

**Faculty of Health**  
**Department of Psychology; Winter 2016-17**  
**DEVELOPMENT IN ADOLESCENCE - PSYC 3500 Section M**  
**Class Meets Wednesdays 7:00-10:00pm in CLH-A**

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**Instructor Information**

Instructor: Dr Laurie McNelles

Phone: 647-640-8438

Office Hours: By Appointment

Email: [mcnelles@yorku.ca](mailto:mcnelles@yorku.ca)

**TA Information**

Teaching Assistant: Audrey Wong Key You

Office Hours: By Appointment

Email: [audwky@yorku.ca](mailto:audwky@yorku.ca)

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology) OR AK/HH/PSYC 2410 6.0, with a minimum grade of C.
- HH/PSYC 2110 3.00 (Developmental Psychology) OR AK/HH/PSYC 3240 3.0
- Course Credit Exclusion: None.

**Course website:** [Moodle](#)

**Course Description**

PSYC3500 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.

## **Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of adolescent development.
2. Critically evaluate, synthesize and resolve conflicting results.
3. Articulate trends in adolescent development.
4. Locate research articles and show critical thinking about research findings in adolescent development.
5. Express knowledge about adolescent development in written form.
6. Engage in evidence-based dialogue with course director and class colleagues.
7. Demonstrate an ability to work with others in a lecture setting.

## **Specific Learning Objectives**

### **Learning Outcome 1: Depth and Breadth of Knowledge**

Students will acquire in-depth knowledge of adolescent development as well as theoretical and empirical frameworks.

### **Learning Outcome 2: Knowledge of Methodologies**

Students will develop further their skills of critical analysis of primary and secondary research.

### **Learning Outcome 3: Application of Knowledge**

Students will apply their knowledge of adolescent development through the completion of an integrated cumulative assignment, through self-directed learning (i.e., blog), demonstrating the ability to think critically about the application of their knowledge.

### **Learning Outcome 4: Communication Skills**

Students will learn to engage in evidence-based communication in class discussions and in written format (e.g., weekly blogs; cumulative assignment).

### **Learning Outcome 5: Awareness of Limits of Knowledge**

Students will recognize the limits of what is known about adolescent development, including directions for future research and interventions.

### **Learning Outcome 6: Autonomy and Professional Capacity**

Students will demonstrate professionalism in class interactions during discussions with class colleagues and with the teaching team.

## Required Text

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.

## Course Requirements and Assessment

Assessment - Required by All	Date of Evaluation (if known)	Value
Weekly Blog - Mandatory	Throughout the course - to be completed by Tuesday midnight. <b>Blogging begins the week of January 18th</b> and is due by midnight on Tuesday, January 24th.	20%
Online Open Resource Quiz - Mandatory	February 8 - 19, 2017	10%
Integrated Learning Assignment - Mandatory	April 4, 2017	20%
<b>Total Required by All</b>		<b>50%</b>
<b>Assessment - Choose assignments that total 50%</b>		
Book Review	February 8th or March 8th	30%
Film Review	February 22nd and/or March 15th	20%
Challenge Question	February 2nd, February 8th and/or March 30th	10% each
Pop Quiz - 2 per term	TBA	5% each
<b>Total - Your Choice</b>		<b>50%</b>
<b>Total</b>		<b>100%</b>

## **Description of Assignments - Mandatory**

**Weekly Blog** - The weekly blog is intended to extend your learning about the weekly course material. You are required to reflect on your reactions to the weekly material which could include personal reflections, tying the material to another course, integrating the material with current events, news stories, recent discoveries etc. The weekly blog can be as brief as 140 characters.

**Online Open Resource Mandatory Quiz** - This multiple choice quiz covers information from the beginning of term until February 8th and opens at the end of class on Wednesday, February 8th, 2017. You have one attempt to complete the quiz within a time allotment of 3 hours. The quiz will not take most individuals 3 hours to complete; however, there may be some students who may benefit from the time. You must complete the quiz in one sitting. This quiz is worth 10% of your final grade.

**Integrated Learning Assignment:** 500-word integrated learning assignment to be completed throughout the course. 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 4th, which is the last day of the winter term. Late submissions are subject to late penalties outlined in the course syllabus. Your submission is due by 23:55 on April 4th and is worth 20% of your final grade.

## Description of Assignments - Your Choice

**Book Review:** Students are required to read one of the following non-fiction publications:

Jensen, F., & Nutt, A. (2015). *The teenage brain: A neuroscientist's survival guide to raising adolescents and young adults*. Toronto: Harper Collins

Noah, T. (2016) *Born a crime*. NY: Spiegel & Grau.

Siegel, D. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York: Penguin.

Your task is to critically review the book with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of this assignment contributes 30% to the final grade. A template will be provided.

**Film Review:** Students are required to view one (or more) of the following documentary films:

Moore, M. (2002). *Bowling for Columbine*.

Linklater, R. (2014). *Boyhood*.

Guggenheim, D. (2010). *Waiting for Superman*.

Your task is to critically review the film(s) with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of one of these reviews contributes 20% to the final grade. A template will be provided.

**Challenge Question:** Students are presented with a challenge question focused on the week's material.

Your task is to respond to the question with particular concern for developmental changes, the context in which development occurs and the central psychosocial issues of adolescence. Completion of one of these assignment contributes 10% to the final grade. A template will be provided.

**Pop Quizzes (2 per term):** Students will be notified via moodle that a pop quiz is available. There will be two occasions when a pop quiz is available for online completion. Completion of one of a pop quiz contributes 5% to the final grade.

### **Grading as per Senate Policy**

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.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

### **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.

### **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **Lateness Penalty**

Assignments received later than the due date will be penalized **1 mark per day that assignment is late**). 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).

### **Information on Plagiarism Detection**

The Course Director uses advanced google searches to ensure academic integrity. When plagiarism is suspected, a systematic review of the paper is conducted and documented using advanced searches of the literature.

### **Electronic Device Policy**

Electronic devices are viewed as a tool for instruction and learning. Electronic devices are only to be used in class for the purposes of extending learning.

### **Attendance Policy**

Students who attend class tend to get more out of courses and benefit from learning from class colleagues and from face 2 face interactions with the Course Director and class colleagues. Students benefitting from the full range of learning experiences tend to be successful in the course.

### **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

### **Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources.

**Policy Statement:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Schedule:**

The course schedule is maintained on Moodle.



### **Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 3500 3.0M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. (See Intellectual Copyright - <http://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses/> Intellectual Property Rights Statement).