Course Syllabus

PSYC 310: Adolescent and Adult Development
Boise State University

Instructor: Robert L. Sisco, MS

<table>
<thead>
<tr>
<th>e-mail:</th>
<th><a href="mailto:RobertSisco@att.net">RobertSisco@att.net</a></th>
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<tbody>
<tr>
<td>Phone:</td>
<td>(208) 587-7120</td>
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<tr>
<td>Term:</td>
<td>Fall 2006 -- August 21 - December 14, 2006</td>
</tr>
</tbody>
</table>

Course Description:

Designed for psychology majors, this course emphasizes theories of human development including psychodynamic, behavioral, social-learning, and cognitive. Includes contemporary views of genetics, the environment, and research designs appropriate to developmental issues. Prerequisite: General Psychology or equivalent.

Overview and Course Goals:

Welcome to the Boise State University hybrid course Adolescent and Adult Development! The purpose of this course is to:

- Provide students with a theoretical framework for understanding development in adolescence and adulthood.
- Introduce students to several theories of human development.
- Consider the effects of peer and family relationships on long-term human development.
- Develop an awareness of psychological, physiological, and educational problems facing contemporary adolescents and adults.

Please read this syllabus carefully. As an enrolled student, you are expected to read the assigned text, complete the assignments and interact on line with the instructor and your fellow students. I look forward to sharing this experience with you, as together we examine the changes in cultural values, norms, and attitudes which have occurred in recent decades and determine the impact these changes have had on the family in general and on adolescents and adults specifically.
Course Objectives

Upon completion, students should have developed a basic understanding and appreciation of:

- The historical context of adolescence and changes in American youth.
- Conceptions of the life cycle through adolescence and adulthood.
- Biological, psychological, sociological, and anthropological theories of adolescent and adult development.
- The importance of self-identity and self-concept during this developmental period.
- The influences of peer relationships, family structure, ethnicity, and parental influence and discipline on adolescent behavior.
- Adolescents in the American school system.
- The effects of puberty on physical development and attractiveness.
- The influences of the mass media on adolescents.
- Dating, love, and sex roles during adolescence and adulthood.
- Adolescent values, morality, ethics, and religion.
- Typical stages and transition periods of adolescence and adulthood.
- Cognitive development throughout the life span.
- Clinical problems in adolescence, including use of alcohol and other drugs and other forms of delinquent behavior.
- The applications of psychological theory to modification of adolescent behavior.
- Tasks and structural changes common to each stage of adult development.
- Working with adults and adolescents in the treatment setting.
- A brief overview of aging in American society.

Course Policies

Because a significant proportion of the learning process will result directly from classroom exercises and discussions, regular class attendance (on time and prepared for work) is essential to successful completion of course work and to satisfactory performance on examinations. In addition, students will be expected to complete reading assignments prior to each class session in preparation for classroom discussion. Written assignments must be submitted on time; late submissions will incur a penalty of 25 per cent of their grade during the first seven days after the due date, and assignments submitted more than seven days late will incur a 50 per cent penalty. I will not normally accept an assignment more than two weeks late, unless a documented, bona fide emergency occurs. Also, please refer to your student handbook for University policy concerning plagiarism.

On-line Participation: This course is offered as a hybrid course with an on-line component, using the Blackboard computer service. As an enrolled student, you should expect to spend a minimum of two to three hours per week logged on to the computer conferencing system and the Internet performing class-related activities, the same amount of time you would spend in a bricks-and-mortar classroom.

A class module is defined as a two-week period beginning on a Saturday and ending on the Friday thirteen days later. The first week begins at 12:01 a.m., Mountain Standard Time, the first day of class and ends at midnight, Mountain Standard Time, on the Friday two weeks later. Writing assignments other than the response to the discussion question (which is due by Friday of the first week of each module) should be submitted so that I have them no later than Friday midnight of the second week of the class module in which they are due. Plan ahead so that you do not find yourself trying to post everything late Friday evening; I can guarantee that everything at our web site slows down significantly then, and you will end up getting your assignments posted late at least some of the time!
Since this is a hybrid course, you must submit assignments via the Internet. You must make arrangements with me prior to submitting assignments in some other fashion. If you have problems submitting assignments, contact me immediately and we will attempt to resolve the problem.

**Ground Rules for On-line Participation:**

- In order to take this course, you will need reliable Internet access and your computer must meet the hardware and browser requirements specified on the Blackboard Learning System home page. You will also need your own e-mail account. Each of you already has an e-mail account with the University, and that is the one I will use for course-related communications. If you do not check your BroncoWeb account regularly, please set it up to forward your e-mail to the account which you do use every day.
- Students should use e-mail for submitting private messages to the instructor and other students. The conference area is our virtual classroom and is intended for public discussion of the topics of the class.
- Students are expected to complete two to three hours per week of conferencing or other appropriate on-line activities, including: reading and posting replies to threads in the class conference area, sending and receiving e-mails, and conducting research over the World Wide Web.
- Students must participate in discussions in the conference area or virtual classroom. Conventions of "on-line etiquette," which include courtesy to all users, will be observed. Threatening or harassing comments, including "flaming," are inappropriate to the establishment of a constructive learning environment and will result in expulsion from the course.
- To avoid questions regarding class participation, students should confirm that postings to the conference threads actually appear after they have been posted.
- I prefer that you *not* submit assignments as attachments to e-mail or to other documents, and *I will not accept any attachments to e-mails in Word *.doc format*--they pose too great a risk of virus spreading. If you send me such an e-mail, I will return it to you. The simplest method, and the safest for both of us, regardless of which word-processing program you use, is to compose your written assignments in your word processing program, then select all text (Ctrl-A), and copy it (Ctrl-C), then paste it (Ctrl-V) into the appropriate conference thread. I will set up new threads for each set of assignments for each two-week module.
- For private assignments, such as your paper for the explorations, you can do the same thing by copying the text of your paper into an e-mail. Do not attach the paper itself; select all text and copy it directly into the body of the e-mail. If you use a program such as MSN8, or use Hotmail or MSN as your e-mail provider, and try to attach a document, it turns it into garbage. If you must send a paper as an attachment for some reason, and you have obtained approval from me to do so, send the attachment as an *.rtf file; that will pretty much eliminate the virus risk. In order to do that, click on "file" in your word processor, then "save as," then "rich text format." Again, *I will not accept any attachments to e-mails in Word *.doc format.*
- Students should retain electronic file copies of all assignments until after they have received their grades at the end of the term.
- Students will receive confirmation of receipt of all assignments. If you do not receive confirmation within 48 hours, check with the instructor.
- Students may get limited assistance from the instructor for computer-related problems, but your primary source of assistance for technical problems is via e-mail at blackboard@boisestate.edu or via telephone at (208) 426-2583 (8-5 Mon-Fri). Their office is located in room 201 of the Simplot Micron technology building.
- For information regarding the University's policies on student conduct, go to Student Conduct Program: Student Information [http://www2.boisestate.edu/studentconduct/student.htm](http://www2.boisestate.edu/studentconduct/student.htm).
- Academic honesty is required of all members of a learning community. Hence, I will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades and expelled from the university. For additional information regarding the University's policy on plagiarism, go to [http://www2.boisestate.edu/studentconduct/Avoid Academic Dishonesty.htm](http://www2.boisestate.edu/studentconduct/Avoid Academic Dishonesty.htm). Plagiarism, which is the appropriation or imitation of the language or ideas of another person and presenting them as one's original work, sometimes occurs through carelessness or ignorance but is never acceptable. If you are unsure of what constitutes plagiarism, consult this plagiarism prevention site from the Writing Tutorial Services at Indiana University and your student handbook.
Course Requirements:

Students are responsible for:

- Completing each module's **reading assignments**.
- If participating in the online discussion forum, submitting postings to each module's **discussion questions**, submitting a **lessons learned** paragraph for each module, and providing a **peer review** in each module on postings submitted by a classmate.
- If conducting lab research, completing and posting, in the lab projects conference threads, **five lab reports** during the specified weeks.
- If participating in the service-learning component, performing the service-learning duties, submitting time sheets, and participating in the service-learning discussion forum during each two-week module of the course.
- Completing the **midterm examination** during the eighth week of the semester.
- Completing the **comprehensive final examination**. This will be a proctored final examination given during the last week of class. See the Proctored Examination section of the syllabus below for more information.

Grading Criteria: The midterm examination will make up 20 per cent of your final course grade, and the final examination will make up 25 per cent of your final grade in this course; you may select any two other options from the list below, each of which will make up 25 per cent of your final course grade. The five extra posts described below, in modules one, five, and eight, will make up the remaining five per cent of your course grade.

- Blackboard discussion forum participation
- Service-learning program participation
- Lab research projects
- Personal exploration package

Written assignments must be submitted on time; late submissions will incur a penalty of 25 per cent of their grade during the week after they are due, and assignments submitted more than seven days after their due date will incur a 50 per cent penalty unless a documented emergency occurs. I will not normally accept an assignment more than two weeks late, and I will not normally accept an assignment after the close of the semester.

In evaluating the number and content of your postings, I judge the quality, depth, and breadth of your information, whether or not you have cited reference sources for major points, and intangible elements such as your level of understanding and how clearly you are able to communicate your thoughts and ideas. Each posting is worth a possible 1 point for a total of 25 points over the term. This makes up 25% of your grade.
Keep your posts focused on the topic at hand. Stay away from commenting on things that do not really contribute much to the main topic. It is fine to use examples from your personal experience, and you are encouraged to do so whenever possible, but make sure that they illustrate or have a relevant connection to a concept or topic that we are covering and that they are detailed enough to be meaningful.

Language is important, and you should strive to use correct grammar, punctuation, and spelling in your on-line postings as well as in your position paper. Although MS Word and WordPerfect both have a spelling and grammar checker, do not rely on them to correct your writing for you. They may or may not be able to identify and correct your errors; I know for a fact that the grammar checker in Word is able to identify fewer than half on any given piece of work. You should get into the habit proofreading your writing for errors. A well-educated person can communicate well both orally and in writing.

Clarity and accuracy are also important. In a casual conversation, it doesn't matter if you are somewhat vague about what you mean, but in a discussion thread, you have to be more specific about what you are trying to say. Don't assume that others (including the instructor) can "read your mind" and know where your train of thought is going. State your points and ideas so they can be clearly understood. Be specific and cite an on-line reference, your text, or other credible sources of information (newspaper article, book, periodical, etc.) that provide evidence to support your statement.

Cite your sources. This is another area where class discussion forums differ from a live discussion. If you refer to something specific from the readings--textbook, online lecture, on-line articles or other references--you must indicate where you got that information. For a physical book, note the title, author, and page number. The only exception is our textbook. Citing (Kail and Cavanaugh, page#) will do. For on-line resources, cite the URL as well as the author and/or sponsoring organization of the site where you located the information. If you know how to create a hyperlink, by all means do so. You should always be prepared to cite your source for information if you are asked to do so. Likewise, if someone else makes a statement that seems dubious, it is perfectly legitimate to ask that person to cite his or her source if he/she has not given one. A class discussion forum is not like regular discussion where you can just cite your "opinion" and leave it at that. You must show the evidence to support your position on an issue. All of your posts should cite documentation for your comments. Note that this is similar to, but not identical to, the way you would cite your sources in a formal paper.

Compose your conference postings in your own words. Do not copy and paste material directly from your source into the conference area as your response. All work in this course, including your conference posts, should be written in your own words, not copied directly from some other source and used as your answer. At best, this is simply laziness. At worst, it can be considered plagiarism, especially if you do not indicate to me or your classmates that you have copied directly from the words of others. Using short direct quotes included in your response is fine, but if I find that all or most of your posting has been copied directly from on-line sources, you will be warned once. If I have to warn you a second time, you will receive a zero for that post. If it happens a third time you will risk failure for the course. You are not getting a grade for your ability to find the information and copy it into the classroom. You are being graded on your ability to understand the information and how it applies to the topics we cover. In this class, copying the work of others and presenting it as your own is grounds for a failing grade. All your work should be your own.

To avoid "losing" your post to cyberspace, compose your responses off line in your word processor exactly as you want them, save them in your word-processing program, and then copy and paste them into the message box. Always return to the conference thread to make certain that your response has actually posted. You are responsible for making sure your work has been completed by the deadline. Check the conference several times during the week to review what everyone has said and get an idea of where the discussion is headed.

The chart below gives you information on how class participation (discussion and on-line activity) is graded, based on a maximum grade of 1 point for each required post. Following these guidelines will help your class participation grade, and you will get much more out of this course and the on-line learning environment.
### Lab Projects

Lab projects are designed to allow students the opportunity to learn, through personal experience, about the behavioral and attitudinal manifestations of psychology in general and child development in particular and to obtain first-hand experience with the phenomena under study. The procedures for conducting lab projects and documenting their results will be posted in the Lab Projects thread at the beginning of the term. Each of the lab projects will make up five per cent of your course grade. I will evaluate and grade each of your lab reports according to the criteria in the grading rubric outlined in the table below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 Points</td>
<td>Represents work of excellent quality that exceeds the requirements of the assignment in both content and presentation.</td>
</tr>
<tr>
<td>4 Points</td>
<td>Represents work of good quality that meets all of the expectations of the assignment in terms of content and is well presented.</td>
</tr>
<tr>
<td>3 Points</td>
<td>Represents work of less than average quality. This work meets some or most expectations but is lacking in either content or presentation. For example, the lab report may contain fewer than the required number of research participants or groups or may lack a sufficiently detailed analysis of results.</td>
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<tr>
<td>2 Points</td>
<td>Represents uncompleted work or work that does not meet two or more expectations in either content or presentation.</td>
</tr>
<tr>
<td>0 - 1 Point</td>
<td>Represents work which fails to satisfy the requirements outlined in the lab report instructions or lacks analysis and conclusions regarding the outcomes achieved in the research portion of the assignment.</td>
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### Service-Learning Participation

The service-learning component of this course is designed to allow students to obtain hands-on experience with adolescents or adults in a variety of settings in order to evaluate the validity and accuracy of the theoretical materials presented in the text, supplemental readings, lectures, and other didactic components. Students who select this option will be required to attend between one and five hours of training with the agency they select from the list I will provide (this time will not count toward the 20 hours of service required as part of the service-learning project, but any training time over five hours will count), provide a minimum of 20 hours of service with that agency (please note that this works out to approximately two and one-half hours per two-week module), participate in the service-learning discussion threads for each two-week module of the course, and post during the last week of the term a paper summarizing their service, the lessons learned from it and their relationship to our course's learning objectives, the value of their contributions to the agency as well as to any individual adolescents or adults, and suggestions for improving the service-learning component of this course in future offerings. This service-learning component will count as 25% of your course grade.

### Personal Exploration Package

During the semester, several personal explorations will be conducted in the classroom or on our Blackboard web site or in the form of handouts to be completed at home. Students choosing to use the personal exploration package as a means of obtaining part of their grade will analyze the results of their completed explorations and submit a detailed report, three to five pages in length, describing the findings they obtained, their interpretation of the meaning of those findings in their own lives, and any actions they intend to take as a result. This report will be typed, double-spaced, and must be turned in by the 2nd of December.
**Midterm Examination:** The midterm examination will consist of 10 or more short-answer essay questions based on the material covered in your textbook, discussed in the virtual and bricks-and-mortar classrooms, or covered in audiovisual aids, supplemental reading assignments, or other assigned readings. It will be completed as a small-group project in the classroom, with some opportunity for students to consult each other in order to develop their answers.

**Comprehensive Final Examination:** The comprehensive final examination will consist of 15 or more short-answer essay questions based on the material covered in your textbook, discussed in the classroom, or covered in audiovisual aids, supplemental reading assignments, or other assigned readings. Approximately 60% of the questions will be based on materials covered in the latter half of the semester, with the remaining 40% based on materials covered earlier in the semester.

**Grading Criteria for Course Requirements:**

<table>
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<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Introduction and Course Goals Post</td>
<td>September 1</td>
<td>2%</td>
</tr>
<tr>
<td>On-line Discussion &amp; Activities</td>
<td>Friday midnight of week one of each module for DQ responses, Friday midnight of week two of each module for all others</td>
<td>25%</td>
</tr>
<tr>
<td>Lab Reports</td>
<td>Saturday of weeks 3, 5, 7, 9, 11</td>
<td>25%</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Ongoing throughout the semester</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>October 7</td>
<td>20%</td>
</tr>
<tr>
<td>&quot;How Goes It?&quot; Post</td>
<td>October 13</td>
<td>1%</td>
</tr>
<tr>
<td>Personal Exploration Report</td>
<td>December 2</td>
<td>25%</td>
</tr>
<tr>
<td>Comprehensive Final Examination</td>
<td>December 9</td>
<td>25%</td>
</tr>
<tr>
<td>Final Thoughts Posts</td>
<td>December 14</td>
<td>2%</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade of A Assigned</th>
<th>91 - 100%</th>
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<tbody>
<tr>
<td>Grade of B Assigned</td>
<td>81 - 90%</td>
</tr>
<tr>
<td>Grade of C Assigned</td>
<td>71 - 80%</td>
</tr>
<tr>
<td>Grade of D Assigned</td>
<td>61 - 70%</td>
</tr>
<tr>
<td>Grade of F Assigned</td>
<td>Below 61%</td>
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### Course Schedule and Weekly Assignments

- During module 1, we will look at some of the **historical events** in the development of adolescents and adults as well as **current issues** with which adolescents and their families are faced today.
- Your reading assignment for this module is the **first chapter** of your text as well as any references posted in the conference area.
- We will meet in MP 201 on Saturday, August 26, our first scheduled face-to-face meeting, the first week of the term in order to discuss the nuts and bolts of the hybrid course process and answer any questions which students may have regarding their--and my--responsibilities during this semester.
- You all will post your introductory paragraph and course goals paragraph no later than Friday, September 1st.
- Those participating in the service-learning component of this course will post a response to the first topic in the service-learning discussion forum by Friday, September 1st.
- Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, September 1st, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, September 8th.

- During module 2, we will discuss the **school issues, peers, and families** of adolescents.
- Your reading assignments will include any references posted in the conference area.
- We will meet in MP 201 on Saturday, September 9th.
- Those performing lab projects will post their **first lab report** or get it to me in hard copy no later than Saturday, September 9th.
- Those participating in the service-learning component of this course will post a response to the second topic in the service-learning discussion forum by Friday, September 15th.
- Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, September 15th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, September 22nd.

- During module 3, we will consider the **physical and cognitive development** of adolescents.
- Your reading assignments will include **chapter 8** of your text as well as any references posted in the conference area.
- We will meet in MP 201 on Saturday, September 23rd.
- Those performing lab projects will post their **second lab report** or get it to me in hard copy no later than Saturday, September 23rd.
- Those participating in the service-learning component of this course will post a response to the third topic in the service-learning discussion forum by Friday, September 29th.
- Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, September 29th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, October 6th.

- During module 4, we will explore **social development** of adolescents as well as adults.
- Your reading assignments will include **chapter 9** of your text as well as any supplemental references posted in the conference area.
- You will take your **midterm examination** in MP 201 on Saturday morning, October 7th.
- Those performing lab projects will post their **third lab report** or get it to me in hard copy no later than Saturday, October 7th.
Those participating in the service-learning component of this course will post a response to the fourth topic in the service-learning discussion forum by Friday, September 13th.

Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, October 13th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, October 20th.

During module 5, we will discuss issues surrounding becoming an adult as well as relationship development.

Your reading assignments will include chapters 10 - 11 of your text as well as any references posted in the conference area.

We will meet in MP 201 on Saturday, October 21st.

You all will post your response to the "How Goes It?" forum by Friday, October 27th.

Those performing lab projects will post their fourth lab report or get it to me in hard copy no later than Saturday, October 21st.

Those participating in the service-learning component of this course will post a response to the fifth topic in the service-learning discussion forum by Friday, October 27th.

Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, October 27th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, November 3rd.

During module 6, we will reconsider the issues of work and leisure.

Your reading assignments will include chapter 12 of your text as well as any references posted in the conference area.

We will meet in MP 201 on Saturday, November 4th.

Those performing lab projects will post their fifth lab report or get it to me in hard copy no later than Saturday, November 4th.

Those participating in the service-learning component of this course will post a response to the sixth topic in the service-learning discussion forum by Friday, November 10th.

Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, November 10th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, November 17th.

During module 7, we will explore the issues surrounding middle age as well as clinical problems in adolescence and adulthood.

Your reading assignments will include chapter 13 of your text as well as any references posted in the conference area.

We will meet in MP 201 on Saturday, November 18th.

Those participating in the service-learning component of this course will post a response to the seventh topic in the service-learning discussion forum by Friday, November 24th.

Those participating in the discussion forum will post their response to at least one discussion question no later than Friday, November 24th, and a lessons learned paragraph and response to at least one post from a classmate no later than Friday, December 1st.

During module 8, we will have a brief overview of the issues surrounding aging.

Your reading assignments will include chapters 14 - 15 of your text as well as any references posted in the conference area.
You will take your **comprehensive final examination** on Saturday, December 9th, in the bricks-and-mortar classroom.

Those participating in the service-learning component of this course will post a response to the eighth topic in the service-learning discussion forum by Friday, December 8th.

Those participating in the discussion forum will post their response to at least one discussion question no later than Thursday, December 8th, and a lessons learned paragraph and response to at least one post from a classmate no later than Thursday, December 14th, and a brief evaluation of the on-line discussion format no later than Thursday, December 14th.

You all will post your **final thoughts** regarding lessons learned in the course and a response to the critiques thread as well as completing the formal student opinion surveys no later than Friday, December 14th.

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**Required Text**

The required text for this course is *Human Development: A Life-span View (3rd edition)*, by Robert V. Kail and John C. Cavanaugh. It is published by Wadsworth/Thomson Learning, with a publication date of 2004, and the ISBN is 0-534-59751-3.

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**Attendance and Participation**

Professors are required to keep attendance records and report absences throughout the term. Excused absences can be granted by the instructor for medical reasons, school-sponsored activities, and employment-related demands including temporary military duty. The student is responsible for completing all missed work. Absences in excess of four class periods (two weeks in a term) will be reported to the Dean for appropriate action. Any student failing to attend class for two consecutive weeks, without an approved excuse, may be institutionally withdrawn (unofficially withdrawn) and notified by mail that an "F" grade will be recorded.

Students are expected to spend a substantial amount of time on and off line each week including, but not limited to, responding to the weekly conference discussions, sending/receiving e-mail, reading and viewing on-line lectures, completing on-line quizzes and tests, and conducting research over the World Wide Web. A good rule of thumb is that you should spend approximately two to three hours per week on line reviewing course content and engaging in group work and discussion and an additional two to three hours per week reading, preparing assignments, or completing papers or examinations.

**Class Participation & Activities**

Your class participation in our discussion and activity threads makes up 25% of your grade. Class participation includes 1) posting your responses to the discussion questions and commenting on the responses of others, and 2) completing assigned on-line activities, posting your results in the conference area, and commenting on the results of others. You will be expected to post responses in the class conference discussion threads each week.