

# Development in Adolescence

**Course Director: Laurie McNelles, PhD**  
**mcnelles@yorku.ca**

Course: HH/PSYC 3500 3.00 M Development in Adolescence  
Course\_Webpage: <https://moodle.yorku.ca/moodle/course/> (for those registered in the course)  
Term: Winter 2016

**Prerequisite / Co-requisite:** AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.

---

## Teaching Team

Course Director: Laurie McNelles – [mcnelles@yorku.ca](mailto:mcnelles@yorku.ca)

The Course Director is available from 9:15-10:00 pm during the last hour of each class; otherwise by telephone appointment.

Teaching Assistants:

Mariami Khourchvili - [mkhou023@gmail.com](mailto:mkh023@gmail.com) (For students with surnames beginning with letters A-M)

Audrey Wong - [audwky@YORKU.CA](mailto:audwky@YORKU.CA) (For students with surnames beginning with letters N-Z)

Please contact your teaching assistant to secure an appointment.

## Time and Location

Wednesdays 7-10pm CLH – F  
January 6 – March 30, inclusive

NOTE: THE FINAL DAY TO DROP THE COURSE WITHOUT RECEIVING A GRADE ON YOUR TRANSCRIPT IS **MARCH 4, 2016**.

## Expanded Course Description

This course involves the scientific study of changes in affective, social and cognitive development during the second decade of life. Focus is on fundamental developmental changes, the contexts in which development occurs and the central psychosocial issues of adolescence.

The class meets weekly in lecture format. The course director structures a learning environment where students learn from one another, from interactive experiences, discussion opportunities, the use of audio/visual resources, and course readings.

Most typically, lectures and structured learning activities occur during the first two hours of the class, with the remaining time used to support individual and small group discussions with the Course Director.

## Course Learning Objectives

1. To broaden and integrate knowledge of adolescent development;
2. To understand the impact of early environments, family, peers, and social/cultural contexts in adolescent development;
3. To understand the impact of social policies on adolescent development; and,
4. To become an informed and critical user of primary resources.

## Course Text / Readings / Resources

Course materials are made available via moodle in accordance with copyright agreements. Students can expect to have a minimum of one reading that will serve as a foundation for the week's class meeting. Most often two readings will be assigned per week. Slide decks (i.e., ppt) presented in class are available to students via moodle. Links to supplemental materials are provided.

There is no required text for the course. Required readings are assigned for each topic/area of study, accompanied by e-resources to support knowledge acquisition.

## Evaluation

Requirement	Description	Worth
Weekly Blog	One entry per week, beginning the week of January 20 <sup>th</sup> and ending the week of March 23 <sup>rd</sup> , 8 blogs in total (2.5% per blog). Your blog will be spot checked once per term by your teaching assistant. If you have the required number of blogs for the week, you will receive full marks. If you do not have the required number of blogs, you will receive your number of blogs * 2.5.	20%
3 Quizzes	Online and open resource – 10% each – See moodle course site for quiz postings. You must complete the three quizzes by 23:55 on April 4 <sup>th</sup> . When the quizzes are closed they will not re-open. Students are <b>strongly urged</b> to complete the quizzes as they are posted.	30%
Independent Study Assignment	Assigned and completed the week of March 16 <sup>th</sup> ; To be completed online using the moodle course site.	30%
Cumulative Integrated Learning Assignment	500-word integrated learning assignment to be <b>completed throughout the course</b> . Students are asked to respond to the following statement in a written submission:  "We must invest in kids throughout their development and especially during adolescence. We need to make it a priority for how we allocate our resources." (Lawrence Steinberg)  Using the course material, provide a response to the statement that demonstrates your agreement/disagreement with it. You are asked to show broad and integrated knowledge of the course in your response. You have 500 words to make your case, with an over-run of 10%. Material included beyond 550 words will not be considered for grading.  Your final day to submit your response is on Monday, April 4 <sup>th</sup> , which is the last day of the term. Late submissions will not be accepted. Your submission must be completed by 23:55 on April 4 <sup>th</sup> .	20%

## Grading, Assignment Submission and Lateness Penalties

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar: <http://health.info.yorku.ca/files/2013/04/2013-2014-OSAS-Handbook.pdf>

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in accordance with the description on the course moodle site.

**Lateness Penalty:** Assignments received later than the due date will be penalized with 1 mark lost per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

## IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation