

San José State University
College of Social Sciences/Psychology Department
PSYC 112 (Psychology of Adolescence) Sec 01

Spring 2022

Course and Contact Information

Instructor: Dr. Mildred Alvarez
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- **When contacting me by email, please write “PSYC 112 and your class section number” on the subject line**
- I check email regularly during the work day, but please allow 1-2 business days for a response. **Please note that I do not regularly check email after 5:00pm or on weekends**

Office Hours: **Mondays 9:20-10:20am (in person) and Wednesdays 9:20-10:20am (via zoom).** Please email me *in advance* to schedule a **zoom office hour meeting during Wednesday office hours**. If my regular office hours conflict with your schedule, please email me to set up an appointment. **Note:** Monday in person office hours will not begin until February 14th. Until then, office hours will be via zoom and please contact me in advance to schedule a zoom office hour meeting.

You are encouraged to contact me to discuss any concerns you may have about our class. Also, if you have concerns about an upcoming assignment or test, please contact me **before** the due date.

Class Days/Time: **Mondays & Wednesdays 3:00-4:15 pm (sec 01).** Our class is an online course with both “synchronous” (live – occurring during our scheduled class time) and “asynchronous” (not live) activities. See the “Course Format” section below for details.

Classroom: We will meet via Zoom. **To join on class days,** click on the *Zoom tab* on the left menu of our course Canvas page to see a list of our upcoming meetings and the Zoom link for the meetings. [Note that *only authenticated (authorized) users of Zoom can join using their SJSU credentials (sjsu.edu accounts)*].

Prerequisites: General or Introductory Psychology (PSYC 001 or equivalent)

Course Format

This is a **synchronous online lecture course**, meaning that we will meet virtually via Zoom each week during our scheduled class days/times. Some course activities will be “live” and others will be “non-live”. *The following activities*

will take place during our scheduled class time and be **live**: 1) class lectures/class discussions. *The following activities will be non-live*: 1) selected class lectures may be pre-recorded 2) tests and assignments will be done online and submitted on Canvas by the due dates/times specified on Canvas.

Course Canvas Site

The course will use Canvas as its primary online resource. The site will be updated regularly and as needed throughout the semester. **I will use Modules to help organize course content and they will contain the following course materials:**

- Syllabus and tentative course schedule
- Journal article for required reading
- Links for lecture recordings
- Links for any “non-live”, pre-recorded lectures
- Handouts (lecture organization outlines, test review sheets/study guides)
- Assignments
- Tests

Some important student responsibilities:

- 1- **Check Canvas announcements regularly for updates and reminders.** When new information and material is provided on the site (e.g., a lecture recording, test results, a new Module containing test review sheets, assignment links, etc.), I will post a Canvas announcement to notify you.
- 2- **Be sure to note the due dates for course requirements** (e.g., tests, assignments).
- 3- **Be aware and keep track of the points you earn on each course requirement.** Contact me about any concerns regarding points earned on a requirement in a timely way (**no later than within 3 days of my Canvas announcement notifying our class that points are posted on the given requirement**).
- 4- **See the “Course Schedule” section at the end of the Syllabus** so that you can be aware of required readings, upcoming lecture content, and test and assignment due dates.
- 5- A **test review sheet/study guide** will be provided for each test. Each review sheet will have helpful information about the material to be covered on an upcoming test. It will also summarize test instructions, number of questions, and the time allowed for each test.

Accessing Course Canvas site

You can access Canvas at <http://sjsu.instructure.com>

Username = *SJSU 9-digit ID*

Password = *your current SJSUOne password*

For information or help with Canvas, please see the [Canvas Student Resources](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) page at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>

Course Description

SJSU Course Catalog Description: Psychological development of adolescents and young (emerging) adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Prerequisite: PSYC 001.

Specific Course Description: The purpose of this course is to provide information about a variety of important issues and possible challenges often faced during adolescence. There will be a few recurring themes throughout several portions of the course. One of the themes of the course (highlighted in the text) is the diversity of **cultural practices and beliefs** about adolescence. A second general theme is whether and how adolescence may serve as a **“transitional” period** between childhood and later development. Finally, a third general theme will involve a consideration of the importance of the adolescent years for the development of **gender-related expectations** and **gender roles**. The textbook and lectures will be the main source of information. The readings and lectures will sometimes coincide; however, there will also be unique information from each source for which you will be responsible. It is expected that you will have completed assigned readings **before** each class meeting.

Learning Outcomes and Course Goals

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Identify and describe major psychological theories and concepts relevant to the socioemotional, biological, and cognitive development of adolescents

CLO2: Demonstrate knowledge and appreciation of the historical, cultural, and gender-related expectations affecting societal perceptions of adolescence as a period of development

CLO3: Recognize and evaluate the potential impact of developmental changes (e.g., socioemotional, biological/pubertal, cognitive/brain) on adolescents' perceptions of themselves and their relationships with others (e.g., parents, peers)

Theoretical frameworks will be introduced at the beginning of the course and elaborated on throughout the semester (CLO1); information on historical, cultural, and gender-related factors affecting adolescent development is distributed in the readings and lectures throughout the course (CLO2); information about developmental changes influencing adolescent perceptions and behaviors is organized topically and distributed throughout the course (CLO3). *Course Learning Outcomes will be met through tests (CLOs 1, 2, & 3), and short writing assignments (CLOs 2 & 3).*

Program Learning Outcomes (PLO)

Upon successful completion of the Psychology Major requirements, the following are expected:

PLO1: Knowledge Base of Psychology – students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2: Research methods in Psychology – students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3: Critical Thinking in Psychology – students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4: Application of Psychology – students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5: Values in Psychology – students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Required Textbook

- Arnett, J.J. (2018). *Adolescence and Emerging Adulthood: A Cultural Approach*, 6th edition. Pearson Publishers. ISBN 978-0134596877.

Other Required Reading [Journal Article] – *[Posted on Canvas, see Module: "Course Information & Materials"]*

- Casey, B.J. & Caudle, K. (2013). The teenage brain: Self Control. **Current Directions in Psychological Science**, 22 (2), 82-87.

Technology Requirements

All class meetings will be held using Zoom. You will need:

- An electronic device (laptop, desktop, or tablet) equipped with working microphone and speakers [*Note: SJSU has a free equipment loan program available for students. See the [Learn Anywhere](http://www.sjsu.edu/learnanywhere) website at www.sjsu.edu/learnanywhere*].
- Internet connection [*Note: See Learn Anywhere website for current Wi-Fi options on campus*].

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend, for each unit of credit, a minimum of forty-five (45) hours over the length of the course (normally three hours per unit per week) for instruction, preparation (reading/studying), completion of assignments, or participation in other course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Evaluation and Percentage of Grade from Course Requirements:

(1) TESTS = 200 points total (about 86% of the course grade)

You will be required to take 5 tests throughout the semester and worth about 86% of the course grade. Test dates and the expected content of each test are indicated on the Course Schedule. Each test is based on course materials. Course materials consist of: required readings, class lectures, and any other information from additional sources (e.g., videos, writing assignments) that may be required.

WE WILL NOT HAVE LECTURE ON TEST DAYS. Tests will be available on CANVAS on the **designated class day** as indicated on the course schedule. **I expect students to take all tests on their own (without the help of another person).** However, you will be allowed to use *your personal study notes and textbook* as you take each test. Each test will have a specific **TIME LIMIT** and is worth a specific number of points as shown below.

- **Test 1** = 30 points (15 multiple-choice questions; 2 points per question); **Time Limit: 40 minutes**
- **Test 2** = 50 points (25 multiple-choice questions; 2 points per question); **Time Limit: 60 minutes**
- **Test 3** = 40 points (20 multiple-choice questions; 2 points per question); **Time Limit: 50 minutes**
- **Test 4** = 40 points (20 multiple-choice questions; 2 points per question); **Time Limit: 50 minutes**
- **Test 5** = 40 points (20 multiple-choice questions; 2 points per question); **Time Limit: 50 minutes**

Guide for Preparing for Tests: Keep up with your readings and attend lectures. Also, you will be provided with a review sheet/study guide to help you prepare for each test. Because tests are timed, you will need to sufficiently prepare for each test in advance – you will not have enough time to look up every single answer during the test. Therefore, you should put together good notes on the information you are given on the review sheet/study guide because this will help you as you prepare for each test.

(2) SHORT ANSWER = 15 points total (about 7% of the course grade)

You will be required to write one (1) short answer worth about 7% of the course grade. The short answer is worth 15 points and will consist of your written response to a specific set of questions **based on the assigned journal article** (the article is listed in the “Other Required Reading” subsection of the syllabus and **posted on Canvas**). There will be a class mini-lecture and discussion of the assigned article prior to the short answer assignment. **Before the date of the mini-lecture/discussion, it is expected and important that you prepare ahead of time by reading the article in advance** so that you can discuss specific issues learned from the article as well as to thoughtfully prepare to write your short answer. The article written by **Casey & Caudle (2013)** is on the subject of brain development during adolescence and the implications for the self-control capabilities of adolescents. Your short answer will be about 150-200 words [double-spaced, 1-inch margins, 12 point, Times New Roman]. **The short answer assignment will be provided on CANVAS and a due date and time for your assignment to be submitted on CANVAS will be provided.**

(3) MODULE REFLECTION COMMENTS (RC) = 14 points total (about 6% of the course grade)

You will be required to complete two (2) module-based, short reflection comments (RC) worth about 6% of the course grade. *Each RC is worth 7 points* and will consist of your short, written response (about 80-100 words) to a specific question based on class content and that I think will enhance your learning and critical thinking about specific class material. **Each RC will be provided on CANVAS and a due date and time for the assignment to be submitted on CANVAS will be provided.**

(4) “FIRST THOUGHTS” Assignment = 3 points total (about 1% of the course grade)

You will be required to complete **one (1)** short assignment worth about 1 % of the course grade. *The short assignment is worth 3 points and will be graded on a credit/no credit basis.* For this short assignment you will provide a concise, written response (about 25-30 words) to a general question about adolescence as a time of life. The “First Thoughts” assignment will be provided on CANVAS and a due date and time for it to be submitted on CANVAS will be provided.

Note: You will have only **one (1) attempt** on each test and assignment.

Extra Credit: *I do not plan to offer extra credit opportunities, activities, or assignments.* However, if any such opportunities were given, it would be announced on Canvas so that everyone would have a chance to do such an assignment. Please note that such an assignment would be of limited point value and that there would be no make-ups of any extra credit assignment or activity.

Final Examination

Test 5 will be the course Final Exam. The date and time of the final exam (Test 5) is indicated on the Course Schedule. Please note that the final exam schedule is determined by the University and provides dates and available time periods for final exams to take place based on the designated meeting time of each class.

Grading Policy and Information

Grading is based on your performance on the 5 Tests, 1 Short Answer, 2 Module Reflection Comments, and a “First Thoughts” assignment. Overall, there is a total of 232 points to be earned in the course (200 from tests, 15 from the short answer, 14 from the module reflection comments, and 3 from the “first thoughts” assignment). Failure to do a course requirement will result in a score of 0 points for that missing requirement. It is a student’s responsibility to request a make-up for missed class requirements (see **make-up policy**) and any missed class requirement that was given prior to the final exam must be completed **before** the last day of instruction.

Grading summary:

5 Tests:	200 points (~ 86% of the course grade)
Short Answer:	15 points (~ 7% of the course grade)
2 Module Reflection Comments:	14 points (~ 6% of the course grade)
“First Thoughts” Assignment:	3 points (~ 1% of the course grade)

Total possible points: 232

Final grades will be based on the total points you earn as reflected in the following **Grade Scale**:

Grade	Points	Percentage
A plus	224-232	~ 97 to 100%
A	215-223	~ 93 to 96%
A minus	208-214	~ 90 to 92%
B plus	201-207	~ 87 to 89 %
B	192-200	~ 83 to 86%
B minus	185-191	~ 80 to 82%
C plus	178-184	~ 77 to 79%
C	169-177	~ 73 to 76%
C minus	162-168	~ 70 to 72%
D plus	155-161	~ 67 to 69%
D	145-154	~ 63 to 66%
D minus	138-144	~ 60 to 62%
F	137 or less	~ 59% or less

Make-up Policy: A make-up or extension on a course requirement will be given under serious and **documented** circumstances. Where such circumstances exist, **it is your responsibility to notify me by email as soon as possible and no later than three (3) days after the date of the missed class requirement so that we can schedule a make-up date; be ready to provide documentation.** Include our class name, your full name, SJSU ID, and telephone number (with area code) in your email.

Appropriate documentation (e.g., a doctor's note) is required for a make-up to be able to receive **full credit**. If you are not able to provide such documentation and you have a *serious and extenuating* circumstance that has prevented you from fulfilling a course requirement as scheduled, then please discuss this with me and **keep in mind the three (3) day contact period noted above.** Depending on the circumstance, a make-up or alternative assignment might be given; however, a make-up without appropriate documentation will result in partial credit (i.e., points will be deducted). If you have questions about any aspect of this make-up policy, please see me.

Classroom Protocol

Class Attendance: **Your regular presence during our Zoom class meetings is expected.** Tests will consist of questions from your text, class lectures, and any other information (e.g., class discussions/activities, assignments) during class. I sometimes lecture on material that is not included in the text and for which you are responsible. Also, you are responsible for required material from the textbook even if that material is not discussed in class. You are responsible for all class content, information, and announcements made in class whether you are present or not.

Recording of Class and Public Sharing of Instructor Material:

In accordance with [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) at <http://www.sjsu.edu/senate/docs/S12-7.pdf>, “course material developed by the instructor (including video lectures and any recordings of these lectures), are the intellectual property of the instructor and cannot be shared publicly without his/her approval.” **I ask that you do not publicly share or upload any material for this course such as recorded lectures, lecture outlines, lecture notes, assignments, review sheets/study guides, test questions, or any other class material.** The S12-7 policy is in place to protect the intellectual property and privacy of the instructors and students in a course as well as to maintain academic integrity. All course materials developed by the instructor are the intellectual property of the instructor and are protected by copyright.

Note: I plan to record the Zoom class sessions and post them on Canvas for your convenience (please be aware that anything you write in “Chat” is retained in the Zoom recording). **You are permitted to only view the Zoom recordings as needed, but you are not permitted to download the recordings.** All course materials (including recorded lectures) are **protected by copyright and are intended to aid you in your course work and are for your personal/private study purposes only.** I plan to post lecture recordings on Canvas about once a week – usually sometime on Friday or over the weekend.

Finally, the Zoom recordings will only be shared with students enrolled in the class through Canvas. If, however, a student wishes to remain anonymous during these recordings, they can temporarily turn off identifying information from the Zoom session, including name and picture – please email eCampus@sjsu.edu to ask for assistance if you need help with this process. **Please note that I will not ask a student to show themselves on video or talk on audio, unless they wish to do so.**

Class Courtesy to Help Guide our Online Class Experience: Out of respect for members of the class, as well as to avoid unnecessary distractions, I ask that everyone remember to follow the guidelines listed below during our Zoom class meetings.

1. **Be on time for your classes.** Plan to join your Zoom class meeting about 5 minutes prior to start time
2. **Mute your mic unless you are speaking.** This helps minimize distracting sounds for the class
3. You can turn your video off during lecture. If you wish, you can enable video when participating in class
4. **Avoid multitasking during class time** as you might miss important content and it will later require you to spend more time and effort to search for the missed information from the recording
5. If you have a question or comment during lecture, please use the “Raise Hand” function on Zoom, if you feel comfortable doing so
6. Sometimes it can be difficult for the instructor to monitor “Chats” while lecturing. If you asked a question in “Chat” that I did not answer because I did not see it, please feel free to follow up with me by email about your question. My preference is that you use the “Raise Hand” feature (rather than chat) when asking questions/comments during class.

7. While listening to questions and comments from classmates, please be respectful of the views and opinions of others even if you do not agree with them

Questions about using Zoom: An online format can sometimes present a challenge when many of us (myself included) are adapting to various technologies in a teaching/learning environment. Issues will come up and I ask for your patience – please know that I am working to do my very best. There may be times when you also have questions and I may be unable to answer them. As a student, if you run into issues with Zoom, please do the following:

- First, try to use the resources on the [Zoom Help Center](https://support.zoom.us/hc/en-us): <https://support.zoom.us/hc/en-us>
- If you are not able to resolve your issue through Zoom’s Help Center, contact the SJSU [eCampus](https://www.sjsu.edu/ecampus/) office for assistance: <https://www.sjsu.edu/ecampus/>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Academic integrity in tests/quizzes and coursework: Cheating is academic dishonesty as well as unprofessional behavior. I ask that each student work alone when he or she is taking a test or quiz. Because I am asking that you take all tests by yourself, working with or consulting with others during a test is cheating. Similarly, it is expected that you will work on all written assignments on your own unless it is a group assignment. If evidence of academic misconduct is found, you will receive a zero on the test or assignment in question and you will be referred to the Student Conduct and Ethical Development office.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located at the Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

PSYC 112 (Psychology of Adolescence) Spring 2022 Course Schedule

The following schedule is approximate. Some topics may take a little more (or less) time to cover than anticipated, so the planned topics for a given week may not always be completed by the expected date; however, I plan to follow the order of the topics as they are listed and we will work to stay on schedule. Although I anticipate following the schedule as provided below, the planned schedule is tentative and may need to be changed with fair notice. Any necessary changes to assignment due dates, test dates, or expected content of specific tests will be announced. **It is your responsibility to be aware of where we are in the readings, class lectures, and any announcements.**

The course will comprise **five modules**:

- Module 1 – History, Theories, Biology/Puberty (~weeks 1-5)**
- Module 2 – Cognition, Brain, Culture & Gender (~weeks 6-8)**
- Module 3 – Identity, Parent Relations (~weeks 9-11)**
- Module 4 – Friends, Peers, Love & Sexuality (~weeks 12-14)**
- Module 5 – Expanding World (School, Work, Media) (~weeks 15-end)**

Weekly Calendar Color Legend:

Test Due Dates (Yellow) // **Assignment Due Dates** (Blue)

Week	Date	Topics, Readings, Due Dates
1 <i>Module 1</i>	1/26	Course Introduction
2 <i>Module 1</i>	1/31 & 2/2 1/31: FT Due	Historical & Theoretical Issues (Chap. 1) Monday, 1/31: “First Thoughts” (FT) Assignment Due
3 <i>Module 1</i>	2/7 & 2/9	Historical & Theoretical Issues (cont.)
4 <i>Module 1</i>	2/14 & 2/16	Biological & Pubertal Development (Chap. 2)
5 <i>Module 1</i>	2/21 & 2/23 2/23: Test 1	Biological & Pubertal Development (cont.) Wednesday, 2/23: Test 1 (on chapters 1 & 2 and related lectures. Specific content of Test 1 will be confirmed in class before the test date)
6 <i>Module 2</i>	2/28 & 3/2 2/28: RC 1 Due	Cognitive & Social-Cognitive Development (Chap. 3) Monday, 2/28: Module Reflection Comment (RC) # 1 Due
7 <i>Module 2</i>	3/7 & 3/9	Cognitive & Social-Cognitive Development (cont.)
8 <i>Module 2</i>	3/14 & 3/16	Cultural Beliefs & Gender Socialization (Chaps 4 & 5) Monday, 3/14: Mini lecture & discussion on Casey & Caudle (2013) article

Week	Date	Topics, Readings, Due Dates
9 Module 3	3/21 & 3/23 3/21: Short Answer Due	Development of the Self (Chap. 6) [<i>Highlight of Selected Issues</i>] Monday, 3/21: Short Answer Due
10 Module 3	3/28 & 3/30	SPRING RECESS (3/28 – 4/1) – NO CLASSES
11 Module 3	4/4 & 4/6 4/6: Test 2	Parent-Adolescent Relations (Chap. 7) Wednesday, 4/6: Test 2 (on chapters 3, 4, & 5 and related lectures. Specific content of Test 2 will be confirmed in class before the test date).
12 Module 4	4/11 & 4/13	Parent-Adolescent Relations (cont.)
13 Module 4	4/18 & 4/20 4/20: Test 3	Friendship, Peer Relations, Love & Sexuality (Chaps 8 & 9) Wednesday, 4/20: Test 3 (on chapters 6 & 7 and related lectures. Specific content of Test 3 will be confirmed in class before the test date)
14 Module 4	4/25 & 4/27 4/25: RC 2 Due	Friendship, Peer Relations, Love & Sexuality (cont.) Monday, 4/25: Module Reflection Comment (RC) # 2 Due
15 Module 5	5/2 & 5/4 5/4: Test 4	Wednesday, 5/4: Test 4 (on chapters 8 & 9 and related lectures. Specific content of Test 4 will be confirmed in class before the test date) This week, begin lectures on: The Expanding World of the Adolescent: <u>School</u> , <u>Work</u> and <u>Media</u> <ul style="list-style-type: none"> • Chap. 10 [<u>School</u> – specified subsections only] <ol style="list-style-type: none"> 1) In the section titled, <u>What Works? The Characteristics of Effective Schools</u>: read subsection <i>School Climate</i> 2) In the section titled, <u>Engagement and Achievement in High School: Beyond the Classroom</u>: read subsections (a) <i>Family Environments and School</i>, (b) <i>Peers, Friends, and School</i>, (c) <i>Work, Leisure, and School</i>, and (d) <i>Cultural Beliefs and School</i> 3) In the section titled, <u>Academic Achievement in High School: Individual Differences</u>: read subsections (a) <i>Ethnic Differences</i>, (b) <i>Gender Differences</i>, and (c) <i>High School Dropouts</i> 4) In the section titled, <u>Tertiary Education: College and University</u>: read subsections (a) <i>Characteristics of College Students</i>, (b) <i>Educational Success in College</i>, (c) <i>Students' College Learning Experiences: Four Student Subcultures</i>, and (d) <i>Is College Worth It? Short Term Experiences and Long-Term Effects</i> <p style="text-align: center;">*Week 15 continued on next page</p>

		<ul style="list-style-type: none"> • Chap. 11 [<u>Work</u> – <i>specified subsections only</i>] <ol style="list-style-type: none"> 1) In the section titled, <u>Adolescent Work Today</u>: read subsections (a) <i>Work and Psychological Functioning</i>, (b) <i>Work and Problem Behavior</i>, and (c) <i>The Case in Favor of Adolescent Work</i> 2) In the section titled, <u>From School and Part-Time Work to a ‘Real Job’</u>: read subsections (a) <i>Preparing for the Post-High School Transition to Work</i> and (b) <i>Educating Adolescents for the 21st Century Economy</i> 3) In the section titled, <u>Occupational Choice</u>: read subsections (a) <i>The Development of Occupational Goals</i> and (b) <i>Influences on Occupational Goals</i>
16 <i>Module 5</i>	5/9 & 5/11	The Expanding World of the Adolescent (cont.) <ul style="list-style-type: none"> • Chap. 12 [<u>Media</u>] • Chap. 13 [Problems and Resilience] ><i>Chapter 13 is strongly recommended, <u>but it is not required.</u></i>
17 <i>Module 5</i>	5/16	Conclusion
Final Exam <i>Module 5</i>	Tuesday, May 24th	TEST 5 (Final Exam) Test 5 is on chapters 10, 11, and 12 & related lectures. Note that you are responsible for reading only the specified subsections of chapters 10 and 11. You are responsible for reading all of chapter 12. <ul style="list-style-type: none"> • Test 5 will be available on Canvas on: Tuesday, May 24th from 12:15 until 2:30pm. The test will close (lock) at 2:30pm. • Test 5 is timed and once you start the test, you will have 50 minutes to complete it. <p>*Note: <i>You must take the Final Exam with your class section. Final Exam dates and times are determined by the University.</i></p>