

Department Of Family Relations and Applied Nutrition
University of Guelph

FRHD * 2280: ADOLESCENT DEVELOPMENT

**Tuesdays and Thursday, 1:00-2:20pm
RICH 2520**

Instructor: Jenny Glozman (jglozman@uoguelph.ca)
MINS 133E

Teaching Assistants: Andrea LaMarre (alamarre@uoguelph.ca)
Shannon Hamar (hamars@uoguelph.ca)

Office Hours: Thursdays 2:30-3:30 pm, or by appointment

COURSE DESCRIPTION

This course examines psychosocial development in adolescence, emphasizing biological, cognitive, social, and emotional changes. Taking an interdisciplinary and cross-cultural perspective, we will focus on the application of theories and concepts to the lived experiences of adolescents in family, school, peer, and community contexts.

LEARNING OBJECTIVES

Upon the successful completion of the course, you will be able to:

1. identify and explain the physical, cognitive, social, and emotional changes that occur during adolescence;
2. describe the major theoretical approaches;
3. expand conceptions of the range of developmental possibilities through awareness of local and global issues and the diversity of cultural practices, customs, and beliefs;
4. explore the practical implications of theory and research; and
5. actively reflect upon and communicate your own learning and the development of your understanding of adolescent development by writing regular reflection notes and written reports.

REQUIRED RESOURCES

Textbook

Arnett, J. J. (2013). *Adolescence and emerging adulthood: A cultural approach* (5th ed.). Toronto, ON: Pearson Education. (ISBN: 0205987753- 9780205987757)

* The textbook can be purchased at the Bookstore.

** The textbook is placed at the Library on a 2-hour reserve.

Online Learning Tool

Manis, F. (N.D.). *MyVirtualTeen*. Pearson Education.

www.myvirtualteen.com

* Please note that MyVirtualTeen is included with the purchase of the Arnett (2013) text OR is available for purchase on its own.

COURSE APPROACH

The organization of this course is based on principles of “learner-centeredness,” placing an emphasis on students and their personal and interpersonal process of learning. In this course, my role as the instructor will be to guide and support you as you engage with the course material. With lectures, class discussions, and assignments, you will have a broader understanding of issues related to human development while providing a unique opportunity for in-depth focus on the adolescence period of the life span. You will also develop the writing skills that you will need throughout your degree.

COURSE COMPONENTS

MyVirtualTeen (MVT)

You are expected to engage with the MyVirtualTeen program to “virtually” parent an individual through the teen years. This program is designed to encourage reflection and to help you develop an understanding of the connections between topics and theories relating to development and the lived experiences of adolescents. It is expected that you spend approximately ONE hour/week using the program and making reflective notes. Students are expected to complete assignments 3 to 7 in the My Virtual Teen program when prompted by the program. Students are required to choose 2 of the 3 questions provided by the program. Answers to these questions will be included in your reflection papers (see descriptions below). See Courselink for an example format for making reflection notes.

Courselink and Online Discussions

The online component of the course is housed on Courselink (<http://Courselink.uoguelph.ca>) where you will find lecture notes, assignment instructions and rubrics, discussion boards, grades, and more. You are expected to check Courselink regularly.

You are also expected to collaborate with other students in online discussions 1-2 times per week. All discussions will open at 12:00 am and close at 11:59 pm on the dates indicated on the schedule below. You will be enrolled in groups through Courselink. The purpose of these groups is to allow you to examine the practical implications of the course content. Further detail about the online discussions is available on Courselink. You will evaluate your own and one another’s participation in the discussions (see below).

Please remember that in order to create a safe learning environment, you are required to show tolerance and respect for the viewpoints of others. The Student Rights and Responsibilities policy (<http://www.uoguelph.ca/studentaffairs/home/documents/SRRBrochureAug092.pdf>) outlines the expectations of conduct as a member of the University of Guelph. The University of Guelph is committed to a campus free of discrimination and harassment. Please consult the Human Rights policy (<http://www.uoguelph.ca/hre/hr/docs/hrpolicies.pdf>) or the Human Rights and Equity (<http://www.uoguelph.ca/hre/>) for more information.

POLICIES REGARDING COMMUNICATION

In this course, Courselink will serve as the primary means of communication outside of class.

Communication from the instructor will be posted in the News section of the Courselink website. In addition, students are required to regularly check their @uoguelph.ca e-mail, as that is the official route of communication between the University of Guelph and its students.

The Question Forum on Courselink is where students can post questions regarding assignments and course components. Please check this forum regularly (at least twice a week is recommended). Questions will be answered within 2 business days.

When questions or concerns of a more personal or individual nature arise, students can send email correspondence to the TAs or course instructor. Emails will be answered within 2 business days. Please use your university account for email and include the course code in the subject line.

If you want to create study groups/partners, please do NOT use the listserv. There is a Study Groups Discussion that is set up for that.

METHOD OF EVALUATION

Reflection paper	10%	Friday, Feb. 7, 11:59pm
Midterm exam	25%	Thursday, Feb. 13, 1:00 pm
Integrative reflection paper	25%	Friday, Mar. 28, 11:59pm
Participation self-evaluation	10%	Friday, Apr. 4, 11:59pm
Final exam	30%	Saturday, Apr. 12, 7-9pm

Assignments

Reflection Paper (10%)

As you work through the MyVirtualTeen (MVT) program, you will encounter questions. The portion prior to adolescence contains about 115 questions. Because infancy, early, and middle childhood are not the focus of an adolescence course, you can move through these questions quickly (e.g., in one hour) to get a general sense of your child's early development. Spend time (e.g., one hour or less) writing thoughtful answers to the reflective questions at the end of age 10. This will give you a good understanding of your child's individual characteristics and accomplishments prior to entering adolescence. For the reflection paper, you will complete and answer reflective questions to the end of age 12. Further detail about this assignment and is available on Courselink.

Integrative Reflection Paper (25%)

The integrative reflection paper will require you to reflect on, describe, and evaluate your learning in the course and the MVT program – with emphasis placed on a single topic/theme of the course (you will have a choice). Information will be brought together from your reflection notes, lecture notes, online discussions, and course readings. Further detail about this assignment is available on Courselink.

Participation (10%)

Your participation grade will evaluate your participation with the MyVirtualTeen program and in online discussions. You will be asked to complete a self-evaluation. This will occur during the final week of class. More detail is available on Courselink.

* All assignments must be submitted electronically to the dropbox folder on Courselink by 11:59 pm.

Examinations***Midterm Exam (25%)***

The midterm exam for this course will consist of approximately 50 multiple choice and true and false questions. This exam will include all lectures up to and including February 11 (The Self), and Chapters 1-6. This is a closed book exam.

Final Exam (30%)

The final exam for this course will consist of approximately 75 multiple choice and true and false questions. This exam will include all lectures from February 25 (Family Relationships) to April 3 (Problems & Resilience) and Chapters 7-13. This is a closed book exam.

POLICIES AND INFORMATION**Late Policy**

Late assignments will be penalized by 2 marks per day, including weekends. Assignments will not be accepted after one week and will receive a grade of 0.

To avoid deductions from assignments or to make-up missed exams due to illness or compassionate reasons, students must make arrangements with the instructor via email along with proper documentation before the due date or up to one week after.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

Students who need course adaptations or accommodations because of disability, or who have emergency medical information to share, please speak to the instructor during the first two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make me aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation.

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Centre for Students with Disabilities, 56208 or csd@uoguelph.ca or www.uoguelph.ca/csd. For more information, see Undergraduate Calendar (p. 29) at www.uoguelph.ca/registrar/calendars/undergraduate/current/pdffiles/calendar.pdf.

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, March 7, 2014. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event. In this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

COURSE SCHEDULE & READINGS

The required readings for each week should be read before coming to lecture

MVT = MyVirtualTeen (suggested progression through online program)

Lecture	Topic	Readings	Notes and Important Dates
Jan. 7	Course Introduction	Syllabus	
Jan. 9	Thinking about Adolescence	Ch. 1	
Jan. 14	Biological Foundations	Ch. 2	
Jan. 16	Cognitive Foundations	Ch. 3 (pp. 60-76)	<i>MVT: Complete questions to end of 10 years (Assignment 3)</i>
Jan. 21		Ch. 3 (pp. 76-93)	
Jan. 23	Cultural Beliefs	Ch. 4 (pp. 94-107)	
Jan. 28		Ch. 4 (pp. 107-121)	
Jan. 30	Gender	Ch. 5 (pp. 122-131)	
Feb. 4		Ch. 5 (pp. 131-147)	<i>MVT: Complete questions to end of 12 years (Assignment 4)</i>
Feb. 6	The Self	Ch. 6 (pp. 148-159)	Reflection paper: Feb. 7, 11:59 pm
Feb. 11		Ch. 6 (pp. 159-173)	
Feb. 13	Midterm exam (Ch. 1-6)		
Reading week- No classes			
Feb. 25	Family Relationships	Ch. 7 (pp. 174-190)	
Feb. 27		Ch. 7 (pp. 190-209)	<i>MVT: Complete questions to end of 15 years (Assignment 5)</i>
Mar. 4	Friends and Peers	Ch. 8 (pp. 210-222)	
Mar. 6		Ch. 8 (pp. 223-239)	<i>MVT: Complete questions to end of 16 years (Assignment 6)</i>
Mar. 11	Love and Sexuality	Ch. 9 (pp. 240-253)	
Mar. 13		Ch. 9 (pp. 253-275)	
Mar. 18	School	Ch. 10	<i>MVT: Complete questions to end of 18 years (Assignment 7)</i>
Mar. 20	Work	Ch. 11	
Mar. 25	Media	Ch. 12 (pp. 336-345)	
Mar. 27		Ch. 12 (pp. 345-361)	Integrative reflection paper: Mar. 28, 11:59 pm
Apr. 1	Problems and Resilience	Ch. 13 (pp. 362-381)	
Apr. 3		Ch. 13 (pp. 382-393)	Participation self-evaluation: Apr. 4, 11:59 pm
Final exam: Saturday, April 12, 7:00pm-9:00 pm, location TBA			

ONLINE DISCUSSION SCHEDULE

Discussion	Opens on Tuesdays	Closes on Mondays
1	Jan. 7	Jan. 20
2	Jan. 21	Feb. 3
3	Feb. 4	Feb. 24
4	Feb. 25	Mar. 10
5	Mar. 11	Mar. 24