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**DEP 4305 - ADOLESCENT PSYCHOLOGY**  
**Section 308A, Spring 2019**

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**Professor: Julia A. Graber, Ph.D.,** Professor of Psychology

**Office Hours:** Wednesdays 3:30pm – 4:30pm & by appointment

**Contact info:** PSY 114-A; 273-3807; [jagraber@ufl.edu](mailto:jagraber@ufl.edu)

**Teaching Assistant: Daniel Fisher, M.S.** Graduate Student in Psychology

**Office Hours:** Thursdays 1:30pm – 3:30pm & by appointment

**Contact info:** PSY 015, [d.fisher@ufl.edu](mailto:d.fisher@ufl.edu)

**Class Time:** T 3:00pm - 4:40pm (Period 8-9, no break)  
R 4:05pm - 4:55pm (Period 9)

**Class Location:** PSY 151

**Website:**

This course uses Canvas in elearning for posting all course materials and grades. Several assignments will be submitted via the website. To access Canvas: Log in using your Gatorlink ID and password at <http://elearning.ufl.edu> and select DEP 4305. The syllabus is also posted on Dr. Graber's website at: <http://www.psych.ufl.edu/~jagraber/>

**Course Description:**

This course is designed to provide an overview of physical, social, emotional, and cognitive development occurring during adolescence. A particular emphasis will be placed on individual aspects of development, the contexts and social spheres that shape adolescent development, and transitions of adolescence. As part of the educational process for understanding and applying developmental concepts, students will engage in active participation with their peers.

**Required Readings:**

- Steinberg, L. (2017). *Adolescence*, 11<sup>th</sup> Edition. New York: McGraw-Hill Publishers.
- Additional readings discussed in class will be available on the course website.

**COURSE POLICIES**

- **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
- **Academic Honesty.** See <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
- **Students with disabilities.** As per UF policy, students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, an accommodation letter will be sent to the instructor. Students with disabilities should follow

this procedure as early as possible in the semester. Please be sure to speak with Dr. Graber to be sure all accommodations are in place.

- **Make-up Exams and Extensions.** Requests for make-up exams or extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Requests must be based on University approved reasons and must include proper documentation as per University guidelines. The following specific rules also apply:
  - **There are no make-ups for the Group Project and Presentation.**
  - Late papers (without an approved extension) will be penalized. Assignments will not be accepted if they are more than 1 week overdue.
  - To make up an in-class activity, please contact the instructor. Again, students must have a University approved reason for the absence.
- **Attendance. Attendance is required for all students on both of the poster days at the end of the semester—no exceptions.** Otherwise, attendance will not be taken in this class. If a student misses a class, s/he is expected to obtain notes from another member of the class. Dr. Graber and the Teaching Assistant will not provide notes for missed classes.
- **Evaluations.** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
- **Sexual Harassment.** Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. You can also complete a Sexual Harassment Complaint Form (Title IX) here: <https://titleix.ufl.edu/title-ix-complaint-form/>.
- **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class or posted on the course website.

### COURSE REQUIREMENTS

- **Readings.** All assigned readings must be completed before each class period.
- **Exams (4 exams, 40 points each, 160 points total).** Students will complete multiple-choice exams in class.
- **Application Examples (40 points).** Beginning January 22, students, in small groups, will lead discussion on how that aspect of adolescent development is portrayed in society. Students will come to class with examples of how information on the topic is portrayed via

websites, news articles, television shows, movies or other media either in the U.S. or internationally. Students should plan on showing a clip or connecting to the website and discuss the accuracy of the information, who created the information (e.g., scientists, a corporation, etc.), who the target audience is (teens, parents, teachers, etc.), and the impact this example may have on youth. Be sure information is specific to the topic we are covering that week (e.g., autonomy) rather than “adolescence” globally. Two to three groups will present examples for each topic. Groups should post a link or description of the content they plan to present prior to their presentation date so other groups do not duplicate examples. Schedule and details will be posted on the course website. Each student in the group will independently submit a brief overview of the group presentation identifying the example and key points for the discussion of the example.

- ***Class Participation and In-class Activities (40 points total)***. Activities provide the opportunity to apply knowledge to real world contexts and discuss concepts during class. Activities will be completed throughout the semester.
- ***Individual Research Paper (50 points)***. Students will complete a 3-4 page literature review on a topic related to their group research project.
- ***Group Research Project and Presentation (Multiple parts: 110 points total)***. Students, working in small groups, will conduct a research project and present their projects to the class in a poster presentation.
  - ***Initial Topic (5 pts)***. Each student generates possible topic for the project. These are submitted individually via Canvas. In class, students identify common interests and submit the list of group members.
  - ***Specific Topic & References (10 pts)***. Specific topic to be addressed in project and 10 references related to specific topic of the group project are submitted via Canvas (1 submission per group).
  - ***Research Questions & Methods (10 pts)***. Each group submits a description of the method to be used to conduct the research in the project (1 submission per group).
  - ***Final Poster & In-Class Presentation (75 pts)***. Electronic copies of posters will be submitted in Canvas before class on the first day of poster presentations; printed posters should be brought to class for presentation on that date (1 submission per group). Submit the references cited on poster as a separate document from the poster (1 submission per group).
  - ***Reflections on poster sessions (10 pts)***. Submitted in Canvas after poster days.

\*Detailed instructions for assignments are posted online.

**CRITICAL DATES**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>	<b>%</b>
<b>Exam 1</b>	Tues, Jan 24	40	
<b>Exam 2</b>	Tues, Feb 14	40	
<b>Exam 3</b>	Thurs, Mar 14	40	
<b>Exam 4</b>	Tues, Apr 11	40	
	<b>Total Exams</b>	<b>160</b>	<b>40%</b>
<b>Application Examples</b> (1x in semester)	TBA	<b>40</b>	<b>10%</b>
<b>In Class Activities</b> (throughout semester)	<b>Total In-class</b>	<b>40</b>	<b>10%</b>
<b>Individual Research Paper</b>	Thurs, Mar 28	<b>50</b>	<b>12.5%</b>
<b>Group Project &amp; Presentation</b>			
Possible Topic (submit online & bring to class)	Tues, Feb 5	5	
Specific Topic & References for Project (submit online)	Thurs, Feb 21	10	
Research Questions & Description of Methods (submit online)	Thurs, Mar 21	10	
Final Poster & In-class Presentation ( <i>Posters due 4/18; Must attend 4/18 &amp; 4/23</i> )	Thurs, Apr 18	75	
Reflections on Posters (submit online)	Wed, Apr 24	10	
	<b>Total Project</b>	<b>110</b>	<b>27.5%</b>
	<b>Total Points for Course</b>	<b>400</b>	<b>100%</b>

**GRADING SCALE**

<b>Grade</b>	<b>%</b>	<b>Points</b>
<b>A</b>	94% - 100%	376-400
<b>A-</b>	90% - 93.9%	360-375
<b>B+</b>	87% - 89.9%	348-359
<b>B</b>	83% - 86.9%	332-347
<b>B-</b>	80% - 82.9%	320-331
<b>C+</b>	77% - 79.9%	308-319
<b>C</b>	73% - 76.9%	292-307
<b>C-</b>	70% - 72.9%	280-291
<b>D</b>	67% - 69.9%	268-279
<b>E</b>	<67%	<268

**IMPORTANT GRADING POLICY:** The point values will be used to calculate final grades, NOT percentage values. That is, if you have 359 points, your grade will be a B+ even though 359 points is 89.8%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

## TOPICS AND READINGS

Dates	TOPICS & Reading Assignments
1/8 Tues	<b>Overview of Adolescence</b> <ul style="list-style-type: none"> <li>Syllabus &amp; Introduction to Adolescence (pp. 2-4 in text)</li> </ul>
1/10 Thurs	<b>Puberty</b> <ul style="list-style-type: none"> <li>Chapter 1, pp. 14-34 (up to Obesity section)</li> </ul>
1/15 Tues	<b>Puberty</b> <ul style="list-style-type: none"> <li>Reading discussed in class</li> </ul> <b>Cognitive Development</b> <ul style="list-style-type: none"> <li>Chapter 2</li> </ul>
1/17 Thurs	<b>Cognitive Development</b> <ul style="list-style-type: none"> <li>Reading discussed in class</li> </ul>
1/22 Tues	<b>Transitions</b> <ul style="list-style-type: none"> <li>Chapter 3</li> </ul>
1/24 Thurs	★EXAM 1
1/28 Tues	<b>Family</b> <ul style="list-style-type: none"> <li>Chapter 4</li> </ul>
1/31 Thurs	<b>Autonomy</b> <ul style="list-style-type: none"> <li>Chapter 9</li> </ul>
2/5 Tues	<b>Autonomy</b> <ul style="list-style-type: none"> <li>Reading discussed in class.</li> </ul> <p>★Tuesday, 2/5, Group Topic Due submit online before class identify groups in class.</p>
2/7 Thurs	<b>Identity &amp; Self</b> <ul style="list-style-type: none"> <li>Chapter 8</li> </ul>
2/12 Tues	<b>Identity &amp; Self</b> <ul style="list-style-type: none"> <li>Chapter 8</li> <li>Reading discussed in class</li> </ul>
2/14 Thurs	★EXAM 2

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2/19 Tues **Peers**

- Chapter 5

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2/21 Thurs **Intimacy**

- Begin Chapter 10

**★Thursday, 2/21, Specific Topic & References for Group Project Due. Submit online by 6:00pm.**

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2/26 Tues **Intimacy**

- Chapter 10
- Reading discussed in class

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2/28 Thurs **Sexuality**

- Begin Chapter 11

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**Spring Break**

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3/12 Tues **Sexuality (wrap up)**

- Reading discussed in class

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3/14 Thurs **★EXAM 3**

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3/19 Tues **School Context**

- Chapter 6
- Reading discussed in class

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3/21 Thurs **★Thursday, 3/21, Research Questions & Method for Group Project Due. Submit online by 6:00pm.**

No class meeting. Spend time finalizing Project assignment.

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3/26 Tues **Work & Leisure**

3/28 Thurs

- Chapter 7
- Reading discussed in class

**★Thursday, 3/28, Submit Individual Research Paper online by 6:00pm.**

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4/2 Tues **Health & Health Risk**

- pp. 34-41 (Chapter 1)

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4/4 Thurs **Psychosocial Problems**

- Chapter 13
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4/9 Tues     **Psychosocial Problems**

- Chapter 13
- Reading discussed in class

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4/11 Thurs   **★EXAM 4**

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4/16 Tues     **Poster Preparation** Bring questions to class & meet with groups

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4/18 Thurs   **POSTER PRESENTATIONS OF GROUP PROJECTS (Day 1)**

- ★**Submit poster online** before class on 4/18
- ★**Hard Copies of All Posters** due at beginning of class on 4/18

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4/23 Tues     **POSTER PRESENTATIONS OF GROUP PROJECTS (Day 2)**

- ★Submit Reflections on Posters **by 6:00pm Wednesday 4/24**

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