

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3551H
Course Title Psychology of Adolescence
Transcript Abbreviation Psy of Adolescence
Course Description An examination of the biological, psychological, and social aspects of normal adolescent development.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Honors standing and 1100 (100) or 1100H (100H)
Exclusions Not open to students with credit for 3551 (551).

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This is an honors version of a currently offered course, developed to strengthen our honors program.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be familiar with the empirical and theoretical literature that focuses on adolescents and will be able to communicate knowledge of that material in both written and oral form.

Content Topic List

- Social transitions
- Puberty
- Evolution of adolescents
- The teenage brain
- Risk-taking
- Identity development, self-concept, and self-esteem development
- Parent-adolescent relations
- Autonomy and peer pressure
- Media influences
- Gender development
- Sexual behavior and teenage pregnancy
- Adolescent depression
- Anti-social behavior and drug and alcohol use

Attachments

- Psy 3551H Syllabus.docx: Psych 3551H syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psy 3551 Syllabus.docx: Psych 3551 syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Proposal for Psychology 3551H.docx: Honors Proposal
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)

Comments

COURSE REQUEST
3551H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/30/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	07/26/2012 08:38 AM	Submitted for Approval
Approved	Petty, Richard Edward	07/26/2012 08:58 AM	Unit Approval
Approved	Haddad, Deborah Moore	07/26/2012 10:16 AM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	07/26/2012 10:16 AM	ASCCAO Approval

PSYCHOLOGY OF ADOLESCENT

Instructor: Raymond Montemayor, Ph.D.
Office: 247 Psychology Building
Office Hours:
Email: montemayor.1@osu.edu
Telephone: 292-3059

Required Text

Steinberg, Laurence. (2011). *Adolescence* (9th ed.). NY: McGraw Hill.

Text Website

Go to www.mhhe.com/steinberg9e for an excellent website for your book. Click on *Student Edition* where you will find a Multiple Choice Quiz for each chapter. Consider taking the quizzes for the chapters on the exams. They should be very helpful to you as you prepare for the tests.

Student Learning Objectives

On completion of this course, students will have gained an understanding of normative and problematic adolescent development. Students will be familiar with the empirical and theoretical literature that focuses on adolescents and will be able to communicate their knowledge in both written and oral form.

Assignments**Examinations**

There are three examinations in this course, two midterms, and a final. Each test includes multiple-choice questions, fill in the blanks, and short answer questions, and covers material from lectures, the text, and the readings. The final exam is not comprehensive. Be sure to bring a No. 2 pencil with you on exam days.

I do not give makeup exams except for the most extraordinary conditions, such as if you become deathly ill. You must have a doctor's excuse to take a makeup and you must inform me about your inability to take the regularly scheduled exam before the test, not after. Students who request to take a makeup after the scheduled exam will have their exam grade lowered by one letter grade.

Weekly Article Summaries

I hope you will read all of the articles assigned for your weekly readings, but I want you to read one each week in depth and write a brief summary of it. The summary should be one page or less, typed and double-spaced. The summary should give evidence that you have read the article. Do not just rewrite the abstract. Pay special attention to the results and discussion sections. You are required to write 10 papers, one per week, out of the 12 weeks of class lectures and discussions. Turn in your summary on the day we discuss the article. Papers turned in on articles already discussed in class will not be accepted.

In-Class Presentation

During the seventh week of the term students will turn in to me a brief description of a topic which they will present in class. The topic can be on any area related to adolescence, and does not have to come from material in the book or from class. I will use these statements to assign students with similar interests to the same group of 4-5 students, all of whom will give their presentation on the same day. We will spend the last two weeks of the term on class presentations.

Term Paper

The final assignment for this course is to write a 5-8 page term paper on some topic in the area of adolescence. You may write about the same topic as your presentation, but you are free to write about something else. The topic should be narrow enough that you can do a reasonably thorough job reviewing and evaluating the literature in the area. Do not just summarize articles, but attempt to bring some coherence to the literature. Integrate, evaluate, and review the material. I want to see evidence that you have digested and thought about the material. What do you see as the strengths and weaknesses of the work that has been done? What still needs to be done?

Grades

Grades will be computed based on the following system:

Exams (3)	30%
Weekly Article Summaries (10)	20%
In-Class Presentation	20%
Term Paper	30%

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/infoforstudents/csc.asp>

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue: telephone 292-3307; <http://www.ods.ohio-state.edu/>

Class Schedule and Readings

Week 1

Session 1 – Introduction

Session 2 – Social Transitions, (Steinberg, Ch. 3)

Johnson, M. K., Crosnoe, R., & Elder, G. H. (2011). Insights on adolescence from a life course perspective. *Journal of Research on Adolescence, 21*, 273-280.

Kins, E., & Beyers, W. (2010). Failure to launch, failure to achieve criteria for adulthood? *Journal of Adolescent Research, 25*, 743-777.

Week 2

Session 1 – Puberty, (Steinberg, Ch. 1)

Dorn, L. D., & Biro, F. M. (2011). Puberty and its measurement: A decade in review. *Journal of Research on Adolescence, 21*, 180-195.

Session 2 – The Evolution of Adolescence

Tither, J. M., & Ellis, B. J. (2008). Impact of fathers on daughters' age at menarche. *Developmental Psychology, 44*, 1409-1420.

Week 3

Session 1 – The Teenage Brain, (Steinberg, Ch. 2, pp. 73-78)

Casey, B. J., Jones, R. M., & Somerville, L. H. (2011). Braking and accelerating of the adolescent brain. *Journal of Research on Adolescence, 21*, 21-33.

Session 2 – Adolescent Risk-Taking, (Steinberg, Ch. 2, pp. 83-90)

Albert, D., & Steinberg, L. (2011). Judgment and decision making in adolescence. *Journal of Research on Adolescence, 21*, 211-224.

Week 4

Session 1 – Identity Development, (Steinberg, Ch. 8, pp. 283-296)

Benson, J. E., & Elder, G. H. (2011). Young adult identities and their pathways: A developmental and life course model. *Developmental Psychology, 47*, 1646-1657.

Session 2 – Self-Concept and Self-Esteem Development, (Steinberg, Ch. 8, pp. 267-282)

Molloy, L. E., Ram, N., & Gest, S. D. (2011). The storm and stress (or calm) of early adolescent self-concepts. *Developmental Psychology, 47*, 1589-1607.

Week 5

Session 1 – Exam 1

Session 2 – Parent-Adolescent Relations, (Steinberg, Ch. 4)

Laursen, B., DeLay, D., & Adams, R. E. (2010). Trajectories of perceived support in mother-adolescent relationships: The poor (quality) get poorer. *Developmental Psychology, 46*, 1792-1798.

Wang, M., Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). Trajectories of family management practices and early adolescent behavioral outcomes. *Developmental Psychology, 47*, 1324-1341.

Week 6

Session 1 – Autonomy, (Steinberg, Ch. 9)

Van Petegem, S., Beyers, W., Vansteenkiste, M., & Soenens, B. (2011). On the association between adolescent autonomy and psychosocial functioning. *Developmental Psychology, 48*, 76-88.

Session 2 – Peer Pressure, (Steinberg, Ch. 5)

Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence, 21*, 166-179.

Week 7

Session 1 – Media Influences, (Steinberg, Ch. 7, pp. 253-266)

Brown, J. D., & Bobkowski, P. S. (2011). Older and newer media: Patterns of use and effects on adolescents' health and well-being. *Journal of Research on Adolescence, 21*, 95-113.

Session 2 – Gender Development, (Steinberg, Ch. 8, pp. 297-298)

Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal of Research on Adolescence, 21*, 61-74.

Week 8

Session 1 – Sexual Behavior, (Steinberg, Ch. 11, pp. 367-392)

Khurana, A., Romer, D., Betancourt, L. M., Brodsky, N. L., Giannetta, J. M., & Hurt, H. (In press). Early adolescent sexual debut. *Developmental Psychology*.

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000-2009. *Journal of Research on Adolescence*, 21, 242-255.

Session 2 – Exam 2

Week 9

Session 1 – Teenage Pregnancy, (Steinberg, Ch. 11, pp. 393-398)

Dishion, T. J., Thao, H., & Veronneau, M. (In press). An ecological analysis of the effects of deviant peer clustering on sexual promiscuity, problem behavior, and childbearing from early adolescents to adulthood. *Developmental Psychology*.

Paschal, A. M., Lewis-Moss, R. K., & Hsiao, T. (2011). Perceived fatherhood roles and parenting behaviors among African American teen fathers. *Journal of Adolescent Research*, 26, 61-83.

Session 2 – Guest Speaker

Week 10

Session 1 – Adolescent Depression (Steinberg, Ch. 13, pp. 460-468)

Ge, X., Conger, R. D., & Elder, G. H. (2001). Pubertal transition, stressful life events, and the emergence of gender differences in adolescent depressive symptoms. *Developmental Psychology*, 37, 404-417.

Wichstrom, L. (1999). The emergence of gender difference in depressed mood during adolescence: The role of intensified gender socialization. *Developmental Psychology*, 35, 232-245.

Session 2 – Guest Speaker

Week 11

Session 1 – Anti-Social Behavior, (Steinberg, Ch. 13, pp. 450-459)

Beaver, K. M. (2011). Environmental moderators of genetic influences on adolescent delinquent involvement and victimization. *Journal of Adolescent Research*, 26, 84-114.

Loeber, R., & Burke, J. D. (2011). Developmental pathways in juvenile externalizing and internalizing problems. *Journal of Research on Adolescence*, 21, 34-46.

Session 2 – Guest Speaker

Week 12

Session 1 – Drug and Alcohol Use, (Steinberg, Ch. 13, pp. 440-450)

Balsa, A., Homer, J. F., French, M. T., & Norton, E. C. (2011). Alcohol use and popularity: Social payoffs from conforming to peers' behavior. *Journal of Research on Adolescence*, 21, 559-568.

Cruz, J. E., Emery, R. E., & Turkheimer, E. (In press). Peer network drinking predicts increased alcohol use from adolescence to early adulthood after controlling for genetic and shared environmental selection. *Developmental Psychology*.

Session 2 – Guest Speaker

Week 13

Session 1 – Student Presentations

Session 2 – Student Presentations

Week 14

Session 1 – Student Presentations

Session 2 – Student Presentations

Psychology 3551-Psychology of Adolescence

Instructor: Raymond Montemayor, Ph.D.
Office: 247 Psychology Building
Office Hours: Mon 3:00-4:00, Wed 1:00-2:00, and by appointment
Email: montemayor.1@osu.edu
Telephone: 292-3059

Course Assistant:
Email:

Required Text

Steinberg, Laurence. (2008). *Adolescence* (8th ed.). NY: McGraw Hill.

Text Website

Go to www.mhhe.com/steinberg8 for an excellent website for your book. Click on *Student Edition* where you will find a Multiple Choice Quiz for each chapter. Consider taking the quizzes for the chapters on the exams. They should be very helpful to you as you prepare for the tests.

Grades

Examinations

There are three examinations in this course. Each exam counts about 30% of your total grade. Each test has about 50 multiple-choice questions and covers material from both lectures and the text. Be sure to bring a No. 2 pencil with you on exam days.

I do not give makeup exams except for the most extraordinary conditions, such as if you become deathly ill. You must have a doctor's excuse to take a makeup and you must inform me about your inability to take the regularly scheduled exam before the test, not after. Students who request to take a makeup after the scheduled exam will have their exam grade lowered by one letter grade.

Papers

You will write three short papers, each about 2-3 pages long, on three personal experiences from your own adolescence. Describe your experience and analyze it using theory and research from this course. Do not simply tell your story. Interpret it using ideas about adolescence you learn from lectures or the book. Your grade will be based on how well you are able to interpret your experience using research findings and theory.

The first paper should be an experience related to material from lectures or the book from the first third of the course, the second paper should be another experience based on material from the second third of the course, and the third paper should be based on material from the last third of the course. The first paper is due on the class day before Exam 1, the second paper is due on the class day before Exam 2, and the third paper is due on the last day of class. Together the three papers count 15% of your grade. Late papers will be lowered one letter grade.

You must turn in a hard copy of your paper. I do not accept papers sent to me through email.

Students with Disabilities

Students with disabilities that have been certified by the Office for

Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave; 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (<http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Graduate Students

In addition to the exams and three short papers, graduate students have to write a critical, integrative review of the research literature on some topic about adolescents. Do not simply describe the research, but evaluate it. Your paper should be about 10 typewritten, double-spaced pages. Reference your paper in APA style. Your paper is due on the last day of class. The review paper counts 20% of your final grade, each examination counts about 20% of your total grade, and the three short personal experience papers count 10%.

Course Outline

Social Transitions (Steinberg, Ch. 3)

Definition of adolescence; Adolescents today.

Biological Transitions (Steinberg, Ch. 1)

Puberty; The impact of puberty on adolescent behavior.

Cognitive Transitions (Steinberg, Ch. 2)

The adolescent brain, pp. 73-78; Adolescent risk taking, pp. 86-91.

Schools (Steinberg, Ch. 5)

Schools and adolescent development

Exam 1

Work, Leisure, and Mass Media (Steinberg, Ch. 7)

Adolescents and the media, pp. 253-262.

Identity (Steinberg, Ch. 8)

Identity formation; Ethnic identity.

Families (Steinberg, Ch. 4)

Transformation of family relations during early adolescence.

Autonomy (Steinberg, Ch. 9)

Parent-adolescent conflict; Autonomy and attachment.

Exam 2

Peer Groups (Steinberg, Ch. 5)

Peer pressure and conformity; Social networks.

Intimacy (Steinberg, Ch. 10)

Dating and romantic relationships

Sexuality (Steinberg, Ch. 11)

Premarital sex; Teenage pregnancy; Sex education.

Psychosocial Problems (Steinberg, Ch. 13)

Substance use and abuse, pp. 440-450.

FINAL EXAM

Proposal for Psychology 3551H, Psychology of Adolescence

Overview

Psychology 3551, Psychology of Adolescence, is one of the more popular courses in the Department of Psychology at Ohio State. At least one section of Psychology 3551 is taught every term, including the summer, and the course typically enrolls approximately 300 students per year. About half the students enrolled in my courses of Psychology 3551 are psychology majors and the other half come from every department and college on campus from Anthropology to Zoology. There are always a number of Honors students enrolled in each section of Psychology 3551. The study of adolescence is truly an interdisciplinary endeavor, and it is a subject that appeals to students from every major.

The relatively large size of each section of the course makes it difficult, if not impossible, to have much class discussion about the material, include essay questions on exams, or to assign written papers. These constraints limit the learning experiences of all the students who take the course, but I think the inability to engage in extensive in-class discussion and the absence of written assignments is a particularly serious problem for Honors students who expect these types of class experiences and who are most likely to profit from them. To address these problems, at least for Honors students, I am proposing an Honors section of Psychology 3551, Psychology 3551H, with an enrollment cap of 25-30 students.

An additional limitation of the current course is that the reading assignments all come from a textbook on adolescence. Using a text is standard practice for an undergraduate course in psychology, but Honors students especially would benefit from direct exposure to original works on theory and research on adolescence. Students in Psychology 3551H would be expected to read two articles each week and to write a short summary of one of those articles. Much in-class discussion would focus on the articles in order to help students develop the ability to understand and critique original social science research.

Course Prerequisites

Because of the interdisciplinary nature of the study of adolescence, I am interested in having students from a variety of majors take the course. Students with diverse backgrounds bring differing perspectives to the in-class discussions and to the written assignments and students who are not psychology majors may find that the study of adolescence enriches and expands what they learn in their own major. For these reasons, I plan to have only one prerequisite, Psychology 1100(H), Introductory Psychology. In addition, I do not think that more specific knowledge beyond Psychology 1100 is necessary to succeed in Psychology 3551H.

Honors Courses in Psychology

Currently the Department of Psychology, one of the largest departments on campus, regularly offers ten Honors courses. Psychology 3551H should be an attractive addition to Honors students interested in psychology. One of the advanced Honors courses in Psychology is Psychology 3550H, the Psychology of Childhood, which examines development from birth to adolescence. Psychology 3551H will nicely complement that course and extend the study of development into the early adult years.

Relation to Psychology 3551

Psychology 3551H may include some material not covered in Psychology 3551, but the real difference between Psychology 3551H and Psychology 3551 is not so much in what topics are covered as in the greater extent and depth of those topics that are examined. For example, I have a section on peer pressure in Psychology 3551 and I expect to cover that topic in Psychology 3551H but, because students in the Honors course will read some of the articles on the study of peer pressure, we will have the opportunity to consider the strengths and limitations of research on peer pressure by examining the methodology used to study this issue. Most of Psychology 3551 focuses on the content of adolescent research, but in Psychology 3551H I plan to cover the content while also examining the method by which that content was discovered.

Faculty

Currently there are two full-time tenured faculty who teach Psychology 3551, and one lecturer who occasionally teaches a section of the course. I would be responsible for teaching Psychology 3551H, and expect to teach it once a year. Other faculty or qualified lecturers may occasionally teach the course.

Development of Written and Oral Communication Skills

Students in Psychology 3551H have two types of written assignments, each designed for a different purpose. Students write 10 one-page summaries of 10 different articles assigned for the course. The purpose of these papers is to help students develop the ability to understand and summarize the main points of original social science research. Students also write a 5-8 page review and critique of empirical literature on some topic pertaining to adolescents. The purpose of this assignment is to have students develop some expertise in an area of adolescence and to learn how to review and synthesize several related studies on a single topic.

Working in groups of 4-5, each student will present to the class a summary of the research on a topic of the student's choosing. I expect these presentations to include answering questions from students in the class and from me in order to help students develop the ability respond to issues they may not have thought about and for which they may not be prepared.