posted to Moodle following add/drop. **No electronic submissions of the Scheduling Worksheet will be accepted. Presentation Workshop, Monday, January 18** (all registered students are expected to attend this class).

- (3) Critical Abstract Assignment (15%). Each student is required to submit a written assignment consisting of a one-page, critical abstract of each of three (3) pieces of primary research published in reputable, peer-reviewed journals. Each abstract will account for 5% of your final grade. Though you are encouraged to explore any topic in the area of adolescent development, all three articles must represent a cohesive topic and must be different than the topic you choose for your journal assignment (see below). You may choose the same topic as your presentation; however, you cannot work as a group for this assignment. Each student must choose their own articles and turn in their own original writing. Details of assignment requirements will be posted on Moodle and will be discussed in detail in class following add/drop. **The final submission of this assignment is due in class on Friday, March 4.** Although there will be no opportunity to revise this assignment for a higher grade after this deadline, all students have the option of turning in a draft of one (1) abstract entry, formatted as per the assignment requirements, on or before **Friday, February 12 in class** to receive written feedback. Turning in a draft is completely voluntary and will have no bearing on the mark for your final assignment. Students who turn in a draft will receive feedback when all drafts have been received. No feedback will be provided on drafts submitted after the deadline.
Penalty: If you fail to turn in the assignment on time, or you turn in an incomplete assignment, you will incur an automatic 25% deduction to your mark. Assignments turned in more than 24 hours late will receive an automatic grade of 0.

- (4) Journal Assignment (20%). Each student is required to submit a written assignment consisting of an essay explaining a single, piece of primary research (the target article) set into the context of the broader field. Though you are encouraged to explore any topic in the area of adolescent development, you must choose a different topic than that of your presentation and critical abstract assignment. In other words, you may NOT use an article from your critical abstract assignment even if the topic differed from your presentation. Details of this assignment will be posted on Moodle and will be discussed in class. Following initial grading, students will be given the option to submit a revised paper for a higher grade. The mandatory first submission of this assignment is due **in class, Wednesday, March 23**. Assignments turned in after this deadline and incomplete assignments will be considered late submissions. For eligible students who choose the option of submitting a revised assignment for re-grading, that revision is **due NO LATER than Friday, April 22 at 4:00 pm in the course dropbox - NO EXCEPTIONS & NO EXTENSTIONS**.
Penalty: If you fail to turn in your assignment by the first submission deadline you will incur an automatic 25% deduction to your mark and you forfeit your right to turn in a revision. Your reduced mark will account for 20% of your final grade. Assignments turned in more than 24 hours after the deadline will receive an automatic grade of 0 for 20% of your final grade. Incomplete assignments will be penalized as late. Any revision turned in late and those that are incomplete, will not be graded and your mark for your first submission will stand.

Policy for Re-scheduling of Exams and Penalties for Late Submissions: With the exception of *extreme extenuating circumstances* all students are expected to write the exams on the scheduled dates, to turn in assignments on time, and to deliver their presentations on the scheduled date. Supporting documentation must be provided for any request to re-schedule your presentation, extend the due date for assignments or to write a make-up exam. Should you find yourself in an extreme situation, please contact me ASAP via email so that I may assist you to access university resources. Otherwise, penalties will be levied as described above. There will be no opportunity to re-weight course components or to complete extra work to offset missed exams, missed presentations, late assignments, or poor performance on any course component.

A Note on Plagiarism: Written assignments and presentation material will be graded under the assumption that students have read and understood the contents of Northey and Timney (2015); specifically here, Chapter 5 - *Ethical Issues in Research and Writing*. All assignments must be in your own words. Paraphrasing someone else's words or ideas, even if you reference those words, is plagiarism. Stringing together a set of phrases with direct quotes is not writing in your own words. All forms of plagiarism constitute a serious academic offense. Any case of suspected plagiarism will be dealt with severely, including the imposition of the maximum penalties allowable. The onus is on you to understand what constitutes plagiarism and to take all steps to avoid it. It is also an academic offence to submit substantially similar work for different assignments in the same course, or for two different courses for credit (see Part 4 of the U of L Calendar regarding Academic Offenses).

Grading Scheme:

Letter grades will be assigned to all course components and final course percentages according to the following scale. You must meet or exceed the lower boundary for a grade category in order to be accorded that letter grade.

A+ ≥ 90	B+ 77 - < 80	C+ 67 - < 70	D+ 55 - < 60
A 85 - < 90	B 73 - < 77	C 63 - < 67	D 50 - < 55
A- 80 - < 85	B- 70 - < 73	C- 60 - < 63	F < 50