Course Syllabus: PSYO 4092.3
Topics in Developmental Psychology: Adolescent Development and Emerging Adulthood
Department of Psychology and Neuroscience
Faculty of Science
Fall 2019

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Rm 5259 Life Sciences Centre</td>
</tr>
<tr>
<td>Rebecca Tucker</td>
<td>3:00 – 5:00pm on Thursdays</td>
</tr>
<tr>
<td><a href="mailto:rebecca.tucker@dal.ca">rebecca.tucker@dal.ca</a></td>
<td></td>
</tr>
<tr>
<td>Department Office</td>
<td>Rm 3263</td>
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<tr>
<td>Phone: 902-494-3417</td>
<td>3rd Floor Life Sciences Centre</td>
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<tr>
<td>Fax: 902-494-6585</td>
<td>(Psychology Wing)</td>
</tr>
<tr>
<td>Email: <a href="mailto:psychology@dal.ca">psychology@dal.ca</a></td>
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</tbody>
</table>

Course Description:

Each year, this seminar course focuses on a selected topic in developmental psychology. This year, we will examine the adolescent developmental period and the transition into early adulthood. We will cover a series of topics affecting development during this period. Some areas of focus will be biological and cognitive development, key developmental contexts (e.g., family, school/employment, peer relationships, and more), and key developmental tasks (e.g., gaining independence, building self-identity, understanding love and sexuality). In covering these areas, we will also examine both problems that can arise, and resilience, within this developmental period.

Course Prerequisites:

Instructor permission is required.

Required readings:

Although unusual for a seminar class, we will be following a textbook for this course as it is the most comprehensive format for studying general development, along with the complex factors and contexts that shape it, across an extended period. The textbook we will be using is:


This textbook offered only in digital format through Revel and is purchasable online:
Pearson Link: http://www.pearsonhighered.com/revel/students/registration/index.html
Course Invite: https://console.pearson.com/enrollment/ofwgmh

*If you have difficulties accessing the textbook for any reason (technical or otherwise), we will be talking more about it during the first class and/or we can also meet during office hours to figure it out.*
Each week we will cover the key ideas from the chapter your fellow students are presenting on, plus a reading assigned by your fellow students related to their research presentation (see Research Presentation section below).

*Please note, I understand that some weeks have heavier reading loads in order to properly cover the weekly topic and all presentations. I also understand how busy the semester gets and that it can be hard to manage the workload at times. My suggestion for those weeks is that you should, at least, plan to read enough of the assigned readings to orient you to the weekly topic/presentations and actively participate in class conversations.

Summary of Course Work and Evaluation:

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Dates</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Participation</td>
<td>Throughout the term</td>
<td>30%</td>
</tr>
<tr>
<td>Topic Presentation</td>
<td>Individually Scheduled on first day of class*</td>
<td>20%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>Individually Scheduled on first day of class*</td>
<td>20%</td>
</tr>
<tr>
<td>Research Presentation Summary</td>
<td>One week after presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>Nov. 28th (email submission by midnight)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Work and Evaluation Details

Below you will find a summary of the components of this course on which you will be evaluated.

Participation
- You will be graded on the extent to which you demonstrate attentive, prepared and constructive participation in class.
- Tips for successful participation:
  o Engage in class discussions in a meaningful way – the quality of participation does matter!
  o Actively listen and respond appropriately and thoughtfully to your colleagues’ comments.
  o Included in your class participation grade is professionalism. This includes attendance, punctuality, advanced notice for absences, and respectful communication with colleagues

Topic Presentation
- 30-40-minute summary of relevant chapter (presentation)
  o Include definitions for any new terminology
  o Although not all of a chapter is likely to be able to be included in this amount of time, consider what you would want to “teach” someone who has not read the chapter and/or how you would summarize what you have learned in the chapter.
- Followed by leading a 20 – 30 minute class discussion.
Tips for leading the discussion:
- Begin the discussion with an opportunity for people to seek clarification on any parts of the chapter that were unclear.
- Prepare questions to pose to the group to get discussion going. These should include bigger picture questions that can be discussed and not just clarification questions (clarification questions are also very useful to ask of the group, but should not be the only questions asked)
- Act as a facilitator to help keep discussion engaging and moving forward appropriately
- I am happy to meet during office hours prior to your presentation to discuss the content of your presentation, what you have focused on, and any other questions you may have as you prepare.

** Please send me your slides by 5pm the day before your presentation, especially if we have not met about your presentation during office hours. Even if it is not the finalized version, I would like to see the content you are focusing on ahead of class to help with class planning/preparation.

Research Presentation
- Pick a research article that is related to that week’s topic. Your chosen article needs to be sent to the instructor and fellow classmates one week prior to your presentation
- 10-minute summary of article (presentation)
  - Include definitions for any new terminology
- Followed by leading a 20-minute class discussion.
  - Tips for leading the discussion:
    - Begin the discussion with an opportunity for people to seek clarification on any parts of the article that were unclear.
    - Prepare questions to pose to the group to get discussion going. These should include bigger picture questions that can be discussed and not just clarification questions (clarification questions are also very useful to ask of the group, but should not be the only questions asked)
    - Act as a facilitator to help keep discussion engaging and moving forward appropriately

** Note: you do not have to send these slides ahead of time

Research Presentation Summary
- Briefly summarize your research presentation:
  - This includes a summary of the typical sections - methods, participant, study design, main conclusions etc.
- At the end of your summary, include a section that summarizes, and reflects on, some of the class discussion about your article
  - This can include things such as a summary of what was discussed, specific points others raised you found interesting and/or had not thought of, specific points of debate that arose and/or any class consensus on those points, etc.
- These summaries will be shared with classmates so each of you has the option to keep a sort of “reference book” for some of the information learned about adolescent development this term that was in addition to the textbook.
Final Project: Knowledge Dissemination
- Write a blog post/newspaper article as if you were writing to share one key finding about adolescent development with the public. Aim to write about something that you think the public does not know but should – this can include topics about which there is a lack of information available or topics about which there may be a lot of misinformation or debate.
- Any claims should be research-based. If your topic does not have a large and/or high-quality evidence base or replicated findings, make sure not to “mislead the public” as to the strength of the claim.
- Your assignment should be written as if it were for a lay audience, so avoid jargon.
- This assignment can be on a new topic or related to your Topic Presentation, focusing on something that you think the public would be interested in knowing or that you are interested in exploring further in this format.
## Week-by-Week Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-09-05</td>
<td>Introduction</td>
<td>Chapter 1</td>
<td><strong>optional, but would help provide context for first class</strong></td>
</tr>
<tr>
<td>2019-09-12</td>
<td>Biological Foundations</td>
<td>Chapter 2 1 reading assigned by classmate</td>
<td>Topic Presentation 1 Research Presentation 1</td>
</tr>
<tr>
<td>2019-09-19</td>
<td>Cognitive Foundations</td>
<td>Chapter 3</td>
<td>Topic Presentations 2 &amp; 3</td>
</tr>
<tr>
<td>2019-09-26</td>
<td>Cultural Beliefs</td>
<td>Chapter 4</td>
<td>Topic Presentations 4 &amp; 5</td>
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<tr>
<td>2019-10-03</td>
<td>Gender</td>
<td>Chapter 5 2 readings assigned by classmates</td>
<td>Topic Presentation 6 Research Presentations 2 &amp; 3</td>
</tr>
<tr>
<td>2019-10-10</td>
<td>The Self</td>
<td>Chapter 6 2 readings assigned by classmates</td>
<td>Topic Presentation 7 Research Presentations 4 &amp; 5</td>
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<tr>
<td>2019-10-17</td>
<td>Family Relationships</td>
<td>Chapter 7 1 reading assigned by classmate</td>
<td>Topic Presentation 8 Research Presentation 6</td>
</tr>
<tr>
<td>2019-10-24</td>
<td>Friends and Peers</td>
<td>Chapter 8 1 reading assigned by classmate</td>
<td>Topic Presentation 9 Research Presentation 7</td>
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<tr>
<td>2019-10-31</td>
<td>Love and Sexuality</td>
<td>Chapter 9 2 readings assigned by classmates</td>
<td>Topic Presentation 10 Research Presentations 8 &amp; 9</td>
</tr>
<tr>
<td>2019-11-07</td>
<td>School</td>
<td>Chapter 10 1 reading assigned by classmate</td>
<td>Topic Presentation 11 Research Presentation 10</td>
</tr>
<tr>
<td>2019-11-14</td>
<td>NO CLASS (FALL BREAK)</td>
<td></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td>2019-11-21</td>
<td>Work</td>
<td>Chapter 11 2 readings assigned by classmate</td>
<td>Topic Presentation 12 Research Presentation 11 &amp; 12</td>
</tr>
<tr>
<td>2019-11-28</td>
<td>Media</td>
<td>Chapter 12</td>
<td>Topic Presentation 13 <strong>Class Wrap-up</strong></td>
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</table>
Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

Course Policies

Absences: Absences from class will be governed by Dalhousie University’s Policy on Absences, copied below. If you foresee that you may be absent from a class, communicate with me as soon as possible, preferably in advance of the absence, if possible.

Late Assignments: The structure of the class depends on students being prepared to give their presentations on the assigned day. Failure to do so will result in a grade of zero for the presentations, except in exceptional circumstances and following the absence policy detailed below. Late submission of the annotated bibliography or final presentation will result in a 10% deduction for every day (including weekend days) that the submission is late, again except in exceptional circumstances and following the absence policy detailed below.

Cancelled Seminars: If a seminar is cancelled as a result of weather or other unexpected reason, it will be rescheduled on an alternative day when most students are available. You are expected to attend this alternatively scheduled seminar and participation will be graded the same as it would be for regular scheduled classes. In the event of a scheduling conflict for individual students, exception will be granted to this at the instructors’ discretion. Contact the instructor as soon as possible to discuss solutions if you have a scheduling conflict. Decisions about the timing of alternative scheduled seminars, in the event of a cancelled seminars, will be made in discussion with the class.

Dalhousie University Policy on Absences

Short-term Absence

Students experiencing short-term absences of three (3) consecutive days or fewer resulting in missed or late academic requirements must:
- Contact their instructor by phone or email prior to the academic requirement deadline or scheduled time and;
- Complete a Student Declaration of Absence form or provide alternate verification of the absence to their instructor or to the instructor’s designate in-person, on-line through Brightspace, or via instructor e-mail within three (3) calendar days following the last day of absence.
- A student may submit a maximum of two (2) separate Student Declaration of Absence forms per course during a term.
- Students who have recurring short-term absences and who exceed two (2) submissions per course during a term are strongly encouraged to meet with a Faculty or Declared Major Advisor, or Faculty Program Coordinator. In cases of recurring short-term absences, instructors may request documentation to demonstrate a student has met with an Advisor or Coordinator and arrived at a course of action to manage the recurring absences before considering alternate academic requirement arrangements.
Record-keeping Student Declaration of Absence forms:
- Will only be used for administrative purposes;
- Will be kept for a minimum of one year from the date a Faculty member or instructor makes a decision based on the form, after which they will be securely destroyed;
- May be shared with other instructors, Faculty members, and Faculty administrators within a student’s Faculty, College or School to the extent that such disclosure is necessary to maximize support of students in successful completion of academic requirements;
- Fall under the Freedom of Information and Protection of Privacy (FOIPOP) Act. In cases where ongoing accommodations are made for recurring short-term absences due to physical or mental health conditions, the Student Declaration of Absence forms will be considered as data relating to potential accommodation requests, accommodation appeals, accommodation plans, and other matters relating to student accommodation under “Record-keeping” within the Administrative Structure of the Student Accommodation Policy

Long-term Absence

For long-term absences greater than three (3) consecutive days, students should contact their course instructor(s) or the instructor’s designate within five (5) calendar days following the last day of absence. The Student Declaration of Absence form will not be accepted for long-term absences. Where long-term absences are due to major or chronic physical or mental health conditions, documentation must be provided by on-campus or off-campus primary care health professionals. Documentation should indicate the dates and duration of the condition (confidential health information of the exact condition is not required), when possible should describe its impact on the student’s ability to fulfill academic requirements, and include any other information a primary care health professional considers relevant and appropriate. For extenuating circumstances resulting in long-term student absences, instructors may request appropriate documentation depending on the situation. Students experiencing recurring long-term absences are strongly encouraged to meet with a Faculty or Declared Major Advisor, or Faculty Program Coordinator and refer to the University’s Student Accommodation Policy. In such a case, instructors may request documentation to demonstrate a student has met with an Advisor or Coordinator and arrived at a course of action to manage the recurring absences before considering alternate academic requirement arrangements.
University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.


Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: http://www.dal.ca/cultureofrespect.html

Recognition of Mi’kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

https://www.dal.ca/academics/important_dates.html
University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Missed or Late Academic Requirements due to Student Absence (policy)

https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: https://www.dal.ca/faculty/science/current-students/academic-advising.html

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: https://libraries.dal.ca/

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: https://libraries.dal.ca/services/copyright-office.html


Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html

Student Advocacy: https://dsu.ca/dsas

Safety

Biosafety: https://www.dal.ca/dept/safety/programs-services/biosafety.html

Chemical Safety: https://www.dal.ca/dept/safety/programs-services/chemical-safety.html

Radiation Safety: https://www.dal.ca/dept/safety/programs-services/radiation-safety.html

Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html