

**Adolescent Development (PSY 444)**  
**Michigan State University**  
**Summer 2021: Online, First Session (May 17 – July 1, 2021)**

### Contact Information

<b>Instructor</b>	Corbin J. Standley, M.A.	<b>Office Hours</b> <i>via Zoom</i>	Mondays and Wednesdays
<b>Email</b>	corbinjs@msu.edu		2:00pm – 4:00pm EDT
<b>Pronouns</b>	He/Him/His		or by appointment

### Overview

This course explores human development during adolescence, a period characterized by major physical, cognitive, emotional, and psychological changes. We will focus on the complex interplay of factors that influence development, including the self, social relationships, environment, culture, and genetics. Additionally, this course will teach students how to critically analyze research articles and improve their scientific writing skills.

### Learning Objectives

By the end of this course, a student should be able to:

- Distinguish between key developmental psychology theories that apply to the period of adolescence.
- Apply developmental theories to everyday situations and relationships.
- Explain the interplay of nature and nurture in human development.
- Identify key markers and milestones in adolescent development.
- Explain the advantages and disadvantages of techniques used to study human development.
- View current issues facing society from a developmental psychology perspective.
- Critically evaluate psychology research articles.
- Write about psychology research articles in a clear and concise manner.

### Course Materials

The materials you need to be successful in this course are the **lecture slides** and the **supplementary materials** provided on D2L. **You do not need to buy a textbook or the APA Style Manual.**

**Textbook:** You **do not need the textbook** to succeed in this course, but this is the textbook that the lectures will be based on:

Santrock, J. (2019). *Adolescence* (17<sup>th</sup> Ed.). New York, NY: McGraw-Hill.

- This textbook is available in a hardcover, loose-leaf, and e-book format and can be purchased or rented.
- ISBN (hardcover) 978-1260058789  
 ISBN (loose-leaf) 978-1260137064  
 ISBN (e-text) 978-1260058789

**Desire2Learn (D2L):** Students are expected to use the course website on D2L to access lectures and readings, keep track of grades, and receive announcements.

## Class Format and Workload

This is an **accelerated online course**. We will be covering the same material that is normally covered over the course of an entire semester in seven weeks, so it can be easy to fall behind if you are not on top of your assignments. The **accelerated** nature of this course is the first aspect to consider in deciding whether this is the right class for you now. In estimating how much work is involved in a course, a typical rule of thumb is that, in full semester course, you should plan on spending three hours for each credit hour of the course. PSY 444 is a three-credit course, suggesting an approximate workload of nine hours per week. Since this is an accelerated course, you should assume that this course could conceivably **require 18 hours per week of your time**. This would reviewing the lectures, completing course activities, and studying for quizzes. Some of you will not need 18 hours and some of you will need more.

You must also consider whether an online course is the right type of learning experience for you. It is not right for every type of learner. Some of you may be familiar with online courses; for others of you, this might be the first online course you have taken. Please take the time to read this section to familiarize yourself with the procedures that are followed in online courses. This course will be held entirely online through the **Desire2Learn (D2L)** course management system. There will be no face-to-face classes or tests. After reading through all this material carefully, consider also whether an online course is the right course for you now.

**Honors Option:** There is no honors option for this course.

Use this link to see a video demonstration of MSU's course management software system, Desire2 Learn (D2L): [Video Introduction to D2L](#)

Because this course is completely online, you need to make sure that you have consistent access to high-speed broadband Internet throughout the course. Vacations and summer projects that take you out of the country don't work with accelerated summer courses, face-to-face or online. The instructor cannot make accommodation for your vacation or out-of-the-country project. Remember each week of an accelerated session is equivalent to two weeks of a regular semester. **This course is not self-paced.**

This course requires a high-speed internet connection. It also requires various software programs to see and hear all the course material. You need to be on a computer that allows downloads of free browser plugins so that you can watch movies and listen to lectures. This means that many public library computers are not appropriate unless you have verified that they have the necessary software. If there is a problem, please report it as soon as possible to the **MSU D2L Helpline at 1-844-678-6200 or (517) 432-6200**. They will log the problem and, in turn, report it to the instructor. Technical problems should be reported immediately (within 6 hours). You may also report the problem to the instructor (although he is not available 24/7 like the Help Line). If there is a system-level problem, hearing about it from more than one student allows the Help Line to discover what has gone wrong. If it is just a problem with your computer then they can help troubleshoot that issue, too. Make sure you call the Help Line.

Any concerns regarding the D2L system should be directed to the MSU Help Line (517) 432-6200 or 1-844-678-6200 (24 hours, 7 days a week). Put these numbers in your cell phone.

Learn how to clear the cache and cookies on your browser – that resolves many problems.

1. Clear your cache and cookies by going into the Tools tab.
2. Choose “Clear Private Data” and check two boxes, “Cache” and “Cookies”.
3. Click on “Clear Private Data Now”.
4. Log into D2L.

## Communication Policy

If you have questions during the course:

1. First, check the syllabus. Many of the most frequently asked questions are already answered in the syllabus.
2. Next, check the FAQ discussion board in D2L. Another student may have had the same question earlier in the course and you won't have to wait for your answer.
3. If your question is not in the syllabus or FAQ, then post it to the FAQ discussion board in D2L if it is a question that may interest other students.
4. Email the instructor directly if the question is about something related specifically to your or your situation.

Email is the best way to reach me. I will respond to emails within 24 hours during the week (Monday through Friday). Messages received over the weekend will receive a response by the following Monday evening. Please keep the following in mind when contacting me:

- Put PSY 444 in the subject line to ensure that your email is answered promptly.
- A clear, concise, polite email is more likely to receive a clear, concise, and polite response.

## Attendance

Students whose names do not appear on the class list may not participate in this course. This class relies on persistent engagement and reflection. Therefore, students must complete assignments in the week they are given. It is your responsibility to understand when and how you are able to un-enroll from a course. Refer to the [Office of the Registrar](#) for important deadlines.

## Course Content

There are seven (7) weeks in which to cover a full semester's worth of material, so staying on top of your assignments is very important. The course is asynchronous with limits. In other words, you are free to access the course materials and complete assignments any time throughout the week as long as you complete the assignments by **Sunday at 11:59pm EDT**. Each week's materials will be available to you on D2L every **Monday at 12:01am EDT**.

D2L tracks all student login information. It keeps a record of when you log in to D2L and when you log out. It also records when you begin a quiz and when you submit it. This helps us to resolve problems. You should know, however, that the instructor cannot view student activity except in the course content area. That is, we cannot view anything you put in the “My Content” area.

## Assignments

We will cover quite a bit of content each week. Throughout the course, there will be three types of assignments to complete. In general, the course week runs from **Monday (12:01am) until Sunday (11:59pm)**. **The final week of the class has an earlier time (Wednesday, June 30<sup>th</sup> at 11:59pm)**. All times are in Eastern Daylight Time. You need to pay attention to the due dates and give yourself plenty of time to complete all of your assignments. There are no opportunities to make up this work if you miss a due date. I suggest you complete all tasks well in advance of the due date to avoid disappointment.

- **Writing Assignments (50%):** You will write 3 papers (research critiques) **worth 50 points each** in this course. This assignment is designed to help you learn to read scholarly articles, summarize the important information, and critically analyze the research methods and the authors' conclusions. These papers should be 3-4 pages in length (double-spaced, 12pt Times New Roman, including a reference page). I am grading for: (a) a clear summary of the article, (b) a thoughtful critique or analysis of the methods and conclusions, and (c) the clarity of your writing. I expect that all references about this article in text are cited appropriately in APA style (see PowerPoint on D2L about how to cite properly in APA style). See the link on D2L for instructions on writing research critiques and for a grading rubric.
- **Quizzes (30%):** Each week, you will complete 2 quizzes (a content quiz and a writing quiz) based on the topics covered in that week's lectures. One quiz will be based on adolescent development (**worth 10 points each week**) and the other quiz will be based on scientific writing principles (**worth 5 points each week**). You will complete 14 quizzes total. Content quizzes will consist of 10 multiple choice questions, and you will have 20 minutes to complete each content quiz. Writing quizzes will be five questions, will comprise multiple choice questions and other formats, and you will have 15 minutes to complete each writing quiz. **Your lowest quiz grades (one content quiz and one writing quiz) will be dropped at the end of the semester.**
- **Discussions (20%):** You will engage in a discussion every other week on the D2L discussion board (**worth 15 points each**). You are expected to make one original post (120 words in length) and two replies to other students' posts (60 words per reply) each week. You will not be able to post a reply until you write an original post. See the link on D2L for additional guidelines and the grading rubric.

The point of the discussion board is for you to engage with material more deeply, talk with classmates about the material, and reflect on your experiences. This means you need to write something that is thoughtful and thought provoking for other students. This typically requires a few sentences. You are expected to post promptly and show initiative; contribute to the learning community; make your post relevant; express yourself clearly and respectfully; and use appropriate style, grammar and citations. Prompts will be included to guide the discussion as relevant to that week's content.

The deadlines for these activities will be posted on the D2L calendar and in the course syllabus. The deadlines will be consistent for weeks 1 through 6, **but there will be differences for week 7**. Be on the alert for the deadline differences during the last week of the course.

## Grading

The D2L gradebook for this course is organized on a percentage basis with different components of the course weighed for their contribution to your final grade. You can always check your grade by going to the PSY 444-731 D2L home page, clicking on the “Assessment” tab, and selecting “Grades” from the drop-down menu.

## Final Grade Weighting

Assignment Type	% of Grade	Notes
Writing Assignments	50%	16.67% for each of three research critiques
Quizzes	30%	One content and one writing quiz each week Your lowest score for each will be dropped.
Discussions	20%	5% for each of four discussion forums

## Final Grading Scale

Final course grades are dependent upon a straight percentage of points earned during the semester and the weighting of those points. There is no “curve”, which means that no one in the course is statistically required to do poorly and everyone in the course is eligible to earn a 4.0 for the semester.

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
4.0	90 – 100%	3.0	79 – 84.9%	2.0	67 – 71.9%	1.0	57 – 61.9%
3.5	85 – 89.9%	2.5	72 – 78.9%	1.5	62 – 66.9%	0.0	< 57%

If your grade in this course is very important to you, do everything in your power to get as many points as possible. I will not raise students’ grades at the end of the semester simply because they are close to the cut point for earning a higher grade. Please do not ask. It is a violation of University standards to allow an individual student an opportunity to raise a grade by doing some additional work at the end of the semester unless that opportunity is available to everyone in the class. Please do not ask me to do this either as there are no extra credit options in this course.

## Errors in Recording or Reporting your Grades

If you believe that a score is in error or has been omitted from the D2L gradebook, please email me as soon as you become aware of the error. On the subject line of this email please write “PSY 444 gradebook error.” If you state that you completed an activity and it is not recorded in the D2L system, I will be able to access the D2L log to see when you accessed the activity.

## Appealing a Quiz Question

If you are concerned that a question on a quiz was scored incorrectly, you have one week from the time the quiz was given to contest that question(s). What do you do if you think that your answer was correct but it was marked wrong? **You must follow this procedure for your appeal to be considered.** If the instructor finds that a question has been keyed incorrectly then he will change it for all students at the same time.

- Email the instructor with the subject line: “PSY 444 Question Appeal.”
- Explain why your choice is the best answer.
- Document your explanation. Provide textbook pages, slide references from lectures, etc.

## Academic Honesty

[The Spartan Code of Honor](#) states, “As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.” In addition, Article 2.III.B.2 of the [Student Rights and Responsibilities \(SRR\)](#) states that “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” The Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#)).

Therefore, unless authorized by the instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

## Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. In addition, most personal disclosures are kept in confidence. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child.
- Allegations of sexual assault or sexual harassment involving MSU students, faculty, or staff.
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

## Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (VISA) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

## Commercialized Lecture Notes

[The Code of Teaching Responsibility](#) requires that students receive the written consent of the instructor to sell or otherwise commercialize class notes and materials. Specifically, the Code of Teaching Responsibility states, “Instructors may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class.”

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may record lectures or any other classroom activities and use the recordings only for their own course-related purposes.
2. Students may share the recordings with other students enrolled in the class, provided that they also use the recordings only for their own course-related purposes.
3. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

## Disruptive Behavior

Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: “The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.” Article 2.III.B.10 of the [SRR](#) states that “The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.” [General Student Regulation 5.02](#) states: “No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

## Religious Accommodations

If you need to miss a class or need accommodations regarding homework assignments due to religious observances, practices, or holidays, inform the instructor **in advance** so that such accommodations can be made.

## Disclaimer

On the next page is a general indication of when we will cover the topics in the course. However, as the instructor, I reserve the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all assignments. The instructor will not remind you about upcoming deadlines.**

### Course Schedule

Week	Topic	Day	Date	Assignments Due
1	Introduction to PSY 444 Puberty	MON	5/17	12:01am: Week one materials available
	Elements of Scientific Writing Style	SUN	5/23	<b>11:59pm: Quiz 1a and 1b</b> <b>11:59pm: Discussion Forum 1</b>
2	Cognitive Development, Self, and Emotions	MON	5/24	12:01am: Week two materials available
	APA Style – Numbers, Citations, References	SUN	5/30	<b>11:59pm: Quiz 2a and 2b</b> <b>11:59pm: Research Critique 1</b>
3	Gender, Sexuality, Morality, and Religion	MON	5/31	12:01am: Week three materials available
		SUN	6/6	<b>11:59pm: Quiz 3a and 3b</b> <b>11:59pm: Discussion Forum 2</b>
4	Families, Peers, Romantic Relationships	MON	6/7	12:01am: Week four materials available
		SUN	6/13	<b>11:59pm: Quiz 4a and 4b</b> <b>11:59pm: Research Critique 2</b>
5	Schools, Achievement, Careers	MON	6/14	12:01am: Week five materials available
		SUN	6/20	<b>11:59pm: Quiz 5a and 5b</b> <b>11:59pm: Discussion Forum 3</b>
6	Problems in Adolescence and Early Adulthood	MON	6/21	12:01am: Week six materials available
		SUN	6/27	<b>11:59pm: Quiz 6a and 6b</b> <b>11:59pm: Discussion Forum 4</b>
7*	Cultures and Achievement	SAT	6/26	12:01am: Week seven materials available
		WED	6/30	<b>11:59pm: Quiz 7a and 7b</b> <b>11:59pm: Research Critique 3</b>

\*Note carefully that Week 7 opens early and closes on Wednesday, 6/30 @ 11:59 pm.