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Adolescence & Emerging Adulthood

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CUNY City College

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PSY 35600 Adolescence & Youth (Fall 2020)
M/W 12:30PM-1:45PM, Blackboard Collaborate Ultra
Instructor: Lisa Babel
Office Hours: By Remote Appointment
Email: lbabel@gradcenter.cuny.edu

Course Description

The adolescent years represent an exciting, yet critically formative phase of an individual's life. It is a time of immense change, including cognitive, physical, and social/emotional development, all of which contribute to an older, more mature identity. That said, we will explore how and why adolescent experiences vary and, ultimately, shape adulthood. We will discuss theory and application of factors surrounding adolescents today, such as family, friends, school, social media, and much more. Ultimately, students will take what they've learned and reflect on their own adolescence in-order-to gain a better understanding of adolescent development.

Required Materials

All readings can be found online, with no cost to the student.

Course Objectives

- Engage with the readings, and critically analyze the various influences that shape adolescence
- Integrate developmental concepts, principles and research findings to your own lives and experiences
- Demonstrate effective writing and oral skills relevant to parent-child relationships

Course Format

This course will be a combination of lecture, discussion, and group work relevant to the issues involving the psychology of politics. Lectures will be based on the assigned readings for the week. Students are expected to have completed all required readings before class and to come prepared to be an active contributor to class discussions.

Blackboard

An electronic version of this syllabus, readings, attendance/participation, assignments, papers, presentations, announcements, and other pertinent information about this course will be communicated through links to this course on Blackboard. We use Blackboard to ensure privacy in notifying you of your grades and attendance. To log on to Blackboard, you must first register your CUNY Portal account using this address: <http://portal.cuny.edu>. Once inside the portal, you will click on the link for Blackboard. There you will find a listing of all the CCNY courses for which you are currently enrolled. Click on the link for PSY 356 to view the course material. If you have trouble logging onto Blackboard, or viewing the PSY 356 link, contact the computer consultants in NAC 1-506 immediately.

Technology

Research on note taking has shown evidence that handwritten notes facilitate encoding and engagement in students. That said, it is OK to use your laptop to take notes during lectures or for group work, **BUT** you should not use your laptop for anything other than taking notes and

communicating with the class. If I can tell you are surfing the internet on your laptop during class time, I will deduct your participation points for that particular day.

Email

When sending me an email, please include your full name in both the subject heading, and identify yourself in the email. My email is listed on the top of the syllabus. I will respond to your message within 24 hours.

Class Attendance

Attendance is mandatory. Beginning on Wednesday, August 26th, students will be required to attend all classes during the semester, to arrive on time, and to remain in the virtual classroom for the entire period. Students who fail to attend class when attendance is checked, or leave halfway through with no notice, will be marked absent. Only students with approved documentation will be given an excused absence. You must give your excused documentation to me within 3 days of your absence or it will not be accepted. After 3 excused absences, or 2 unexcused absences, the student's grade will decrease.

In addition, CUNY Policy allows for a WU grade to be given for excessive absences. If you have 3 or more unexcused absences OR 5 or more total absences, whether excused or unexcused, you will receive a WU grade. (NOTE: If you accrue excessive absences prior to the last day to withdraw, you can withdraw with a W grade instead of a WU (which converts to an F grade).

Evaluation Criteria

Your grade will be based on the following:

1) Attendance (26 Points): I would like to stress the importance of coming to class every day and on time. Please note, that being late to class is disruptive, so be on time. If you are late to class three times, it will result in 1 absence. You will receive 1 attendance point per class.

2) Participation (52 Points): While in class, participation is graded, therefore, I encourage questions and discussion from everyone. Nothing you say is trivial. This is a judgement-free zone, so feel free to share. You can earn up to 3 participation points per class.

3) Discussion Leader (10 Points): You are required to sign up to be a discussion leader for one class this semester. For each discussion, you will do the following:

- Email 3 OPEN-ENDED questions to me for approval no later than 48 hours before you are scheduled to lead the discussion. I will choose 1 question for you to pose to the class.
- Give your take on the readings (what you liked/didn't like, what it made you think of, questions it raised for you, etc.)
- Pose your question to the class and keep the discussion going for a minimum of 10 minutes.

4) Assignment 1 (5 Points): This is about you, your adolescence, and how it shaped who you are today. This paper should be 1-2 FULL pages. For this paper, you will address the following:

- Your relationship with your parents/guardians, friends, and peers as an adolescence.
- Experiences and/or obstacles you faced during your adolescence.

5) Assignment 2 (15 Points): An opinion piece based on a film/TV episode of your choice that deals with adolescence. This paper should be 2-3 FULL pages and use relevant course material to back up your assertions. For this paper, you will address the following:

- Summarize the film/TV episode (no more than 1 short paragraph)
- What was the issue? How was it resolved?
- What did you like/didn't like about it and why?
- What could have been done differently and why?

6) Assignment #3 (5 Points): This assignment is a reflection on your own civic engagement. The assignment will be one DETAILED paragraph (at least 5, well-thought out sentences) on the Blackboard discussion thread. Your response will be made public to your fellow classmates, as well as myself. For this assignment, you will do the following:

- Reflect on your own civic engagement as an adolescent/young adult, and how that has lead to your feelings about the 2020 presidential election.
- If you have time, I encourage you to read some of the other students' reflections prior to class on Wednesday, November 4th.

7) Assignment 4 (5 Points): Consider the course material over the semester and reflect on what you wrote in *Paper1*. This paper should be 1-2 FULL pages. For this paper, you will address the following:

- How the course material has helped your understanding of your own adolescence.
- Why you think you had the kind of relationship you did with your parents/guardians, friends, and peers.
- How your experiences and/or obstacles you faced during adolescence shaped who you are today.

8) Outline (15 Points): Provide an outline of what your final paper will look like. For this assignment, you will include the following:

- A hypothesis and a brief explanation of why you chose your topic (3-5 sentences).
- Break your paper down by sections, using bullet points.
- List a minimum of 5 scholarly sources you *could* use for your final paper (you will have a lot more than 5 for the final).

9) Outline Appointment (3 Points): You MUST send me an email to schedule a 5-10 minute remote meeting with me to go over your outline. All meetings must be done by Tuesday, 9/29 at 1:45PM. Appointments are first come, first serve, so please reserve a spot early.

10) Draft (20 Points): You will turn in your draft as if it was the final version of the paper. I will review it, and send it back for you to make revisions. You should have at least 4 FULL pages, excluding the bibliography. Please do NOT include a cover page.

11) Draft Appointment (5 Points): You MUST send me an email to schedule a 5-10 minute remote meeting with me to go over your draft. All meetings must be done by Wednesday, 11/18 at 1:45PM. Appointments are first come, first serve, so please reserve a spot early.

12) Peer Review (4 Points): Each student will be randomly assigned a partner on peer review day. This will take place during class in Blackboard Collaborate Ultra. For this assignment, you will:

- Email your paper to your partner and vice versa.
- Read, edit, and make comments to your partner's paper.
- Discuss each other's edits/comments.
- Email peer reviewed papers (which include the edits/comments) to the instructor by 11:59PM that day.

13) Final Paper (60 Points): This will be a paper on a topic of your choosing that involves the psychology of politics. This paper should be 4-5 FULL pages (excluding the bibliography). Please do NOT include a cover page. Also, this is the only assignment that is NOT in first-person. See Final Paper Rubric for further guidelines.

14) Presentation (25 Points): Your group will give a 10 minute Power Point presentation on your own idea for a research study that would allow for a better understanding of adolescents and one of the topics discussed over the semester (excluding discussions on history, theory, and biology).

15) Extra Credit: Scholarly Source (5 Points): Email me an article from a peer-reviewed, scholarly journal that could go with one of the topics we discuss over the semester. The scholarly source should be from 2018 and onward. For this assignment, you will do the following:

- Email me a PDF (not a Word Doc or a link) of the article.
- Provide a brief explanation of which topic the article could go with and why it is an important article to read (3-5 detailed sentences).

Grading Scale

There are a total of 250 points you can earn throughout the semester. Your grade will be determined by how many points you earn divided by the total amount of points available for the class. Depending on the amount of points you earn, your grade will be the following:

A+: 242~ B+: 217-223 C+: 192-198 D: 162-173
A : 232-241 B : 207-216 C : 182-191 F : ~161
A-: 224-231 B-: 199-206 C-: 174-181

Academic Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that they are your own; (2) having another person fulfill your assignment (e.g., homework and/or paper).

Accommodations for Students with Disabilities are available. The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office at 212-650-5913 early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

Late Assignments by more than one day (1:30PM the next day) will not be accepted. If you turn in an assignment late on the day it is due (after 1:30PM), you will receive a deduction in points. If you have a valid, documented excuse for missing class on days that the aforementioned tasks will be due, however, then you should see me beforehand to seek permission to make up the work.

Writing Format: Assignments should be in Times New Roman, 12 inch font, 1 inch margins, and double-spaced (single space for outline only). Bigger font and/or extra spacing will result in a point deduction.

| Date | Topic | In class activity/assignment due |
|-------------------|-------------------------------|--|
| Wednesday 8/26 | Syllabus | ACTIVITY: Meet & Greet |
| Monday 8/31 | History of Adolescence | DUE: Assignment #1 ACTIVITY: Assign Discussion Leaders Reading: <i>Gibbons & Poelker</i> |
| Wednesday 9/2 | Biological Concepts | Reading: <i>Gibbons & Poelker</i> |
| Monday 9/7 | CLOSED | |
| Wednesday 9/9 | Theoretical Concepts | Reading: <i>Lourenco</i> |
| Monday 9/14 | Theoretical Concepts | Reading: <i>Lourenco</i> |
| Wednesday 9/16 | Diversity: Culture & Religion | Reading: <i>Tamm et al</i> |
| Monday 9/21 | Diversity: Race & Ethnicity | Reading: <i>Benner & Wang</i> |
| Wednesday 9/23 | Diversity: Social Class | DUE: Outline Reading: <i>Murry et al</i> |
| Monday 9/28 | CLOSED | |
| Tuesday 9/29 | Monday Schedule | <i>Outline Appointments</i> |
| Wednesday 9/30 | Diversity: Sex & Gender | Reading: <i>Perry & Pauletti</i> |
| Monday 10/5 | Diversity: Sexuality | Reading: <i>Saewyc</i> |
| Wednesday 10/7 | Self-Identity | Reading: <i>Hardy et al</i> |

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| Monday 10/12 | CLOSED | |
| Wednesday 10/14 | Problems & Resiliency | DUE: Assignment #2 Reading: <i>Collishaw et al</i> |
| Monday 10/19 | Family | Reading: <i>Van Doorn et al</i> |
| Wednesday 10/21 | Family | Reading: <i>McHale et al</i> |
| Monday 10/26 | Friends & Peers | Reading: <i>Rose et al</i> |
| Wednesday 10/28 | Friends & Peers | Reading: <i>Chaplin & John</i> |
| Monday 11/2 | Civic Engagement | Reading: <i>Crocetti et al</i> |
| Wednesday 11/4 | | DUE: Assignment #3 Wellness Check |
| Monday 11/9 | School | DUE: Draft Reading: <i>Wang & Eccles</i> |
| Wednesday 11/11 | Love | Reading: <i>Giordano et al</i> |
| Monday 11/16 | Work & Recreation | Reading: <i>Bachman et al</i> |
| Wednesday 11/18 | | <i>Draft Appointments</i> |
| Monday 11/23 | | ACTIVITY: Peer Review |
| Wednesday 11/25 | Friday Schedule | |
| Monday 11/30 | Technology & Social Media | DUE: Final Paper Reading: <i>Nesi & Prinstein</i> |
| Wednesday 12/2 | | ACTIVITY: Presentation Group Work |
| Monday 12/7 | | DUE: Assignment #4 Group Presentation (1-4)* |
| Wednesday 12/9 | | DUE: Assignment #4 Group Presentations (5-7)* |

* There will be six group presentations. Students assigned to Groups 1-4 will present on M 12/7 and their assignment #4 will be due W 12/9. Students assigned to Groups 5-7 will present on W 12/9 and their assignment #4 will be due M 12/7.

Readings

- Bachman, J. G., Staff, J., O'Malley, P. M., & Freedman-Doan, P. (2013). Adolescent work intensity, school performance, and substance use: Links vary by race/ethnicity and socioeconomic status. *Developmental Psychology, 49*(11), 2125–2134.
- Benner, A. D., & Wang, Y. (2017). Racial/ethnic discrimination and adolescents' well-being: The role of cross-ethnic friendships and friends' experiences of discrimination. *Child Development, 88*(2), 493-504.
- Chaplin, L. N., & John, D. R. (2010). Interpersonal influences on adolescent materialism: A new look at the role of parents and peers. *Journal of Consumer Psychology, 20*(2), 176–184.
- Collishaw, S., Maughan, B., Natarajan, L., & Pickles, A. (2010). Trends in adolescent emotional problems in England: A comparison of two national cohorts twenty years apart. *Journal of Child Psychology and Psychiatry, 51*(8), 885–894.
- Crocetti, E., Erentaitė, R., & Žukauskienė, R. (2014). Identity Styles, Positive Youth Development, and Civic Engagement in Adolescence. *Journal of Youth and Adolescence, 43*(11), 1818–1828.
- Gibbons, J. L., & Poelker, K. E. (2019). Adolescent Development in a Cross-Cultural Perspective. In *Cross-Cultural Psychology* (pp. 190–215). John Wiley & Sons, Ltd.
- Giordano, P. C., Manning, W. D., & Longmore, M. A. (2010). Affairs of the Heart: Qualities of Adolescent Romantic Relationships and Sexual Behavior. *Journal of Research on Adolescence: The Official Journal of the Society for Research on Adolescence, 20*(4), 983–1013.
- Hardy, S. A., Bean, D. S., & Olsen, J. A. (2015). Moral Identity and Adolescent Prosocial and Antisocial Behaviors: Interactions with Moral Disengagement and Self-regulation. *Journal of Youth and Adolescence, 44*(8), 1542–1554.
- Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. *New ideas in psychology, 30*(3), 281-295.
- McHale, S., Updegraff, K., Whiteman, S. (2012). Sibling Relationships and Influences in Childhood and Adolescence. *Journal of Marriage and Family, 74*(5), 913-930.
- Murry, V. M., Berkel, C., Gaylord-Harden, N. K., Copeland-Linder, N., & Nation, M. (2011). Neighborhood Poverty and Adolescent Development. *Journal of Research on Adolescence, 21*(1), 114–128.
- Nesi, J., & Prinstein, M. J. (2015). Using Social Media for Social Comparison and Feedback-Seeking: Gender and Popularity Moderate Associations with Depressive Symptoms. *Journal of Abnormal Child Psychology, 43*(8), 1427–1438.
- Perry, D. G., & Pauletti, R. E. (2011). Gender and Adolescent Development. *Journal of Research on Adolescence, 21*(1), 61–74.
- Rose, A. J., Smith, R. L., Glick, G. C., & Schwartz-Mette, R. A. (2016). Girls' and Boys' Problem Talk: Implications for Emotional Closeness in Friendships. *Developmental Psychology, 52*(4), 629–639.
- Saewyc, E. M. (2011). Research on Adolescent Sexual Orientation: Development, Health Disparities, Stigma, and Resilience. *Journal of Research on Adolescence, 21*(1), 256–272.
- Tamm, A., Kasearu, K., Tulviste, T., & Trommsdorff, G. (2018). Links Between Adolescents' Relationships With Peers, Parents, and Their Values in Three Cultural Contexts. *The Journal of Early Adolescence, 38*(4), 451–474.

- Van Doorn, M. D., Branje, S. J. T., & Meeus, W. H. J. (2011). Developmental Changes in Conflict Resolution Styles in Parent–Adolescent Relationships: A Four-Wave Longitudinal Study. *Journal of Youth and Adolescence*, *40*(1), 97–107.
- Wang, M. T., & Eccles, J. (2012). Adolescent Behavioral, Emotional, and Cognitive Engagement Trajectories in School and Their Differential Relations to Educational Success. *Journal of Research on Adolescence*, *22*(1), 31-39.