

**St. Jerome's in the University of Waterloo**  
**Department of Psychology**  
**Psychology 315 – Adolescence and Emerging Adulthood**  
**Fall 2018, Wednesday, 18:30 – 21:20, SJ2 1002**

**Instructor:** Dr. M. Drysdale **Phone:** 884-8111, EXT. 28288  
**Office:** SH 2034 **Email:** [mdrysdale@uwaterloo.ca](mailto:mdrysdale@uwaterloo.ca)  
**Office Hours:** Wednesday 14:30 – 15:30, or by appointment  
**Teaching Assistants:** SH 2035 – Sarah Callaghan, [scallagh@uwaterloo.ca](mailto:scallagh@uwaterloo.ca)  
Meredith Awrey- [mawrey@edu.uwaterloo.ca](mailto:mawrey@edu.uwaterloo.ca)

**Course Overview:**

The period of adolescence and emerging adulthood is characterized as a complex interaction between the individual and his/her environment. This course introduces students to the nature of this interaction as well as the various aspects of adolescent and emerging adult development. Topics to be covered include: the biological, cognitive, social, and emotional changes that take place during the adolescent and emerging adult period; psychosocial development; sexuality and gender; school-to-school and school-to-work transitions; mental health and wellbeing; and the general difficulties of adolescence and emerging adulthood. The course is also developed to foster critical and incisive thinking about current adolescent and emerging adulthood issues. The way adolescents and emerging adults are portrayed in the media and the effects of those portrayals on today's adolescents and emerging adults will also be emphasized.

**Learning Objectives:**

At the end of this course, students will have an understanding of:

- the process and importance of theoretical foundations in the investigation of adolescent and emerging adult development
- aspects of physical development, health issues, sexuality, gender, body image, and physical appearance
- the process of cognitive development
- the processes and problems of developing a strong identity
- the role of family and peer relationships
- school-to-school and school-to-work transitions
- mental health and wellbeing
- challenges and problems faced by adolescents and emerging adults
- the portrayal of adolescent development in the media
- professional and scholarly writing on current adolescent and emerging adult issues

**Required Text:**

Santrock, John. *Adolescence*. 16/e, Dubuque, IA: McGraw-Hill Education.

**NOTE:** The 15<sup>th</sup> Edition of this textbook is acceptable.

As an upper level psychology course, students are expected to evaluate critically the literature on the topics presented. It is important to keep up with the readings so you are prepared for in-classroom discussions and assignments. There are several written components for this course. Students are expected to write in a professional, scholarly fashion.

**Correspondence:**

- All correspondence and announcements will be posted on Learn. Students must have 'fees arranged' to have access to the course.
- Students using email or the telephone to contact me or a TA **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Professor or Dr. Drysdale in emails and on the phone.
- All emails should be respectful, polite, professional, and (e.g., Dear>Hello Dr. Drysdale or Dear>Hello TA Sarah/Meredith), a purpose, and a closing signature (e.g., regards, kind regards, sincerely). If emails are not structured correctly, we will not respond.
- Please allow at least 24 hours for an email sent between Monday & Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday, or Sunday.
- For content related questions, request for extra help with the content, or to go over one of your tests, please contact a TA. For all other inquiries, please contact me (missing test, problems with the course, or extra help if a TA is not available).
- If you miss a lecture, the best way to get notes is with a request (using Learn) to the entire class.

- Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or by email. All grades will be posted on Learn.
- If my door is open, outside of office hours, feel free to approach. If I am busy, I will let you know. Please don't be offended if I can't drop what I am doing to talk. I will schedule a convenient time for both of us.

### EVALUATIONS

In-Class Assignments:	15% (6 x 2.5%)	Sept 26, Oct 3, 24, 31, Nov 7, 14
Test 1:	25%	October 17
Take-Home Film Assignment:	15%	Assigned on October 12; Due on October 31
Test 2:	35%	November 21
Cumulative In-Class Assignment	10%	November 28

**TEST & DUE DATES ARE FINAL: DO NOT REQUEST ALTERNATE DATES or TIMES (exceptions excluded, see below). REQUESTS FOR CHANGING WEIGHTINGS WILL NOT BE CONSIDERED.**

### TESTS (60% of the final grade)

- The tests will cover all the lecture material, videos, and movies.
- Both tests will consist of multiple-choice questions and 1 essay question
- The essay questions will be comprehensive and will require you to pull together all content covered.
- The essay on the second test will be cumulative and comprehensive, meaning that any major theories learned throughout the course will be incorporated into the essay question.
- Writing style is very important. Spelling, grammar, punctuation, and sentence structure count. Point form is not permitted. Legibility is important.
- Each test will be structured so that it can be completed in less than two hours.
- There will be no lecture after the tests.
- All make-up tests will be offered on the first Friday following the test, from 13:00—16:00. For test 1 the make-up day is October 19. For test 2, the make-up day is November 23.

### IN-CLASS ASSIGNMENTS (15% of the final grade)

- Towards the end of six of the classes (Sept 26, Oct 3, 24, 31, Nov 7, 14), you will be given a question to answer regarding the class content for that week.
- Responses will be between 200 to 300 words. Double-spaced is mandatory. Typed assignments are preferred, however, neatly handwritten assignments on 8 x 11 lined paper will be accepted. A Dropbox will be created on LEARN.
- Critically evaluating the content will be necessary to answer the questions. Students can discuss the question in groups, but individual responses must be submitted.
- Assignments are due at the end of the class in which they are assigned and not later than 21:45 pm. Class ends at 21:20 – however, Dr. Drysdale and/or a TA will stay until 21:45 should students want extra time to complete the assignments. Assignments should not take more than 30 minutes to complete, meaning that 15% of your final grade is based on 3 hours (6 x 30 minutes) or less of work.
- Each of the 6 assignments is worth a maximum of 2.5% for a total of 15%. To receive full marks, you must submit 6 high quality well-written scholarly assignments. Grades are dependent on the quality (i.e., breadth and depth) of your written response.
- Attendance is mandatory to receive marks for in-class assignments. Attendance will be taken during each class. Students caught submitting an assignment without having attended the class and/or adding a classmate's name to an assignment will receive a zero and be disciplined under the Policy on Academic Responsibility and Integrity.

### TAKE-HOME FILM ASSIGNMENT (15% of the final grade)

- Students will select **ONE** of the films listed below and answer several questions regarding **the portrayal of adolescents and emerging adults in film.**
- Answers to the questions will be **scholarly and will involve critical analysis of the film**
- Questions and more details will be announced on LEARN on October 12 at 18:30 (6:30 pm)
- Films must be selected and approved by Dr. Drysdale by the end of class on September 26<sup>th</sup>.
- Films to choose from:

- American Teen
- Easy A
- The Edge of Seventeen
- Eighth Grade
- Lady Bird
- Love, Simon
- Mean Girls
- The Perks of Being a Wallflower
- Persepolis
- Set it Up
- St. Elmo's Fire
- To All the Boys I've Loved Before

#### **Other Assessment Information**

- **Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen papers in this course. This is being done to verify that use of all material and sources in the paper are documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. An originality report (with a similarity percentage) will be produced for each paper. A percentage of 15% or lower will indicate original work. Percentages between 15% and 24% will be deemed acceptable as long as complete sentences and quotations are not plagiarized (if they are, marks will be deducted). Similarity percentages between 25% and 49% will result in grade deductions once citations and references are checked. Anything above 50% will result in a failure on the paper.
- **Avoid plagiarism – give credit where credit is due. Any information in your paper that did not come from your own mind or your own empirical research belongs to someone else. This means it needs to be cited in the text and included in a reference list. Failure to do this is plagiarism and can result in a failed paper. There are no exemptions to this rule. Be sure to check every sentence to make sure you are not claiming to be the author of an idea that is not your own.**

#### **CUMULATIVE IN-CLASS ASSIGNMENT (10% of the final grade)**

- On the last day of class, there will be a cumulative in-class assignment worth 10% of your final grade. This means that you will be required to respond to a question using theories and content from the entire course.
- The film shown in the last class will form the basis for the assignment question.
- Responses will be between 600 to 1000 words. Double-spaced is mandatory. Typed assignments are preferred, however, neatly handwritten assignments on 8 x 11 lined paper will be accepted. A Dropbox will be created on LEARN.
- Critically evaluating the content will be necessary to answer the question. Students can discuss the question in groups, but individual responses must be submitted.
- The assignment will be due at the end of the final class on November 28<sup>th</sup> and not later than 22:00 pm.
- You will have 1 hour to complete the assignment.

#### **POLICY REGARDING CHEATING**

**CHEATING WILL NOT BE TOLERATED.** Students are referred to the university policy on academic offences. Looking at the test of another student, allowing another student to view your test, obtaining information about a test in advance, having crib/cheat notes, and/or having information written on your body or in your phone are all examples of cheating. Students found cheating will (1) receive a zero (0%) on the test and be asked to leave the room if cheating materials cannot be confiscated OR (2) have cheating materials and the answer booklet/scantron confiscated and be given a new test that must be completed in the time allotted.

A number of safeguards will be employed to discourage cheating. For example, invigilators of the tests can ask students to move to another seat during the test, cover their paper, avert their eyes from other students' papers, remove baseball caps, check for crib/cheat notes, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. It is strongly recommended that you **do not** sit with friends during the tests. All incidences of cheating will be reported to the Department Chair and the Dean.

#### **POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo**

The University of Waterloo Examination Regulations ([www.registrar.uwaterloo.ca/tests/TestRegs.pdf](http://www.registrar.uwaterloo.ca/tests/TestRegs.pdf)) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must

provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html).

- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (University of Waterloo Calendar).

### **DR. DRYSDALE’S POLICY REGARDING ILLNESS**

Deferrals of tests and assignments are decided by the instructor and **ARE NOT AUTOMATIC** (see Dr. Drysdale’s Policy below). A make-up test or change of assignment due date will be refused if Dr. Drysdale’s policy is not followed. If a student completes a test while ill, the grade stands. False claims of illness and/or submitting false documentation constitutes an academic offense that is subject to disciplinary action under Policy #71.

Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up test or be given an extension for an assignment.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale BEFORE the test or assignment due date and time.** Failure to contact Dr. Drysdale before the test or due date forfeits a right to a make-up or extension. The voice mail stamps the date and time of telephone calls.
- **In the case of illness, the student must provide an official “Verification of Illness” certificate from the University of Waterloo - which states that, due to medical reasons, it was IMPOSSIBLE for the student to write the test (i.e., severe illness) or complete the assignment by the due date. The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled test or due date. Once the student has been seen by a health professional at UW Health Services, and the VIF has been completed, the student must inform Dr. Drysdale by email or phone. A form completed after the day and time of the test or due date **WILL NOT BE ACCEPTED**. The completed form must be submitted to Dr. Drysdale within 24 hours of the test or due date – a photo of the VIF can be emailed as soon as it is received at Health Services (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are not acceptable medical certificates.**
- **DEFERRAL OF TEST: All make-up tests will be offered on the first Friday following the test from 13:00 – 16:00, in SJ1 3013. For test 1 the make-up day is October 19. For test 2, the make-up day is November 23. If a copy of the VIF was emailed to Dr. Drysdale, students must submit the original hard copy at the time of the make-up test.**
- **EXTENSION FOR THE ASSIGNMENT: To receive an extension due to illness or other extenuating circumstance, students must submit a VIF, their outline, and a draft of the assignment completed up to the point of becoming ill. Dr. Drysdale will determine the length of an approved extension. If a copy of the VIF was emailed to Dr. Drysdale, students must attach the original hard copy to the final assignment. Failure to submit by the new due date will result in a zero.**
- **In the case of an immediate family members’ illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals and extensions will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student’s: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals and extensions will only be granted for a partner’s death or an immediate family member’s death.**

- **FAILURE TO FOLLOW THE ABOVE REQUIREMENTS WILL FORFEIT YOUR RIGHT TO A MAKE-UP TEST OR EXTENSION. If you are ill and you contact me after the test or due date, you will NOT be permitted to write the test or your assignment will not be accepted.** You will receive a '0' on that assessment. Exception to this: if you are involved in an accident on your way to the test or class (documentation required) and as a result you are not able to call me – however, Dr. Drysdale must be notified and a request for a make-up/extension must be received no later than 12 hours after the test or due date. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hrs prior to the test or due date, then have a friend or family member call ASAP and no later than 24 hours after the test.
- Any student missing a test with a valid reason and having followed policy must write a make-up test. A make-up test may differ in format from the original test (e.g., an entire essay test).
- Please note that the following are **NOT** valid reasons for rescheduling a test or requesting an extension:
  - Travel plans (athletic or personal – weddings included), missing your bus or ride, work overload, sleeping-in or alarm clock problems, or forgetting you had a test or presentation.

### **RELEASE OF GRADES:**

When tests and assignments are graded, the results will be posted on Learn. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding “when will the grades be posted?” We endeavour to complete the grading as quickly as possible. Normally grades are posted within a week of the test or assignment.

### **ACADEMIC RESPONSIBILITY, INTEGRITY, DISCIPLINE, AND GRIEVANCE, AND APPEALS**

#### **Academic Integrity**

- To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

#### **Student Discipline**

- A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean.
- The St. Jerome’s University policy on student discipline follows [Waterloo Policy 71 – Student Discipline](#) (notwithstanding the paragraph regarding SJU in Waterloo’s policy, all student discipline matters of an academic nature are handled under that policy).
- If there is suspicion that an academic offense has occurred, the case is promptly reported to the SJU Associate Dean. The Associate Deans in the Waterloo network, which include the Affiliated and Federated Institutions of Waterloo (AFIW), routinely work together to ensure that student discipline cases are handled promptly and fairly. In cases involving students registered at Waterloo (e.g., in Math, Arts, Science, Engineering, or Environment), the student and professor may end up speaking with multiple Associate Deans.

#### **Grievance**

- A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

#### **Appeals**

- A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#)

## MENTAL HEALTH SERVICES

### **Mental Health Services: On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre
- Resources available at the Mental Health and School-to-Work Transitions Research Lab <https://www.sju.ca/mhswtlab>

### **Mental Health Services: Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## OTHER INFORMATION

- **Note for Students with Disabilities**: The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.
- **Electronic Device Policy: Laptops and tablets are permitted for note-taking purposes ONLY during the lectures. Other usage is not permitted (e.g., Facebook, Skype, Internet searches, streaming, gaming, etc.). If you are caught using your computer for anything besides note-taking, you will be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) which states that “no member of the University community (faculty, staff, student) unduly interfere with the study, work, or working environment of other members of the University, or any aspect of another’s University activity.” Laptops and other electronic devices are NOT PERMITTED during course videos and movies.**
- **Absolutely no cellular telephones and/or headphones are permitted during the lectures, videos, assignments, or tests.**
- **Student ID Cards are necessary for both tests.**
- **Baseball caps are not to be worn during tests.**
- **Backpacks must be stored under the desk, at the front, or back of the classroom during tests.**
- **Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (888-4567, Ext. 32655), the teaching assistant, or the professor *prior* to their next test(s).**

## CLASS SCHEDULE

Date	Topic	<i>Sanrock Textbook Chapter</i>
September 12	Introduction to the course	
September 19	Historical Perspective – The Age of Adolescence Adolescents & Emerging Adults in the 21 <sup>st</sup> Century The Science of Adolescent Development	1
September 26	Puberty and Health Special topics: Body Image; Thinness & Muscularity; HPV Video: HPV <b>In-Class Assignment 1 (2.5%)</b> <b>Deadline for Selecting Film for At-Home Film Assignment</b>	2
October 3	The Brain & Cognitive Development Special Topics: Delinquency & Juvenile Offenders <b>In-Class Assignment 2 (2.5%)</b>	3
<b>Wednesday October 10</b>	<b>No Class – Study Break (Make-up class on October 12; see below)</b>	
<b>Friday October 12</b>	<b>At-Home Film Assignment (15%) Announced on LEARN at 18:30</b>	
<b>October 17</b>	<b>Test 1 (25%)</b>	
October 24	The Self, Identity, Emotion, & Personality Special Topics: Social Networking Sites & Cyberbullying Documentary on Facebook <b>In-Class Assignment 3 (2.5%)</b>	4
October 31	Families, Schools, Transitions, Work, & Careers Special Topics: Same-Sex Parenting; School-to-Work Transitions; Emerging Adult Mental Health <b>In-Class Assignment 4 (2.5%)</b> <b>Film Assignment Due at 18:30 (15%)</b>	8, 10, 11
November 7	Peers, Romantic Relationships, & Sexuality Special Topics: Sexual Orientation; Sexual Standards; Youth Pregnancy & Abortions <b>In-Class Assignment 5 (2.5%)</b>	6 & 9
November 14	Problems in Adolescence and Emerging Adulthood Special Topics; Depression, Suicide, & SSRIs; Alcohol Consumption; Violent Video Games Video - Suicide <b>In-Class Assignment 6 (2.5%)</b>	13
<b>November 21</b>	<b>Test 2 (35%)</b>	
<b>November 28</b>	<b>Movie Cumulative In-Class Assignment (10%)</b>	