

University of Guelph
Department: Family Relations and Applied Nutrition
FRHD*2280: Adolescent Development
Winter 2019

Instructor: David S. Green, PhD
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Email: dgreen05@uoguelph.ca
Office Hours: By Appointment
Class Time: Tuesdays and Thursdays 8:30 to 9:50 a.m.
Class Location: MACN 105

Graduate Teaching Assistants: Kwaku Agyema (kagyeman@uoguelph.ca) and Mark Sorg (msorg@uoguelph.ca)

The GTAs will not be holding office hours; however, they can meet for individually scheduled appointments.

COURSE DESCRIPTION

This course examines psychosocial development in adolescence, emphasizing physiological, social, and emotional changes.

LEARNING OUTCOMES

At the end of this course, students should be able to:

- Demonstrate understanding of the important changes that occur during adolescence and the various factors that threaten healthy development;
- Critically discuss influences on development during adolescence such as family, peers, schools, and society;
- Apply the major theoretical approaches to the understanding of adolescence to deal with challenges, opportunities, problems, or issues facing adolescents and their families;
- Critically appraise developmental theories based on new directions in developmental science and recognition of diversity;
- Utilize adult learning strategies such as critical reflection and active learning methods (e.g., case study) to challenge and/or develop perspectives pertinent to adolescents' development; and
- Apply understanding of adolescent development for the promotion of optimal growth.

PREREQUISITES

Students should have completed one of the following courses: ANTH*1150, FRHD*1010, FRHD*1100, PSYC*1000, PSYC*1100, PSYC*1200, SOC*1100.

CLASS ATTENDANCE

Regular class attendance is expected as lectures will supplement material in the required textbook. Students are responsible for both textbook and lecture materials. Lectures are designed to augment and clarify the assigned course textbook and will not always review all the materials in the textbook. Your class attendance will facilitate an understanding of the materials. Please be on time for class and refrain from texting or surfing the internet during class. Extra credits may be offered in this course.

COURSE READINGS

Required textbook

Arnett, J. J. (2018). *Revel for adolescence and emerging adulthood: A cultural approach* (6th ed.). Hoboken, NJ: Pearson.

Instructions for accessing the textbook

There is no physical textbook for this course. The resources you will use are in the Pearson Revel online platform. You will need to purchase an Access Code Card from the bookstore which you will redeem online. The Pearson Revel platform is an interactive textbook including text, audio, videos and interactive, and quizzing and journaling exercises. Once you have redeemed your Access Code Card, please download the REVEL App through an app store to access your course content on your mobile device. Should you require a printed version, one is available for purchase at an additional nominal cost once you redeem your Access Code Card.

It's time to access Revel Adolescence and Emerging Adulthood, 6e, the course materials for FRHD*2280. Here's how:

1. Go to your student invite link:
<https://console.pearson.com/enrollment/bzx3nr>
2. Sign in to your Pearson Account or create one.
3. Redeem your access code or purchase instant access online. (Temporary access option for financial aid is also available.)

Highly recommended reading

Students are required to use APA academic writing style. Please use:

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Recommended readings

Chuang, S. S., Green, D. S., & Moreno, R. P. (2018). Culture. In M. Bornstein (Ed.), *The SAGE Encyclopedia of lifespan human development* (pp. 502-506). Thousand Oaks, CA: Sage.

- Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child development*, 67, 1891-1914. doi:10.1111/j.1467-8624.1996.tb01834.x
- Gruber, J., & Fineran, S. (2016). Sexual harassment, bullying and school outcomes for high school girls and boys. *Violence Against Women*, 22(1), 112-133.
- Hou, Y., Kim, S. Y., Hazen, N., & Benner, A. D. (2017). Parents' perceived discrimination and adolescent adjustment in Chinese American families: Mediating family processes. *Child Development*, 88(1), 317-331.
- Khan, S., Gagné, M., Yang, L., & Shapka, J. (2016). Exploring the relationship between adolescents' self-concept and their offline and online social worlds. *Computers in Human Behavior*, 55, 940-945.
- Labroo, A. A., & Patrick, V. M. (2008). Psychological distancing: Why happiness helps you see the big picture. *Journal of Consumer Research*, 35(5), 800-809.
- LaMarre, A., & Rice, C. (2015). Normal eating is counter-cultural: Embodied experiences of eating disorder recovery. *Journal of Community and Applied Social Psychology*, 26(2), 136-149.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253. doi:10.1037/0033-295X.98.2.224
- McLean, K. C., Wood, B., & Breen, A. V. (2013). Reflecting on a difficult life: Narrative construction in vulnerable adolescents. *Journal of Adolescent Research*, 28(4), 431-452.
- Mikel-Brown, L., & Tappan, M.B. (2008). Fighting like a girl fighting like a guy: Gender identity, ideology, and girls at early adolescence. *New Directions for Child and Adolescent Development*, 120, 47-59.
- Nosko, A., Tieu, T-T., Lawford, H., & Pratt, M. W. (2011). How do I love thee? Let me count the ways: Parenting during adolescence, attachment styles, and romantic narratives in emerging adulthood. *Developmental Psychology*, 47(3), 645-657.
- Roberts, C. (2013). Early puberty, 'sexualization' and feminism. *European Journal of Women's Studies*, 20(2), 138-154.
- Schwartz, S. J. (2001). The evolution of Eriksonian and, neo-Eriksonian identity theory and research: A review and integration. *Identity: An international journal of theory and research*, 1(1), 7-58.
- Staff, J., & Schulenberg, J.E. (2010). Millennials and the world of work: Experiences in paid work during adolescence. *Journal of Business and Psychology*, 25(2), 247-255.
- Wall, J. R., & Koch, S. M. (2006). At-risk youth reaching adulthood: Confronting challenges with limited support. *Psycritiques*, 51(17). doi:10.1037/a0002235

Webb, H.J., & Zimmer-Gembeck, M. J. (2013). The role of friends and peers in adolescent body dissatisfaction: A review and critique of 15 years of research. *Journal of Research on Adolescence*, 24(4), 564-590.

COURSE REQUIREMENTS

Summary of Grades

Components	Grades
Critical Reflection	30%
Anomaly	15%
Dilemma	15%
Group Case Study	15%
Revel Weekly Assessment	10%
Examination	45%
Midterm	20%
Final	25%
Total	100%

Critical Reflection Assignments (2 x 15 = 30%)

According to Mezirow (1990), “no need is more fundamentally human than our need to understand the meaning of our experience” (p. 4). At the same time, we are trapped in our meaning perspectives, making it impossible for us to interpret without bias. However, through transformative learning and emancipatory education, we can overcome some of the issues associated with the perspectives that we hold. In this regard, critical reflection is a useful tool to: (a) critique presuppositions on which our beliefs are built and to correct distortions in our beliefs and mistakes in problem-solving; (b) challenge the validity of our presuppositions in previous learning; (c) transform our uncritically assimilated meaning perspectives that determine what, how, and why we learn and act; (d) provide justification for premises on which our conclusions are based; and (e) use metaphors to gain deeper understanding of the phenomena of interests. This kind of critical reflection is precipitated by anomalies and dilemmas.

Focusing on the readings, lectures, class discussions, and activities, students will write two critical reflection papers. The first one should be based on an anomaly and the second on a dilemma. Each reflection paper should be **three to five pages** (excluding cover page and references), double-spaced, and 12-point Time New Roman. Please see the course website for further instructions.

The critical reflection papers are due on **January 29 at 11:59 PM (anomaly)** and **March 19 (dilemma)**. Upload a word document to critical reflection one and two, respectively, to Dropbox on Courselink (*Turnitin is activated*) and make sure that your name is on the title page.

Group Case Study (15%)

It is important for students to learn to think intensively and critically, making case study a useful teaching and learning method. Case study method is an active learning strategy that can be used to: (a) promote the development of critical thinking skill, (b) bridge the gap between theory and

practice, (c) illustrate how to think professionally, (d) encourage students to use theoretical concepts to highlight a practical problem, and (e) help clinical problem solving. Developing these skills will result in students being “outcome driven, open to new ideas, flexible, willing to change, innovative, creative, analytical, communicators, assertive, persistent, caring, energetic, risk takers, knowledgeable, resourceful, observant, intuitive, and ‘out of the box’ thinkers” (Ignatavicius, 2001, p. 37). Possessing these characteristics will enable students to become successful at the personal and professional levels. Thus, the purpose of the case study assignments is to engage students in active learning. Also, it will help students to analyze data, apply theory to practice, synthesize course content, use different viewpoints, and practice decision making skills.

Focusing on course materials and academic literature relevant to adolescent development, students will complete **one group case study** from case studies provided. The case study should be **four to six pages** (excluding cover page and references), double-spaced, and 12-point Time New Roman. **For the group case study, students will work in groups of three.** Please see the course website for further instructions.

The group case study is due on **February 28 at 11:59 PM**. Upload a word document to group case study in Dropbox on Courselink (*Turnitin is activated*) and make sure that your names are on the title page.

Student Effort Evaluation (SEE). A peer evaluation which will assess each individual’s efforts to the case study, with a maximum of 100%. All of the scores will be averaged and then multiplied by the grade. For example, if the overall effort of the group was 60% and the project received an 8.5/10, your grade is $60\% \times 8.5 = 510/10 = 51\%$. SEE should be handed in SEPARATELY. * If you believe that all team members deserve 100% of the grade, then do not hand in a SEE. Hand in a SEE sheet if you believe that one or more members did not put in 100% effort.

Revel Weekly Assessment (10%)

Students will complete weekly assessments on Revel. These assessments will include a chapter quiz and a critical thinking and writing activity each week. Please see Revel for instructions and due dates.

Examinations (45%)

There will be TWO non-cumulative exams. The first exam will be worth **20%** on materials covered in weeks 1-5. This exam will be conducted on **February 12**. The second exam will be worth **25%** on materials covered in weeks 6-12. This final exam will be held during the final exam period (**April 8, 2019**).

LATE WORK POLICY

Assignments are due at **MIDNIGHT**. Late assignments will receive a deduction of 1% PER DAY (e.g. critical reflection 15% -1% = 14%). To avoid penalties, students **MUST** make arrangements with the instructor along with proper documentation **BEFORE** the day that the assignment is due.

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.

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 this is the official route of communication between the University of Guelph and its students.

Additionally, the following communication protocol should be utilized for this class:

1. Review the course outline and assignment instructions. If the answer(s) is there, the instructor or 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 at dgreen05@uoguelph.ca. Make sure to use your @mail.uoguelph.ca account and to include FRHD*2280 in the subject line of your email.*

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

EXCERPT FROM 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 (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, March 8, 2019.

For regulations and procedures for Dropping Courses, see the relevant section in the Undergraduate Calendar.

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

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 or see the website: <http://www.uoguelph.ca/csd/>

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. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. 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.

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.

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/>

COURSE SCHEDULE AND READINGS

Lecture	Topic	Readings	Notes and Important Dates
Jan. 8/10	Course Introduction Biological Foundations	Required: Chapter 1 & Chapter 2 Recommended: Roberts (2013)	
Jan. 15/17	Cognitive Foundations	Required: Chapter 3 Recommended: Labroo & Patrick (2008)	
Jan. 22/24	Cultural Beliefs Gender	Required: Chapter 4 Recommended: Chuang, Green, & Moreno Required: Chapter 5	
Jan. 29/31	Gender Group Time	Required: Chapter 5 Recommended: Mikel-Brown & Tappan (2008)	Critical reflection (anomaly) due January 29
Feb. 5/7	The Self	Required: Chapter 6 Recommended: Markus & Kitayma (1991)	
Feb. 12/14	School	Required: Chapter 10 Recommended: Gruber & Fineran (2016)	Midterm exam February 12
Feb. 19/21			
Feb. 26/28	Family Relationships	Required: Chapter 7 Recommended: Coll et al. (1996); Hou, Kim, Hazen, & Benner (2017) Required: Chapter 7	Group Case Study due February 28
Mar. 5/7	Friends and Peers	Required: Chapter 8 Recommended: Webb & Zimmer-Gembeck (2013)	
Mar. 12/14	Love and Sexuality	Required: Chapter 9 Recommended: Nosoko, Tieu, Lawford, & Pratt (2011)	
Mar. 19/21	Media TBA	Required: Chapter 12 Recommended: Khan, Gagné, Yang, & Shapka (2016)	Critical Reflection (dilemma) due
Mar. 26/28	Work	Required: Chapter 11 Recommended: Staff & Schulenberg (2010)	
Apr. 2/4	Challenges & Resilience	Required: Chapter 13 Recommended: LaMarre & Rice (2015); McLean, Wood, & Breen (2013); Wall & Koch (2006)	
Apr. 8-22	Examination		April 8

Syllabus and course content adapted with thanks to Jenny Glozman, PhD and Andrea Lamarre, PhD.