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# Syllabus

PSYC 2078, version 1.2

Updated: May 20, 2016

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## PSYC 2078—Adolescent Psychology

**Course Description:** Adolescent behavior considered in terms of psychological, social, and physical development.

### Textbooks and Other Materials

ODL is *not responsible* for student purchases that result in *the receipt of the wrong materials*. It is the responsibility of the student to order the correct textbook materials. Courses are written to specific textbook editions; edition substitutions *are not allowed*.

**Textbook:** available from Neebo Connect and other online vendors

John W. Santrock. *Adolescence*. Fifteenth edition. New York, NY: McGraw Hill Education, 2014.

**ISBN-10:** 0-07-803548-1

**ISBN-13:** 978-0-07-803548-7

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### Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. *Always order by the ISBN*. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
3. Our official LSU Online Distance Learning bookstore (<http://www.outreach.lsu.edu/Extended-Campus/Online-Distance-Learning/Textbooks>) carries most of the required textbooks.
4. If you are having problems locating a textbook, contact us at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) for assistance.

### Other Materials and Resources

McGraw-Hill Higher Education provides a textbook Companion Website that you may access at no extra cost (<http://www.mhhe.com/santrocka15e>). It is recommended that all students use this site as a study resource and to complete recommended assignments provided within each module.

Students must use a recent version of Microsoft Word. Students will also need reliable access to the Internet, a library, and the PowerPoint program.

Students are required to use APA style (American Psychological Association) for all Module and other formal writing assignments. Students have the option to use APA style guidelines provided at [Purdue Owl](#) or purchase the *Publication Manual of the American Psychological Association* by the American Psychological Association.

**Software:** MS Word, PowerPoint, Web Browser, Adobe Flash Player, Adobe Shockwave Player, Adobe Acrobat Reader

Students must use a recent version of MS Word to compose their answers for each module assignment.

After the initial reading of each chapter, it is recommended that you review the provided publisher's PowerPoint presentation for that chapter.

It is recommended that you use Mozilla Firefox or Google Chrome as your web browser. Internet Explorer is not compatible with your Moodle course site.

Adobe Flash and Adobe Shockwave player are required for online testing. Adobe Acrobat Reader is required to view PDF document files.

**Hardware:** *Web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet*

Exams are completed online and require the hardware listed above. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment prior to enrolling in this course to make sure they have the necessary resources available.

**Technical Requirements:** <http://www.proctoru.com/tech.php>

**Equipment Test:** <http://www.proctoru.com/testitout/>

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## Nature and Purpose of the Course

**Course Outcomes:** Upon completion of this course, students are expected to be able to:

1. Understand major theories and empirical research findings in the field of adolescent psychology
2. Apply the theories of Freud, Erikson, Piaget, Bronfenbrenner, Vygotsky, and other psychologists in the field of adolescent psychology to real-life situations
3. Understand and be able to apply concepts relevant to the field of adolescent psychology (e.g., storm and stress view, continuity versus discontinuity, nature versus nurture) to real-life situations
4. Critique information received through the media
5. Develop an openness to perspectives and attitudes different from one's own personal beliefs
6. Identify similarities and differences between adolescents from varying social, cultural, and economic backgrounds
7. Format text into APA format

The main purpose of this course is to familiarize students with the underlying concepts of adolescent development, including the biological, psychological, social, and cultural theories underlying this period of transition and change. In addition, this course provides students with the skills to think critically about the information, apply it to real-life situations, and develop an appreciation for life-long learning.

As such, this course is appropriate for individuals working or planning on working with youth in various capacities, including educators, psychologists, social workers, parents of adolescents, and any individual interested in learning more about this complex period of development.

Psychology 2078 is not a remedial course. As a prerequisite for this course, students should have received credit for Psychology 2000 or Psychology 2060, and gained a basic understanding of the different disciplines and theories underlying this multifaceted field of study. Although adolescence in the media is often negatively portrayed as a period of intense distress, emotional turmoil, and bad decision-making on the part of the adolescent, this course is designed to provide a more thorough portrait of the adolescent experience. Students will learn to differentiate myth from fact, look at negative portrayals of adolescence from an educated perspective, and eventually learn to appreciate this important and fascinating period of time which allows a child, dependent on its caregivers, to develop into an independent, self-sufficient adult.

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Although acquiring factual knowledge and understanding theories and concepts is important, more significance is placed on students learning how to acquire knowledge, how to apply their knowledge to real-life situations, and how to think critically about information from various sources. While learning definitions and understanding theories and concepts is important, learning these skills will carry forward beyond the course, into the students' personal, academic, and professional lives.

### Working with the Course Materials

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly a week of course work and will require the same time and effort on your part. *Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.*

Each module contains information, activities, and assignments organized under a consistent series of headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections: the Module Learning Objectives, the Reading Assignment, the Module Lecture Material, the Module PowerPoint, the graded Module Assignment, and a graded Quiz. You should work through these parts of the module in order. Specific recommendations are provided in a link to the course module instructions, which you should review before beginning the first module. Completing the following sequence is strongly encouraged for each module.

1. Complete the *Reading Assignment* from the textbook, PDF documents, or links provided, then review the *Module Lecture Materials and PowerPoint Presentation(s)*. Module 15 requires that you read your *Module Lecture Material* and complete your *Video Review Assignments*, prior to your *Reading Assignment*. **Note:** *Optional Reading Assignments* are available for your reference as a recommended resource to enhance your studies.
2. If Applicable: (*Only if module requires textbook reading*)  
Recommended Chapter Review on textbook Companion Website by visiting  
[http://highered.mheducation.com/sites/0078035481/information\\_center\\_view0/index.html](http://highered.mheducation.com/sites/0078035481/information_center_view0/index.html).
3. Review and complete the *Module Assignment*.
4. When you are ready, upload and submit your **Module Assignment**. Use the following naming convention for documents to be uploaded:

CourseNumber\_Version\_Section\_LastName\_FirstName\_ModuleNumber

**(Example: PSYC2078\_1.2\_1\_jones\_sam\_M01)**

5. Complete the *Module Quiz (With the Exception of Module 15)*, following the instructions provided.

Each module begins with a list of Learning Objectives and Instructions. Please read objectives and instructions before you begin your *Reading Assignment*.

After the initial reading of the Textbook, review of Module Material and Module Lecture, it is recommended that you access the Textbook Companion Website and review the publisher's videos, scenarios, self-assessment exercises, flashcards, multiple-choice and matching quizzes for assigned *textbook* chapters.

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### **Suggested Study Techniques**

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
5. Review your module assignments after they have been graded, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

### Reading Assignments

To do well in this course, it is essential that you have read and studied all the course materials that precede the module assignments. Do not begin the module assignment until you have done so. For each type of document you prepare for this course, follow carefully the guidelines provided in the textbook and the course website.

Students are advised to proceed as follows when reading a chapter:

First, briefly review the subtitles of the chapter to get an understanding of the material that will be covered. Second, briefly skim the chapter, *paying attention to overall structure and general information*. Third, read the chapter thoroughly and in its entirety, one paragraph at a time, and write down the most important information in your own words. Finally, reread your summary notes at a later time to ensure they are complete. If you do not understand previously written notes, reread the paragraph.

Overall, try not to read one chapter in one sitting, but space it out to increase retention. These steps should help you get the most out of your reading, and decrease the time you will need to study for the quiz, writing assignments, and subsequently, the exams.

You will read an average of 40 pages per module. Readings for this course consist of the textbook, as well as occasional supplemental reading assignments (e.g., articles from online sources and research articles).

### Topic Outline

This course covers the following specific topics:

<b>Module</b>	<b>Topic</b>
01	Introduction
02	Puberty, Health, and Biological Foundations
03	The Brain and Cognitive Development
04	The Self, Identity, Emotions, and Personality
05	Gender
06	Sexuality
07	Research in Adolescent Psychology
	<b>Mid-Course Examination</b>
08	Moral Development, Values, and Religion
09	Families

- 10 Peer and Romantic Relationships
- 11 Schools
- 12 Achievement, Work, and Careers
- 13 Culture
- 14 Problems in Adolescence and Emerging Adulthood
- 15 Opinion and Facts about Adolescent Psychology

**Final Examination**

## **Module Assignments**

Module assignments will consist of writing assignments or essay submissions worth 75 points each.

Writing assignments will consist of 3 short writing prompts (minimum of 175 words *each* for a *total* of 525 words, not including assignment instructions, title page, or reference page).

Writing assignments will assess student comprehension of the material covered in the chapter, allow application of the material to one or multiple provided prompts, and require that students think critically about a particular topic, respectively. Your work should be neat, grammatically correct, and arranged in a logical order.

Essay assignments will require that students draft and submit an essay using APA format. Essays will be between 800 and 1000 Words. See the "Essays" section below for more information on Essay format and submission.

All module assignments should be prepared using Microsoft Word and saved using the following naming convention:

**CourseNumber\_Version\_Section\_LastName\_FirstName\_ModuleNumber**

(Example: PSYC2078\_1.2\_1\_jones\_sam\_M01)

After attaching the document under the respective assignment link, be sure to click "**Submit Assignment.**"

Carefully study the textbook material, as described above, before you begin to prepare the module assignments.

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### Essays

Students will be required to complete two essays using APA format. Essay instructions are provided in Module 07 and Module 15.

In Module 07, students will write an 800-word essay dissecting the research article, "Abstinence Only and Comprehensive Sex Education and the Initiation of Sexual Activity and Teen Pregnancy", by Pamela Kohler, Lisa Manhart, and William Lafferty.

In Module 15, students will write a 1000-word essay, comparing and contrasting two articles that discuss a controversial topic, of their choosing, in adolescent psychology. The first article *must* be a peer-reviewed article. The second article *must* be an opinion article from the Internet.

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### Quizzes

Each quiz will consist of 10 multiple-choice questions and will be worth 20 points.

#### **Please Note:**

Taking the quiz *AFTER* completing the Module Assignment may be beneficial, as quiz questions will require you to understand the material thoroughly and apply concepts in addition to knowing the key terms, key people, and concepts outlined in the back of your chapter.

You should submit each module assignment as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

Once you *submit* an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week.

Do not rely too heavily on your textbook or other resource material when preparing your assignments. If you do, you may not realize until exam time that the perfect response you prepared for an assignment was only possible because you referred to resource material without really learning or understanding the material and concepts. Therefore, *you should attempt each assignment without referring to the resource material*, and if you find it necessary to look up an



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answer, be sure you have actually learned the concept and material rather than merely reflecting it in the answer

### Academic Integrity

Students in Online Distance Learning (ODL) courses must comply with the *LSU Code of Student Conduct*. Suspected violations of the academic integrity policy may be referred to LSU Student Advocacy & Accountability (SAA), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees.

### Plagiarism

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook.

### Collaboration

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

For more information and links to the *LSU Code of Student Conduct* and the SAA website, go to the [ODL Academic Integrity policy](#) on our website.

### Examinations and Grading Policy

There will be two examinations consisting of multiple-choice questions (worth two points each), matching items (worth six points each), and short-essays (worth four points each). The mid-course exam follows Module 07, and the comprehensive final exam follows Module 15.

Examinations will cover material from the textbook, module assignments, and any other required or supplemental reading assignments.

You will have a maximum of *three* hours to complete the exam.

- Module assignments count 75 points each.
- Quizzes are 20 points each.
- Exams are 100 points each.

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- Course grade = average of module assignments + average of quizzes + exam scores. Each component is weighted by the predetermined percentages listed below.

Course grade =

Component	Weight (%)
Average of Module Assignments	35%
Average of Quizzes	15%
Mid-Course Exam	25%
Final Exam	25%

The following grading scale applies for students who complete the course on or after October 15, 2015. Prior to that date, the scale will be the same, except that pluses and minuses will be dropped from the grade posted in the student's permanent record and transcript.

- 97%–100% = A+
- 93%–96% = A
- 90%–92% = A-
- 87%–89% = B+
- 83%–86% = B
- 80%–82% = B-
- 77%–79% = C+
- 73%–76% = C
- 70%–72% = C-
- 67%–69% = D+
- 63%–66% = D
- 60%–62% = D-
- 0%–59% = F

### **YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.**

**IMPORTANT:** The final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for *at least three weeks*, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 15 Assignment in order to unlock access to the Final Exam*. Please allow at least 7 days for the final assignment grade to be posted in the gradebook.

To read the full exam policy and other policy statements, visit <http://www.outreach.lsu.edu/Extended-Campus/Online-Distance-Learning/Guidelines-Policies/Policies>. Go to Continuing Education's homepage. Click on *Extended Campus*, select *Online Distance Learning*, and then click the link for *Guidelines and Policies*.

### **Taking Your Examinations**

You are *required* to create a Louisiana State University ODL ProctorU account and to take your examinations through ProctorU, a remote proctoring service that allows you to take exams anywhere with internet access. Information on creating your ProctorU account can be found in the *Getting Started* module. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL).

The ProctorU website provides links you can use to find out how ProctorU works and to check your computer to see that it meets the technical requirements. In addition, to test using ProctorU, you need *access to a web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet* to use this service. A complete list of technical requirements is available from the ProctorU website.

You should schedule your exams about a week before you are ready to take them in order to avoid any additional charges.

### **Transcript Information**

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar Transcript Requests page to view your options (<http://sites01.lsu.edu/wp/registraroffice/student-services/transcript-request/>).

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