

Department of Family Relations and Applied Nutrition University of Guelph

## FRHD\*2280: ADOLESCENT DEVELOPMENT

Tuesdays and Thursdays, 8:30-9:50am  
ALEX 200

**Instructor:** Andrea LaMarre, MSc., PhD (Candidate), [alamarre@uoguelph.ca](mailto:alamarre@uoguelph.ca)

**Office:** MINS 115B

**Office hours:** By appointment

**Teaching Assistants:** Kristina Virro, [kvirro@uoguelph.ca](mailto:kvirro@uoguelph.ca); Kwaku Agyeman, [kagyeman@uoguelph.ca](mailto:kagyeman@uoguelph.ca)

**COURSE DESCRIPTION:** This course examines psychosocial development in adolescence, emphasizing physiological, social and emotional changes.

**COURSE APPROACH:** 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 to understanding adolescence;
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 reflection notes and reports.

**REQUIRED RESOURCES:** E-textbook: Arnett, J.J. (2018). *Adolescence and Emerging Adulthood: A Cultural Approach, 6<sup>th</sup> Edition*.

This textbook is an e-book, and can be purchased at the University Bookstore and Campus Co-op Bookstore. Once you have purchased the book, you can access it by entering your code here:

<https://console.pearson.com/enrollment/0iaob8>

For in-depth information on getting started with the REVEL system through which textbook access is provided:

[https://www.pearsonhighered.com/revel/assets/pdf/REVEL-for-Student\\_Getting-Started-Guide.pdf](https://www.pearsonhighered.com/revel/assets/pdf/REVEL-for-Student_Getting-Started-Guide.pdf)

**RECOMMENDED RESOURCES:** Articles as Assigned in Table Below. Articles are available on the University of Guelph library website by performing a search for journal articles – an excellent chance to practice your library search skills! Parts of these readings *may* be on exams *if covered in lectures*.

**“FOR INTEREST” RESOURCES:** Adolescent development is fascinating, and is also a hot topic in the media . In the “for interest” resources, you’ll find non-academic (but still reputable) articles and podcasts that delve more deeply into some of the topics we’ll cover in class. You may find these helpful in enhancing your understanding and drawing connections in your assignments. They will not be testable on exams.

**COURSE APPROACH:** This course is designed to be learner centered. There will be several opportunities to make choices about how to best enhance your own learning. My role is to guide you through the learning process and offer support as you explore new theories, concepts, and applications. Your role as a student is to come to class ready to learn, engage with the material to the best of your ability, ask for help when you need it, complete assignments thoroughly and on time, and to contribute to the learning space in a respectful way. The course format will be mostly lecture style given the size of the class, with audio-visual clips and interpersonal engagement woven into the course fabric. Assignments are designed to complement in-class learning and offer you an opportunity to engage more deeply with the aspects of adolescent development that you find particularly interesting. They will help you to develop and refine your communication and critical thinking skills, which will serve you throughout your degree and beyond. I have provided three kinds of resources for you to choose your level of engagement with the materials; some weeks you may choose to only read the required resources, and other weeks you might find yourself seeking out recommended and “for interest” resources. Your engagement is your choice and your responsibility. I hope that you find the material engaging!

**EVALUATION:**

Reflection Paper 1	15%
Midterm Exam	20%
Blog, Infographic, or 3 Min Challenge	20%
Reflection Paper 2	15%
Final Exam	30%

*\*Detailed assignment instructions, guidelines, and marking schemes can be found on Courselink*

*\*\* Midterm and final exams will be multiple choice and will cover textbook AND lecture material.*

**Reflection Papers**

Weighting: 15% each

Due: January 28<sup>th</sup> and March 8<sup>th</sup>

For each reflection paper, you will be asked to reflect on questions related to adolescent development covered in the readings and lectures in relation to:

- An adolescent TV show character; or.
- An adolescent book character

To help you prepare for the reflection paper, you will be expected to answer several questions each week in relation to the experiences of your chosen character. In the reflection paper, you will choose the set of questions you find most interesting to drive the development of your paper. You will be expected to bring in core course content from lectures and textbook. Additionally, you may wish to draw on journal articles, podcasts, blog posts included in the recommended resources.

**Blog, Infographic, or 3 Minute Challenge**

Weighting: 20%

Due: March 18<sup>th</sup>

For this assignment, you will have the choice of several options; this assignment is designed to let you use and develop skills in the method of communication you prefer. It is also intended to strengthen your communication skills and comprehension of research knowledge. You will choose one of the peer reviewed articles in the course syllabus (under recommended resources) and create one of the following:

- An infographic
- A 600-1000-word blog post
- A 3-minute recorded talk

In the resource you create, you will translate the research and provide a critique using plain/clear language.

### **Exams**

Dates: Midterm Feb. 15<sup>th</sup> (in class), Final April 18<sup>th</sup> (location TBD)

There will be two multiple choice exams in this course. They are **not cumulative**. The midterm will cover course content from weeks 1-5 (chapters 1-6, plus lecture material). The final exam will cover course content from weeks 6-12 (chapters 7-13, plus lecture material).

**POLICIES REGARDING COMMUNICATION:** Courselink (<http://courselink.uoguelph.ca>) will serve as the primary means of communication outside of class. You are expected to check Courselink regularly. In addition, students are required to regularly check their @mail.uoguelph.ca e-mail, as that is the official route of communication between the University of Guelph and its students.

This is the communication protocol you are required to follow in this class:

1. Review the course outline and assignment instructions. If the answer is there, the instructor and TAs will refer you back to these.
2. Read the announcements posted in the News section of the Courselink website. This is where the instructor will post updates and clarifications.
3. If you are still unclear, post your questions in the appropriate area of the Question Forum on Courselink. Questions regarding assignments must be posted online and will not be answered over email.
4. For special accommodations or to schedule an appointment, email the instructor. Make sure to use your @mail.uoguelph.ca account and to include FRHD\*2280 in the subject line of your email.\*

*\*Course TAs and instructor will check discussion board and email messages on a daily basis from Monday through Friday. You can expect a response within 2 business days,*

## COURSE SCHEDULE AND READINGS

Lecture	Topic	Readings	Notes and Important Dates
Jan. 9/11	Course Introduction  Biological Foundations	<p><b>Required:</b> Chapter 1 &amp; Chapter 2</p> <p><b>Recommended:</b> Roberts, C. (2013). Early puberty, 'sexualization' and feminism. <i>European Journal of Women's Studies</i>, 20(2), 138-154.</p> <p><b>For Interest:</b> Parry, V. (2005). It's not just the hormones... <a href="https://www.theguardian.com/science/2005/mar/03/1">https://www.theguardian.com/science/2005/mar/03/1</a></p> <p>Neighmond, P. (2010). Experiencing Teen Drama overload? Blame biology. <i>NPR</i>. <a href="https://www.npr.org/templates/story/story.php?storyId=129150658">https://www.npr.org/templates/story/story.php?storyId=129150658</a></p>	
Jan. 16/18	Cognitive Foundations	<p><b>Required:</b> Chapter 3</p> <p><b>Recommended:</b> O'Dell, L., Callaghan, J., Andenæs, A. &amp; Macleod, C. (2015). Whose development are we talking about? Commentary on Deconstructing Developmental Psychology. <i>Feminism &amp; Psychology</i>, 25(3), 402-407.</p> <p><b>For Interest:</b> Knox, R. (2010). The teen brain: It's just not grown up yet. <a href="https://www.npr.org/templates/story/story.php?storyId=124119468">https://www.npr.org/templates/story/story.php?storyId=124119468</a></p> <p>Shellenbarger, S. (2013). Teens are still developing empathy skills. <a href="https://www.wsj.com/articles/teens-are-still-developing-empathy-skills-1381876015">https://www.wsj.com/articles/teens-are-still-developing-empathy-skills-1381876015</a></p>	
Jan. 23/25	Cultural Beliefs	<p><b>Required:</b> Chapter 4</p> <p><b>Recommended:</b> Narayan, U. (2000). Undoing the "package picture" of cultures. <i>Signs</i>, 25(4), 1083 -1086.</p> <p><b>For Interest:</b> United States Agency for International Development. (2017). Systematic review of positive youth development in low and middle-income countries. <a href="https://www.icrw.org/news/systematic-review-pyd-low-mid-income-countries/">https://www.icrw.org/news/systematic-review-pyd-low-mid-income-countries/</a></p> <p>Immigrant Adolescent Health, Part 1: <a href="https://www.kidsnewtocanada.ca/culture/adolescent-health-background">https://www.kidsnewtocanada.ca/culture/adolescent-health-background</a></p>	Reflection paper 1 due <b>Jan. 28<sup>th</sup> at 11:59pm</b>
Jan. 30/Feb. 1	Gender	<p><b>Required:</b> Chapter 5</p> <p><b>Recommended:</b> Mikel-Brown, L. &amp; Tappan, M.B. (2008). Fighting like a girl fighting like a guy: Gender identity, ideology, and girls at early adolescence. <i>New Directions for Child and Adolescent Development</i>, 120, 47-59.</p> <p><b>For Interest:</b> Harper, C. (2017). Podcast: Transforming the world for girls. <a href="https://www.odi.org/opinion/10419-podcast-transforming-world-girls">https://www.odi.org/opinion/10419-podcast-transforming-world-girls</a></p>	
Feb.	The Self	<b>Required:</b> Chapter 6	

6/8		<p><b>Recommended:</b> Clonan-Roy, K., Jacobs, C.E. &amp; Nakkula, M.J. (2016). Towards a model of positive youth development specific to girls of color: Perspectives on development, resilience, and empowerment. <i>Gender Issues</i>, 33(2), 96–121.</p> <p><b>For Interest:</b> Pickhardt, C.E. (2010). Adolescence and self-esteem. <i>Psychology Today</i>. <a href="https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201009/adolescence-and-self-esteem">https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201009/adolescence-and-self-esteem</a></p>	
Feb. 13/15	School	<p><b>Required:</b> Chapter 10</p> <p><b>Recommended:</b> Gruber, J. &amp; Fineran, S. (2016). Sexual harassment, bullying and school outcomes for high school girls and boys. <i>Violence Against Women</i>, 22(1), 112-133.</p> <p><b>For Interest:</b> Wells, A.S., Fox, L. &amp; Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. <a href="https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/">https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/</a></p>	Midterm exam <b>Feb. 15<sup>th</sup> in class</b>
Feb. 20/22	WINTER BREAK (No classes)		
Feb. 27/Mar. 1	Family Relationships	<p><b>Required:</b> Chapter 7</p> <p><b>Recommended:</b> Hou, Y., Kim, S.Y., Hazen, N. &amp; Benner, A.D. (2017). Parents' perceived discrimination and adolescent adjustment in Chinese American families: Mediating family processes. <i>Child Development</i>, 88(1), 317–331.</p> <p><b>For Interest:</b> Perry, P. (2015). Rejected by your parents? Remember: You are not alone. <i>The Guardian</i>. <a href="https://www.theguardian.com/commentisfree/2015/jan/06/rejected-parents-beliefs-identity-sexuality">https://www.theguardian.com/commentisfree/2015/jan/06/rejected-parents-beliefs-identity-sexuality</a></p> <p>Bryner, J. (2010). Accepting parents boost mental health of LGBT teens. <i>Live Science</i> <a href="https://www.livescience.com/9075-accepting-parents-boost-mental-health-lgbt-teens.html">https://www.livescience.com/9075-accepting-parents-boost-mental-health-lgbt-teens.html</a></p>	
Mar. 6/Mar. 8	Friends and Peers	<p><b>Required:</b> Chapter 8</p> <p><b>Recommended:</b> Webb, H.J. &amp; Zimmer-Gembeck, M.J. (2013). The role of friends and peers in adolescent body dissatisfaction: A review and critique of 15 years of research. <i>Journal of Research on Adolescence</i>, 24(4), 564-590.</p> <p><b>For Interest:</b> Chen, A. (2017). Having a best friend in your teenage years could benefit you for life. <i>NPR</i>. <a href="https://www.npr.org/sections/health-shots/2017/08/26/543739986/having-a-best-friend-in-your-teenage-years-could-benefit-you-for-life">https://www.npr.org/sections/health-shots/2017/08/26/543739986/having-a-best-friend-in-your-teenage-years-could-benefit-you-for-life</a></p>	Reflection paper 2 due <b>March 8<sup>th</sup> at 11:50pm</b>
Mar. 13/Mar. 15	Love and Sexuality	<p><b>Required:</b> Chapter 9</p> <p><b>Recommended:</b> Nosko, A., Tieu, T-T., Lawford, H. &amp; Pratt, M.W.</p>	

		<p>(2011). How do I love thee? Let me count the ways: Parenting during adolescence, attachment styles, and romantic narratives in emerging adulthood. <i>Developmental Psychology</i>, 47(3), 645-657.</p> <p><b>For Interest:</b> Golden, R.L. (2017). Talking About Sexuality with Transgender and Nonbinary Teens. <i>Psychology Today</i>.  <a href="https://www.psychologytoday.com/blog/affirming-adolescence/201709/talking-about-sexuality-transgender-and-nonbinary-teens">https://www.psychologytoday.com/blog/affirming-adolescence/201709/talking-about-sexuality-transgender-and-nonbinary-teens</a></p> <p>Long, M. (2011). Adolescent sexuality.  <a href="https://unchronicle.un.org/article/adolescent-sexuality">https://unchronicle.un.org/article/adolescent-sexuality</a></p>	
Mar. 20/Mar. 22	Media	<p><b>Required:</b> Chapter 12</p> <p><b>Recommended:</b>  Khan, S., Gagné, M., Yang, L. &amp; Shapka, J. (2016). Exploring the relationship between adolescents' self-concept and their offline and online social worlds. <i>Computers in Human Behavior</i>, 55, 940–945.</p> <p><b>For Interest:</b> Maps, M.C-G. (2016). Adolescents on social media. <i>Psychopaedia</i>. <a href="https://psychopaedia.org/family-and-relationships/adolescents-social-media/">https://psychopaedia.org/family-and-relationships/adolescents-social-media/</a></p>	
Mar. 27/Mar. 19	Work	<p><b>Required:</b> Chapter 11</p> <p><b>Recommended:</b> Staff, J. &amp; Schulenberg, J.E. (2010). Millennials and the world of work: Experiences in paid work during adolescence. <i>Journal of Business and Psychology</i>, 25(2), 247-255.</p> <p><b>For Interest:</b> Zakrzewski, V. (2013). Teens who help, help their hearts. <i>Greater Good Magazine: Science-Based Insights for a Meaningful Life</i>.  <a href="https://greatergood.berkeley.edu/article/item/teens_who_help_help_their_hearts">https://greatergood.berkeley.edu/article/item/teens_who_help_help_their_hearts</a></p>	Blog/Infographic/3MC due <b>March 18<sup>th</sup> at 11:59pm</b>
Apr. 3/Apr. 5	Challenges and Resilience	<p><b>Required:</b> Chapter 13</p> <p><b>Recommended:</b> LaMarre, A. &amp; Rice, C. (2015). Normal eating is counter-cultural: Embodied experiences of eating disorder recovery. <i>Journal of Community and Applied Social Psychology</i>, 26(2), 136–149.</p> <p>McLean, K.C., Wood, B. &amp; Breen, A.V. (2013). Reflecting on a difficult life: Narrative construction in vulnerable adolescents. <i>Journal of Adolescent Research</i>, 28(4), 431-452.</p> <p><b>For Interest:</b> Majtenyi, C. (2016). Podcast: Understanding risk-taking behaviours in adolescence <a href="https://brocku.ca/brock-news/2016/03/podcast-understanding-risk-taking-behaviours-in-adolescence/">https://brocku.ca/brock-news/2016/03/podcast-understanding-risk-taking-behaviours-in-adolescence/</a></p>	
<b>Final Exam April 18<sup>th</sup>, 2:30-4:30pm, Location TBD</b>			

Syllabus and course content developed with thanks to Dr. Jenny Glzman.

## **POLICIES AND INFORMATION:**

### **Late Policy**

Late assignments will be penalized by **1 mark per day**, including weekends. Assignments will not be accepted after one week and will receive a grade of 0.

### **Grading Policy**

If you disagree with a grade you have received, you may request to have your assignment reconsidered. However, you must provide clear justification for the area(s) you feel could have been graded differently using evidence from the rubric and from your assignment in the form of a **one-page document** using examples from your assignment. If you wish to submit a re-grade request, **please wait 24 hours** before doing so. You may submit re-grade requests up to **one week** after your grade was posted. Please submit re-grade requests to the TA who graded your assignment. The instructor will intervene only in extenuating circumstances; the TAs are well-equipped to grade your assignments and respond to re-grade requests.

### **Drop Date**

The last date to drop one-semester courses, without academic penalty, is **March 9th**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

### **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>

### **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- amiscconduct.shtml>

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

### **Drop Date**

The last date to drop one-semester courses, without academic penalty, is Friday, March 10, 2017. 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**

Please request permission to record any course content, including lectures.

### **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<https://www.uoguelph.ca/registrar/calendars/>

### **Cell Phone and Laptop Policy**

Students are expected to turn off their phones when in class, unless there is a particular reason for which having the phone on is required. Out of respect for fellow students, students are asked to refrain from watching videos, going on social media sites, playing games, etc. during class.

## **CLASSROOM INTERACTION GUIDELINES**

### **Feminist Classroom Interactions**

This is a feminist classroom, where we engage with each other in respectful and thoughtful conversations about the relationship between social relations and social differences/identities including sex, class, race, age, culture, disability, and sexuality, and sense of self. Attendance is expected. Coming to class will help you to truly understand the material in conversation with the instructor and peers; there is an expectation that you will keep up with readings, participating in dialogue an informed way, and provide ethical feedback to other students. You should come to class not only having done the assigned reading, but also having thought about it and having prepared some points/questions for discussion. Your responses to other students should not be negative. As an engaged participant, your job is to enter into conversations about what was read/heard, and your responses to the ideas presented. You are asked to structure your responses along the following:

- Identifying the ideas that engage you
  - As you read texts or listen to the lectures, presentations, and discussions which ideas caught your attention or captured your imagination? Which ones stuck a chord for you?
- Describing the intentions of the writers or speakers
  - What values and principles regarding subjects, their sense of self, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' or speakers' purposes and commitments?
- Situating your responses
  - What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of you own experiences resonated with these ideas?
- Identifying gaps and spaces
  - What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?
- Recognising your movement
  - How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?

(Courtesy of Dr. Carla Rice. Response guidelines adapted from White, M. (2002). Outsider witness responses. In Narrative therapy. Toronto: Gail Appel Institute.)