



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*2280 Adolescent Development COURSE OUTLINE – WINTER 2021

1. CALENDAR DESCRIPTION

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

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 1 of ANTH*1150,FRHD*1010,*1100,PSYC*1000,*1100,*1200,SOC*1100

Co-Requisites(s): None

Restriction(s): This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. Please see departmental website for more information.

2. COURSE DESCRIPTION

This course examines adolescent development in the context of individual, family, social, and cultural systems. Students will learn about biological and cognitive changes occurring during adolescence, and how these affect and are affected by family and broader social systems. Interactions between adolescents and their parents and peers, in school and community contexts, and within broader cultural influences will be examined. The course attends to both risk and resilience, and includes a focus on how various professionals working with adolescents are guided by theory and research.

3. TIMETABLE

Lecture: Wednesdays 7:00 – 9:50 pm

Location: Zoom

Final Exam: Wednesday April 21st, 2021, 7:00 – 9:00pm

4. INSTRUCTIONAL SUPPORT

Course Instructor: Jessica Reid, PhD Candidate, M.A., B.Ed.

Email: jessica.reid@uoguelph.ca response by next working day, no response on weekends

Office Hours: Open student hour via Zoom on Thursdays 10 am – 11am or by appointment

Teaching Assistants: Magdalena Karakehayova, Nicole Wylie-Curia

Email: mkarakeh@uoguelph.ca and nwylie@uoguelph.ca include FRHD*2280 in subject line

Office Hours: by appointment

5. LEARNING RESOURCES

Required Resource(s):

McMahan, Ian & Thompson, Susan (2015). *Adolescence (Canadian Edition)*. Toronto: Pearson

Best Start (2010). *A Child Becomes Strong: Journeying through each stage of the life cycle*.

Toronto: Best Start Resource Centre. <https://resources.beststart.org/product/k12a-a-child-becomes-strong-manual/>

Johnson, E., & Easterling, B. (2015). Coping with confinement: Adolescents' experiences with parental incarceration. *Journal of Adolescent Research*, 30(2), 244-267.

<https://doi.org/10.1177/0743558414558593> This reading will be available on CourseLink

Kovarikova, J. (2017). *Exploring Youth Outcomes After Aging-Out of Care*. Provincial Advocate for Children and Youth. This reading will be available on CourseLink

Recommended Resource(s):

See CourseLink during semester for instructor-recommended resources

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Demonstrate understanding of the physiological, cognitive, and social changes that occur during adolescence and various factors that promote or threaten healthy development.
2. Demonstrate understanding of the interactional influences on adolescent development in the context of family, peers, schools, and local or broader cultural communities.
3. Apply knowledge about adolescent development to particular challenges and opportunities faced by adolescents and their families.
4. Demonstrate understanding of the practical application of this knowledge in professional contexts.
5. Critically appraise currently held knowledge about adolescence based on developmental science and cultural diversity.
6. Demonstrate self-awareness regarding their own personal experience of adolescence and how this potentially enhances and limits their understanding of the diversity of adolescents' developmental contexts and experiences.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Jan. 13: Introduction & Indigenous Life Cycle	Text Chapter 1 Best Start (2010) pp.1-14, 31-36	In-class overview of assignments
2	Jan. 20: Physical Development & Cognitive Changes	Text Chapter 2 & 3	In-class group discussion on assignment #1
3	Jan. 27: Families & Family Stresses During Adolescence	Text Chapter 4 Guest Speaker	Educational Infographic Assignment due Friday Jan 29 th at 11:59pm
4	Feb 3 rd : Peers, School & Work	Text Chapter 5 & 6	In-class review for the midterm
5	Feb. 10 th : In-class Midterm		
Reading Week Feb. 15th – 19th			
6	Feb. 24 th : Community, Culture & the Media	Text Chapter 7	In-class group discussion for assignment #2
7	Mar. 3 rd : Gender & Identity	Text Chapter 8 & 9 Guest Speaker	In-class group discussion for assignment #2
8	Mar 10 th : Intimacy	Text Chapter 10	In-class group discussion for assignment #2

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9	Mar. 17 th : Adolescent Challenges	Text Chapter 11	
10	Mar. 24 th : Adolescents with Incarcerated Parents	Johnson & Easterling (2015) article	Program Proposal Assignment due Friday March 26 th at 11:59pm
11	Mar. 31 st : Youth in Intersecting Systems	Kovarikova, J. (2017) Guest Speaker	
12	April 7 th : Resilience & Positive Prospects	Text Chapter 12	In-class exam review Critical Reflection Assignment due Friday April 9 th at 11:59pm Final exam: April 21 st from 7:00 – 9:00pm

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Assignment#1 Educational Infographic	1,2,3,	Jan. 29 th	15%
Assignment # 2 Program Proposal	3,4,5	Mar. 19 th	25%
Assignment #3 Critical Reflection	3,5,6	Apr. 9 th	10%
Midterm Exam Midterm exam will have two parts: 1. Multiple choice questions 2. Two short-answer questions Questions will be based on readings, lecture material and guest speakers, Weeks 1-4.	1,2,3,4, 5	Feb. 10 th	20%

<p>Final Exam</p> <p>The exam has three parts:</p> <ol style="list-style-type: none"> 1. Multiple choice questions based on readings and lecture material from Weeks 6-12. 2. Two short-answer questions based on course and lecture material since the midterm. 3. 1 reflective essay exam question which will cover all lectures, guest speakers, learning activities, and readings throughout 	1,2,3,4,5,6	Apr. 21 st	30%
			Total: 100%

Personal Disclosure:

Learning is enhanced by exploring the interface between personal & professional experience and academic study (theory and research). You are encouraged to explore this interface and reveal only as little or as much information as you are comfortable sharing with faculty, teaching assistants, and fellow students. The evaluation of student performance is not dependent upon student disclosure of personal information. In order to create a safe learning environment, students are required to show tolerance for the viewpoints of others.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available 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 promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and

not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/>

Illness:

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.