

UC 12143 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: PSYC College: CLASS
2. Faculty Contact Person: Suzanne Kieffer Telephone: 3-8504 Email: kieffer@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
PSYC / 2351 / Psychology of Adolescence
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
PSYC / 2351 / PSYCHOLOGY OF ADOLESCENCE
 - SCH: 3.00 Level: SO CIP Code: 422703001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
 / /
 - Course ID: Effective Date (currently active row):
6. Authorized Degree Program(s): BA/BS
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
PSYC / 2351 / Psychology of Adolescence
 - Course ID: 405198 Effective Date (currently active row): 82210
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: PSYC 1300. Description (30 words max.): (formerly PSYC 3361) Theory and research of normal adolescent behavior.
10. Dean's Signature: _____ Date: 10/12/12
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Psychology, CLASS

Person Making Request: Suzanne Kieffer

Telephone: 3-8504

Email: kieffer@uh.edu

Dean's Signature: _____

Date: 09-10-12

Course Number and Title: PSYC 2351 Adolescence

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be familiar with the theoretical and methodological approaches used by developmental psychologists to study adolescence and young adulthood.

*Students will know the fundamental domains of adolescence and the major findings in those domains.

*Students will be able to describe the roles of social and cultural identities on adolescent behavior and cognition.

*Students will develop an appreciation of diverse values, interests and behaviors.

*Students will be able to demonstrate ways in which developmental psychology diverges from, or converges with, their own understanding of themselves and the world.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 1-2 page paper that requires them to analyze a primary source and to use that source as evidence for a broader discussion of the various dimensions of adolescence.

Sample paper assignment:

Transitions from childhood to adulthood may be classified as biological transitions, cognitive transitions, and social transitions. Use the references from Chapter 1 of your textbook to select an empirical article that addresses biological transitions. Summarize the primary results of that article and state at least one important implication for cognitive development and one important implication for social behavior.

Communication Skills:

In the paper described above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

In the paper described above, students will demonstrate their ability to understand and use their empirical and quantitative skills.

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the paper described above, students will demonstrate their understanding of ways in which social responsibility in adolescence is related to biological and cognitive factors.

Personal Responsibility:

[Click here to enter text.](#)

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The 1-2 page paper will remain constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

PSYC 2351
Adolescence

Pamela Miller, Ph.D.
Fall, 2012

Required Text: Steinberg, L. (2011). Adolescence. Ninth Edition.

Course Objectives: The goal of this course is to provide an overview of adolescent development. We will focus on the fundamental changes of adolescence including biological, cognitive, and social transitions. We will consider the key contexts in which adolescents develop: families, peer groups, schools, work, leisure, and the mass media. Finally, we will examine psychosocial development in the areas of identity, autonomy, intimacy, and sexuality.

Learning Outcomes:

- 1) Students will learn the theoretical and methodological approaches used by developmental psychologists to study adolescence and young adulthood.
- 2) Students will know the fundamental domains of adolescence and the major findings in those domains.
- 3) Students will know the fundamental domains of adolescence and the major findings in these domains.
- 4) Students will be able to describe the role of social and cultural identities on adolescent behavior and cognition.
- 5) Students will develop an appreciation of diverse values, interests, and behavior.
- 5) Students will demonstrate ways in which developmental psychology diverges or converges with their own understanding of the world and yourself.

Class Format: This class is an entirely on-line course available through Blackboard Learn 9. You will watch power point presentations, take weekly assessments, participate in discussion boards, and get all announcements via this system. If you have ANY issues regarding accessing Blackboard or this course, contact the IT Help Desk at 713-743-1411.

Power Point Presentations: Watching the power point lectures will be *necessary* to complete the course successfully. Much of the material covered in the power point presentation is not covered in the book. Further, the audio portion of the lecture will contain material not on the power point slides so make sure you are listening to the entire presentation.

Assessments: There will be weekly quizzes as well as 3 major exams.

Weekly Quizzes: The weekly quizzes will be 10 question quizzes over both the power point content and book material. I will allow you to drop your 2 lowest quiz scores for the semester. If, for ANY reason you are unable to take the quiz during the “open” time, this may be one of your dropped quiz scores. I will NOT give make-up quizzes or allow students to take quizzes at later dates. Each quiz will be worth 10 points. Please note to “open” and “close” dates for quizzes on the calendar.

3 Major Exams: There will be 3 major exams throughout the course. They will consist of both multiple choice and short answer questions. Each exam will be a 2-hour, on-line exam that will be open for a period of 48 hours so you may take the exam at your

convenience during the open period. Once you start the exam, you will have two hours to finish it. Each exam will be worth 100 points.

Discussion Board: On 11 occasions I will post discussion questions covering topics from the previous week and/or the upcoming week. These questions are designed to reveal cultural and social diversity as well as allow you to reflect on your own behavior and thoughts (course objectives 4 and 5 listed above). I expect each student to post to the discussion board at least twice each week replying at least once to me and once to other students' comments. I will be monitoring posts, and you will be getting a weekly participation grade (10 points per week possible). Two comments of "I agree" will not result in a full participation grade! You can skip one week without a grade penalty.

Extra Credit: There will be three opportunities for extra credit this semester. I will post an extra credit quiz before each of the major exams. The questions on the extra credit quiz will consist of the most missed items on the previous quizzes. Watch announcements for details about extra credit.

Grading:

10 quiz grades: 100

Major Exams: 300

10 Discussion Board participation grades: 100

Total points: 500

Grading will be based on the following scale:

A	460-500	B-	400-409	D+	330-349
A-	450-459	C+	380-399	D	310-329
B+	430-449	C	360-379	D-	300-309
B	410-429	C-	350-359	F	299 or below

Academic Honesty Policy: Students are responsible to know and comply with the Academic Honesty Policy stated in the UH catalog. Any form of cheating on examinations or papers could result in a severe grade penalty or failure of the course.

Contact Information: To get in touch with me, you can contact me via e-mail: pmiller2@mail.uh.edu.

Class Schedule

Week 1: Aug 27 Topic: Theory

Reading: Steinberg, Introduction pp. 3-20

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, August 28. For the first week only, you will have two weeks to complete the discussion board questions! Your posts will be due by September 10.

Quiz: Quiz 1 will be open from 8 a.m. Thursday, Aug 30 and will close at 8:00 p.m. Saturday Sept 8.

Week 2: September 3 Topic: Methods

Reading: None

Lectures: See blackboard

Discussion Board: none (If you didn't post to the discussion board questions last week, now is your chance to complete that requirement)

Quiz: Quiz 2 will be open from 8 a.m. Saturday, Sept. 1 and will close at 8:00 p.m. Saturday Sept. 8.

Week 3: September 10 Topic: Biological Transitions

Reading: Steinberg, Chapter 1 pp. 23-58

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, Sept 11. Responses due by Monday, Sept 17

Quiz: Quiz 3 will be open from 8 a.m. Saturday, Sept. 8 and will close at 8:00 p.m. Saturday Sept. 15.

Week 4: September 17 Topic: Cognitive Transitions

Reading: Steinberg, Chapter 2 pp. 61-91

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, September 18. Responses due by Monday, Sept. 24

Quiz: Quiz 4 will be open from 8 a.m. Saturday, Sept. 15 and will close at 8:00 p.m. Saturday Sept. 22.

Week 5: September 24 Topic: Social Transitions

Reading: Steinberg, Chapter 3 pp. 93-125

Lectures: See blackboard

Discussion Board: none

Extra Credit Quiz: The extra credit quiz will be open from Saturday Sept 22 at 8 p.m. until Thursday September 27 at 8 p.m.

Major Exam: Exam 1 will be open from 8:00 p.m. Thursday, September 27 and will close at 8:00 p.m. on Saturday September 29.

Week 6: October 1 Topic: Families

Reading: Steinberg, Chapter 4 pp. 129-159

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, October 2; Responses due by Monday, Oct 8.

Quiz: Quiz 5 will be open from 8 a.m. Saturday Sept. 29 and will close at 8:00 p.m. Saturday October 6.

Week 7: October 8 Topic: Peer Groups

Reading: Steinberg, Chapter 5 pp. 161-194

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, October 9. Responses due by Monday, October 15.

Quiz: Quiz 6 will be open from 8 a.m. Saturday, October 6 and will close at 8:00 p.m. Saturday October 13.

Week 8: October 15 Topic: Schools

Reading: Steinberg, Chapter 6 pp. 197-228

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, October 16; Responses due by Monday Oct 22

Quiz: Quiz 7 will be open from 8 a.m. Saturday, October 13 and will close at 8:00 p.m. Saturday October 20.

Week 9: October 22 Topic: Work/Leisure/Media

Reading: Steinberg, Chapter 7 pp. 231-262

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, October 23; Responses due by Monday, Oct. 29

Quiz: Quiz 8 will be open from 8 a.m. Saturday, October 20 and will close at 8:00 p.m. Saturday October 27.

Week 10: October 29

No New Material

No Discussion Board

Extra Credit Quiz: The extra credit quiz will be open from Saturday Oct 27 at 8 p.m. until Thursday Nov 1 at 8 p.m.

Major Exam: Exam 2 will be open from 8:00 p.m. Thursday, Nov 1 and will close at 8:00 p.m. on Saturday Nov 3.

Week 11: November 5 Topic: Identity

Reading: Steinberg, Chapter 8 pp. 267-299

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, November 6; Responses due by Monday, Nov. 12

Quiz: Quiz 9 will be open from 8 a.m. Saturday, November 3 and will close at 8:00 p.m. Saturday November 10.

Week 12: November 12 Topic: Autonomy

Reading: Steinberg, Chapter 9 pp. 301-330

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, November 13; Responses due by Monday, Nov. 19

Quiz: Quiz 10 will be open from 8 a.m. Saturday, November 10 and will close at 8:00 p.m. Saturday November 17.

Thanksgiving Week—No assignments

Week 13: November 26 Topic: Intimacy

Reading: Steinberg, Chapter 10 pp. 333-365

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, Nov 27; Responses due by Monday, Dec. 3

Quiz: Quiz 11 will be open from 8 a.m. Saturday, Nov 24 and will close at 8:00 p.m. Saturday December 1.

Week 14: December 3 Topic: Sexuality

Reading: Steinberg, Chapter 11 pp. 367-399

Lectures: See blackboard

Discussion Board: Topics will be posted on Tuesday, Dec 4; Responses due by Monday Dec. 10

Quiz: Quiz 12 will be open from 8 a.m. Saturday, December 1 and will close at 8:00 p.m. Saturday December 8.

Week 15: December 10

No New Material

No Discussion Board

Extra Credit Quiz: The extra credit quiz will be open from Saturday December 8 at 8 p.m. until Tuesday December 11 at 8 a.m.

Major Exam: Exam 3 will be open at 8 a.m. December 11 and will close at 8:00 p.m. on December 13