

**Psychology 315-1  
Psychology of Adolescence  
Spring, 2019**

**Instructor:** Debbie Palmer, Ph.D.  
**Office Location:** B303 Science Building  
**Office phone:** 715-346-3953  
**Office hours:** Wednesdays 12:45 – 1:45 PM  
 and Thursdays from 3:30 – 4:30 PM; other times  
 by appointment

**Meeting Times:** Tuesdays and Thursdays from 2-3:15 PM  
**Classroom location:** Science Building Science D230  
**E-Mail:** [dpalmer@uwsp.edu](mailto:dpalmer@uwsp.edu)

**Required Materials:**

**Text:** *Adolescence (11<sup>th</sup> Edition)* by Laurence Steinberg.

**Outside Reading materials** placed on the Canvas course website (please see below for more information on Canvas). It would be helpful for you to have access to the additional reading materials in the classes when we will cover them. You may use your own electronic device to access the additional reading materials. I will temporarily loan out a limited number of hard copies during those classes. You do *not* have to make your own hard copies of the additional reading materials.

**Canvas course site:** By visiting this link, you will be able to log on to Canvas, find this course site, as well as info on how to use Canvas, receive technical assistance: <https://www.uwsp.edu/canvas/Pages/default.aspx>; Links on this site include user guides (including a series of videos), a self-paced training course. On the specific course site, I provide downloadable files containing lecture slides, handouts, materials, information about grades, etc. The UWSP IT Service Desk staff may be of assistance, too, as well as the staff of the computer labs on campus. The IT Service Desk website is available at <http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>, you can call for assistance via telephone extension 4357 or stop by Albertson Hall 108A.

**This class uses “Turning Point Cloud” to do interactive polling.** You will need to purchase a Turning Technologies code from the bookstore to participate in the class. This costs \$13 and is good for all your other courses where TurningPoint is required for use this semester. You will be able to use your own device (a laptop, tablet, or smartphone) to respond to polling. If you do not have a device, you may check out a clicker from the UWSP IT Service Desk in room 108A Albertson Hall), free of charge. **You will need your UWSP Student ID to get your clicker.**

**Returning clickers:** Clickers must be returned to IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker. For Service Desk hours: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

Turning Point Account

You will need to create or connect your Turning Point account through the course site in Canvas. Click on the Turning Point account activation link in the course site in Canvas to get started.

You can find help with Turning Point Cloud here:

<https://www.turningtechnologies.com/support/turningpoint-cloud>

Technical problems are unpleasant but are not usually a valid excuse for missing deadlines. If you experience problems with UWSP’s technology, your own technology, your internet provider, etc., it is your responsibility to make use of all the resources available to you in a timely manner to complete your work. Contacting me to say you are having technical issues is not enough. Make use of resources available on campus and off campus for TurningPoint.

**Course Description:** My primary goal for this course is for you to gain an in-depth, scientifically based understanding of the adolescent period of human development. To that end, you will experience a broad overview

of multiple topics pertaining to adolescence, including physical, cognitive, social, and emotional transitions. Although the focus of the material will emphasize primarily normative development, we will also examine non-normative development. Therefore, we will cover positive and negative aspects of this life period. Please note that as this is a Psychology course, I will present you with a lot of theoretical and empirical information. I will make a concerted effort to demonstrate connections to “real-life.” I will use a variety of formats and techniques to present the course information, ranging from lectures to showing video clips, in-class activities, outside assignments & service-learning with community agencies, as well as active dialogue between you and myself.

**Disability Accommodation:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall and me as soon as possible. You may contact DATC at 715-346-3365 or DATC@uwsp.edu.

**Grading:** Your final course grade will be based on the following components: performance on exams, attendance & course participation, and performance on either service-learning **OR** outside assignments.

**Attendance & Course Participation:** One of the best ways to develop critical thinking skills is through discussion with others who hold different perspectives. Further, class dialogue and activities offer an opportunity to apply psychological theories about adolescence to your own experiences and allow the reexamination of assumptions that we all hold regarding this period of development. Therefore, I will conduct this course in a lecture/discussion format, which requires your active participation.

I will work hard to be adequately prepared for class each day; therefore, I expect you to also be adequately prepared for class by completing all readings and relevant assignments (see the tentative course schedule on pages 6 and 7 of this document) by the beginning of the class on their respective due dates.

Please show respect for your fellow students and I during discussions and activities by listening and being open to diverse viewpoints. I ask that you please minimize disruptions during class (e.g., texting, etc.). Please be in your seat at the beginning of class each day. I expect your attendance for the *entire* class session. Tardiness and/or early departures are discouraged. Find a seat that is acceptable at the beginning of the semester that you will use the remainder of the term – this will allow me to more easily learn your name. Please contact me in the event of extenuating circumstances (e.g., extended absence due to hospitalization, etc.).

Individuals with problematic attendance, who appear chronically unprepared, do not sufficiently participate (i.e., offer relevant comments, etc.) risk a lowering of their course grades. It is UWSP policy that you regularly attend your classes.

In class you will complete a variety of tasks, both individually and in collaboration with your fellow classmates (in a class-wide manner or in small groups). Some assignments will require you to produce written responses (individually or in collaboration with fellow classmates) while others may entail verbal discussion and/or presentation of topics that are more open-ended. Other activities will entail that you answer questions via TurningPoint. I will provide immediate and anonymous feedback for the class regarding the correct answers to the in-class activities using TurningPoint (where applicable, i.e., if there is a right or wrong answer) so you can get an accurate sense of your level of understanding of the topics. I will not be grading these activities in terms of accuracy but will be tracking that you were present and participated. You need to have your own device or clicker with you each day (except exam days) beginning on 1/31.

You may sign in on an attendance sheet twice – without penalty - if you are present in class without being able to take part in a TurningPoint session due to forgetting your clicker or mobile device. If a clicker malfunctions (e.g., batteries have died, etc.) you will need to go promptly to the UWSP IT Service Desk in room 108A of Albertson Hall for assistance. If you experience technical difficulties with your own mobile device, you must address the issues in a timely manner. You are urged to communicate with me as soon as possible if you believe you have a legitimate reason for not being able to take part in TurningPoint sessions, especially if it is for an extended time, so I can determine if a waiver of penalties is warranted.

By their very nature, it is challenging to create make-ups for missed in-class assignments/activities (e.g., how can one voice their opinion on a topic arrived at via small group discussion if one did not take part in the small group discussion?). I will drop **two days** attendance and participation credits during the term. Therefore, make-ups of in-class assignments/activities should be unnecessary for most students, but if I determine that a student has a valid, usually documented excuse, then a make-up of the missed assignment/activity or an equivalent alternative would be possible. To make these assignments/activities up, contact me via email and/or stop by during office hours (or via appointment). This means even if you have documentation, such as a doctor's note, you still must make up the missed in-class activity/activities in order to earn the missed credit(s). This will allow you to see the questions asked, in order to help prepare you for the upcoming exam. If you do not have a legitimate reason for missing class(es), you are still welcome to stop by during office hours or by appointment in order to see the questions asked, in order to help prepare you for the upcoming exam. However, you will not earn the missed credit(s). Once again, please contact me in the event of extenuating circumstances (e.g., extended absence due to hospitalization, etc.).

Please note that I will not tolerate any behavior pertaining attendance and course participation that violates UWSP's academic honesty policies. Please refer to the Rights and Responsibilities and Academic Honesty sections later in this document for more details.

**Service-Learning:** You have the *option* of requesting to take part in service-learning that will be completed by providing unpaid and uncompensated work at a local community agency. In order to decide whether to request to do service-learning, read the descriptions of the opportunities at the various agencies posted to the Canvas course site, listen to the information described in class, read about it in this document. You must submit a completed, hard copy of the selection form by the stated deadline (see the last page of this document and Canvas). If you wish to request to be placed at an alternate location instead of one of the community agencies being offered, then communicate that interest to me and follow up that communication by submitting a completed service-learning selection form by the stated deadline (see the last page of this document and Canvas). Note that some community agencies have more restricted times when you can do service, while other community agencies have more flexible times when you are able to do service. Additionally, some agencies require a background check to occur, which takes approximately two weeks to complete. Finally, there are a limited number of placements available at the community agencies. Take these things in to consideration when requesting to do service-learning and selecting a location at which to do it.

Once you have submitted a completed selection form, please wait for me to communicate with you via email with a response. If you are able to be placed and wish to accept your placement, then you will submit a hard copy of the completed service-learning agreement form, attend a mandatory orientation meeting led by the agency's personnel, devote a minimum of fifteen volunteer hours of work (unpaid, uncompensated and documented via a time sheet, *not including* the orientation) to the agency. You will also submit information about your progress electronically and in writing in the designated class meeting time. Towards the end of your service, you will submit reflections electronically and in writing in the designated class meeting time. If you are absent during the designated class meetings when progress information and reflections will be submitted, you need to follow the instructions on Canvas.

I expect you to complete your service-learning responsibilities in a professional manner. This means you will adhere to standards set forth by the agency regarding dress code and behavior (e.g., punctuality, etc.). Keep in mind you are representing myself as well as UWSP. Any deviations from these expectations may result in a lowering of your course grade or even dismissal from the agency.

Failure to meet posted deadlines will result in deductions. A deduction of 10% will occur for each calendar day (including weekends) that you submit work late. I accept **nothing** more than seven calendar days past the due date, except when you have a legitimate, usually documented, excuse.

Please note that what you communicate with me regarding service-learning may be potentially shared with the appropriate agency staff members.

Service-learning can be used to fulfill your Experiential Learning requirement for the GEP at UWSP. Should you wish to do service-learning and this GEP requirement, you must notify me in a timely manner so that you have assistance in completing the required Experiential Learning Activity Planning form by the stated deadline – if necessary. Information on the deadline for the submission of a hard copy of the signed form can be found on the last page of this document; the form is posted in Canvas.

**Outside Assignments:** Students who elect *not* to participate in service-learning will be required to complete 3 assignments outside of the class meeting time. You will actively investigate aspects of adolescence in a variety of ways when completing these outside assignments. I will return any submitted outside assignment not meeting stated instructions to you for revision and/or may apply a grade deduction. The due dates for outside assignments are shared on the last page of this document. The guidelines for each of these outside assignments are on Canvas. Completed outside assignments need to be submitted electronically to Canvas by the beginning of the class period for each of the stated deadlines. Late outside assignments are not encouraged; I will apply a deduction (10%) each calendar day (including weekends) you submit an assignment past the deadline. I will accept no work more than 1 week late. Typically, only if you have a legitimate, documented excuse will I waive this late policy. Please note that you are welcome to submit any of the outside assignments before the deadline(s).

**It is not anticipated that any student would be able to begin service-learning and then switch to the outside assignments or vice versa. Therefore, please very carefully select which of the options you wish to do. In the case of extenuating circumstances, please communicate with me as soon as possible so we can work together to resolve issues.**

**Exams:** The exam format will consist of a combination of multiple-choice, short-answer, and essay questions. The exams are *not* cumulative. I will provide a review sheet before each exam, both in class and on Canvas. Graded exams will be available to view in class as well as during office hours or via scheduled appointments. I will post exam grades on the Canvas website. I do not allow you to take graded exams from the classroom or my office. *I will drop the lowest exam grade. It does not matter which exam grade is the lowest, I will drop it, even if it is the final exam.*

**Late/Missed Exams:** In order to take *any* exam later than the scheduled date, be aware that you will usually be required to have a valid reason and to provide supporting documentation (e.g., doctor's note, receipt for automobile repairs, etc.) verifying your excuse in a timely manner. With enough prior notice, and my approval, it *may* be possible for you to take exam(s) before the scheduled date(s).

**Extra Credit Opportunities:** I offer opportunities to earn extra credit. Details will be shared on Canvas.

**Tutoring:** All UWSP students can receive individual tutoring assistance arranged via the Mary K. Croft Tutoring and Learning Center here on campus – please visit the website at <http://www.uwsp.edu/tlc/Pages/default.aspx> for information on their services (and possible fees, when applicable) that are offered.

**Rights and Responsibilities:** UWSP values a safe, honest, respectful, and inviting learning community environment. In order to ensure that each student has an opportunity to succeed, a set of expectations exists for both students and professors (see. <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>). *You must be familiar with and abide by these expectations.*

**Academic Honesty:** Any academic misconduct is in violation of UWSP's policies and is extremely serious. You can access information about potential disciplinary actions and procedural guidelines pertaining to academics at <https://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>.

**Course Withdrawal:** If you choose to withdraw from class, you should do so in a timely manner in accordance with published deadlines. Not doing so could result in a failing grade or the loss of reimbursable fees. You can find the published deadlines at the following link: <http://www.uwsp.edu/regrec/Pages/calendars.aspx>

**Emergency Procedures:** UWSP has an emergency management plan; details about this plan can be found at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt).

- In the event of a medical emergency during class, call 911 or use the red emergency phone located in the hallway. If you are trained and willing to do so, offer assistance to others. Guide emergency responders to victim.
- In the event of a tornado warning during class, proceed to the lowest level interior room without window exposure in the basement of this building.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC). Notify the emergency command personnel or myself of any missing individuals.
- In the event of an active shooter during class– if you can run from the classroom, do so. If you are trapped, try to hide, lock the door, turn off the lights, spread out and remain quiet. The recommendation is to fight back if you cannot run away or hide. Follow instructions of emergency responders.

**Notice of Disclosure Responsibility:** Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, that Instructor is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Course Grade Calculation:** Attendance & Course Participation = 25%, Exams = 45%, Service-Learning **OR** Outside Assignments = 30%.

For **Service-Learning** the following formula applies when calculating the 30% listed above: completion of the service-learning selection form = 1%; completion of the service-learning agreement form = 1%; successful completion of service hours measured via the completed time log sheet = 15%; progress report = 3%; reflections = 10%.

For **Outside Assignments** the following formula applies when calculating the 30% listed above: outside assignment #1: 10%; outside assignment #2: 10%; outside assignment #3: 10%

**Grading Scale:**

A	≥ 93%	A-	90% to 92%	B+	87% to 89%	B	83% to 86%
B-	80% to 82%	C+	77% to 79%	C	73% to 76%	C-	70% to 72%
D+	67% to 69%	D	60% to 66%	F	less than 60%		

Week	Date	Topics	Readings
1	1/22	Class Introduction	
	1/24	Defining & Studying Adolescence	Introduction & Chapter 3 in text
2	1/29	Independent Work – class does not meet	Introduction & Chapter 3 in text
	1/31	Defining & Studying Adolescence	Introduction & Chapter 3 in text; TurningPoint sessions begin in class this day.
3	2/5	Pubertal Development	Chapter 1 in text
	2/7	Pubertal Development	Chapter 1 in text
4	2/12	Pubertal Development	Chapter 1 in text
	2/14	Pubertal Development	Additional reading #1 on Canvas
5	2/19	Cognitive Development	Chapter 2 in text
	2/21	Cognitive Development	Chapter 2 in text
6	2/26	Cognitive Development	Chapter 2 in text
	2/28	Cognitive Development	Additional reading #2 on Canvas
7	3/5	<b>Exam #1</b>	
	3/7	Family Relationships	Chapter 4 in text
8	3/12	Family Relationships	Chapter 4 in text
	3/14	Family Relationships	Chapter 4 in text
	3/19	Spring Break – Enjoy!	
	3/21	Spring Break – Enjoy!	
9	3/26	Family Relationships	Additional reading #3 on Canvas
	3/28	Peer Relationships	Chapter 5 in text
10	4/2	Peer Relationships	Chapter 5 in text
	4/4	Peer Relationships; Progress Report for service-learning	Chapter 5 in text
11	4/9	Peer Relationships	Additional reading #4 on Canvas
	4/11	<b>Exam #2</b>	
12	4/16	Intimacy & Sexuality Development	Chapters 10 & 11 in text
	4/18	Intimacy & Sexuality Development	Chapters 10 & 11 in text
13	4/23	Intimacy & Sexuality Development	Additional reading #5 on Canvas
	4/25	Psychosocial Problems in Adolescence	Chapter 13 in text
14	4/30	Psychosocial Problems in Adolescence	Chapter 13 in text
	5/2	Psychosocial Problems in Adolescence	Chapter 13 in text
15	5/7	Psychosocial Problems in Adolescence	Additional reading #6 on Canvas <b>Extra credit is due</b>
	5/9	Reflections for service-learning	Only students doing service-learning are required to attend this day
Final Exam	Tuesday, 5/14 12:30 – 2:30 PM	<b>Exam #3</b>	

Date	Service-Learning Assignments	Outside Assignment Assignments
1/31	Selection form: hard copy due by class time. I will make the placements and communicate the info to you via email during this week.	
Early-Mid February	You will complete orientations once I have placed you. Check details on how to arrange your orientation in the email you receive about placement from me, as well as Canvas.	
2/14	Agreement form: hard copy due by class time. General Education Experiential-Learning Activity Planning Form (if applicable): hard copy due by class time.	
2/19		Outside Assignment #1: electronic file due to Canvas by class time.
3/28		Outside Assignment #2: electronic file due to Canvas by class time.
4/4	Progress report: will be submitted during the last part of the class meeting through usage of your clickers. Information on what you will need to share can be found on Canvas, along with instructions on what to do if you are absent during this class meeting. Grades and feedback will be shared via email.	
4/25		Outside Assignment #3: electronic file due to Canvas by class time.
5/9	Time sheet: hard copy due by class time. Reflections: will be submitted during class. Information on what you will need to share can be found on Canvas, along with instructions on what to do if you are absent for this class meeting. Grades and feedback will be shared via email.	