

PSYC 4314 Psychology of Adolescence  
CRN 202520 TR 9:30-10:45 PM  
Spring 2025 ST 227



<b>Professor</b>	William Blake Erickson, Ph.D.	<b>Phone</b>	210-784-2813
<b>Office</b>	STEM 237B	<b>E-mail</b>	William.Erickson@tamusa.edu
<b>Office Hrs</b>	By appointment	<b>WebEx</b>	<a href="https://tamusa.webex.com/meet/william.erickson">https://tamusa.webex.com/meet/william.erickson</a>

### Course Description

*From the catalog:* An advanced course that treats the definition of adolescence, research and theory concerning the biological, moral, sex-role, personality and emotional development. TSI Restriction(s): Reading, Math, and Writing

Prerequisites: PSYC 2301, 2388 and 3327.

### Required Course Materials

- *Textbook:* Santrock, J. W. (2023) *Adolescence* (18th ed.). New York: McGraw-Hill. ISBN-13: 978-1-260-24583-7

### Contact Guidelines

I make every effort to be available to aid you in your learning process. There are a number of ways in which you can contact me.

- ***Email:*** Only use your official university e-mail to reach out to me and include course and section (e.g., **PSYC4314-001** and your full name in subject line. This is my primary and preferred point of contact outside of the classroom. I check my messages regularly on Monday – Friday from 8 to 5. Within that timeframe, I will generally respond within 24 hours. If you don't hear back from me, email again in the event your message went to my Junk email box. On weekends, I am generally not available by email, but will reply on the subsequent Monday. If you need to contact me, plan ahead. In all communications, be specific. Your correspondence MUST include information as specified above. If you send an email without sufficient information, I likely won't reply or acknowledge it. Additionally, begin a new email thread in lieu of responding back to one of my emails if you are beginning a new conversation unrelated to the previous email. Professional language and formatting is expected (i.e., avoid informal correspondence styles like you would use in text messaging).
- ***Office:*** I will be available to meet by appointment.

### Class Structure and Learning Objectives

The primary teaching method for this course will be lecture peppered with in-class assignments including discussion and activities designed to elucidate the information found in the text.



1. Understand the fundamental developmental events that occur during teenage years
2. Empathize with teenagers who are going through identity transformations
3. Introspect one's own adolescent years in a new light
4. Incorporate knowledge gained from the class into one's own interactions with teenagers
5. Understand the roles of social and cultural contexts in adolescent development

### Assessment and Evaluation

Unless otherwise specified, exams and essays will be administered in-class. No late exams or assignments will be accepted. All work is to be completed independently unless indicated.

Article Discussion Leadership – 25 points each

Each Discussion Day, one student will lead discussion on that week's assigned articles. Articles can be found in that day's OneDrive folder. Discussion should begin with an in-depth summary (deeper than a reaction paper) followed by key discussion questions about the material that go deeper than "What did everyone think of the readings?" Some questions can be factual, asking fellow students to summarize main point(s) of the reading. The others should be open-ended, asking students to share their interpretations and educated opinions of the reading. You will also give students opportunities to pose their own questions from their reaction papers. Your grade will be based on the effectiveness of your questions and presentation, with high scores earned for well thought-out discussion that leads students to understand key arguments and push them to challenge those arguments. You'll turn in your discussion questions and any outlines or summaries you use in the Turn-It-In box where you'd normally upload your reaction paper. Unlike reaction papers, you are not limited to two single-spaced pages, and you could merely upload an outline with discussion questions if you choose.

### Article Reaction Papers – 10 points each

Every week you will submit a two-page MAXIMUM single-spaced paper (double space between paragraphs), which will summarize each of the readings for the week, with at least one substantial paragraph per reading. These summaries will necessarily be selective, so you should describe what you think are the most important points made by each reading. You will also be asked to tie together concepts from each reading. Each summary paper must end with two critical discussion questions for the class meeting, and you will be expected to raise these questions, as appropriate, during class time. Reaction papers are due in their appropriate Turn-It-In box every Wednesday by 11:59 PM the night before the articles are to be discussed. However, this is the only assignment where you get a "pass"- you can fail to submit ONE reaction paper and it will NOT count against you. I get it, life happens. You get busy, distracted, need to focus on something else, or you just plain forget. Use your single "pass" judiciously, or not at all.

### Online Quizzes

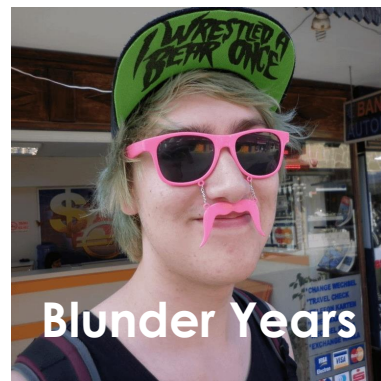
There are ten online quizzes administered through Blackboard. They cover each chapter of the course. You can take them at your own pace throughout the semester, but they are due midnight before Reading/Study Day before Finals period. I do NOT post due dates in Blackboard because that's tedious and you should be responsible enough to keep up with them. I do not provide make-up opportunities for them.

### Reflecting on Adolescence Paper – 100 points

Teenage years are an awkward, weird time where people gain independence and form the sort of identity that they will carry with them throughout their adult years. As such, teenagers experiment and get emotional, defensive, and passionate about things that their adult selves may laugh or even cringe at later in life. The point of the Adolescent reflection paper is to offer an apology for your teenage self- in light of research and evidence, why did you behave the way you did and believe the things you believed? You will put forward examples from your physical, emotional, and social development and cite peer-reviewed papers explaining why you acted that way. Alternatively, if you'd rather not share these details, you can analyze the lyrics of a song popular during your youth and describe the ways in which the lyrics touch on these three key areas of development.

### Final Exam – 100 points

A comprehensive final exam will occur on our allotted finals date and time. It will be made mostly of multiple choice questions from the quizzes you take throughout the semester.



### **Point Breakdown for the Semester**

<i>Course Component</i>	<i>Point Value</i>	<i>Number</i>	<i>Total Points</i>
<b>Discussion Leadership</b>	25	2	50
<b>Discussion Reaction Papers</b>	10	10	100
<b>Online Quizzes</b>	10	10	100
<b>Reflecting on Adolescence Paper</b>	100	1	100
<b>Final Exam</b>	100	1	100
<b>Total</b>			<b>450</b>

### **The Bonus Situation**

- Bonus points will be administered for participating in psychological research experiments through Sona. You will get 2 bonus points per credit hour you participate, for up to 3 credit hours (6 bonus points).

### **Other Important Information**

In Blackboard's Course Content Folder, find a document with important information about dropping, academic integrity, emergency weather accommodations, and other important information.

## Course Schedule

I will do my best to abide by this schedule. Some topics may carry over and others may end earlier than expected and we will transition to the next topic in the schedule. Any topic changes will be announced by any one or a combination of lecture, e-mail and/or Blackboard. You are responsible to keep up with any possible changes to the course schedule. Final exam date will be announced during the Fall and Spring semesters, or will take place on the final day of class during Summer. Once announced, it will be listed at <https://www.tamusa.edu/academics/academic-calendar/index.html>

Week	Date	Topic	Readings	Discussion Leader/Notes
1	21-Jan	<b>Snow Day Class Cancelled</b>		
	23-Jan	<b>Syllabus day- decided to rework class!</b>		
2	28-Jan	Assigning Discussion Readings		
	30-Jan	Research Methods/Background	Chapter 1	
3	4-Feb	Biological Foundations of Adolescence	Chapter 2	
	6-Feb	Discussion 1: Biological Foundations of Adolescence	Sawyer et al (2018) The Age of Adolescence Mendle et al (2019) What aren't we studying that we should Dorn et al (2019) conceptualizing puberty as a window of opportunity	Erickson
4	11-Feb	Brain Development	Chapter 3	
	13-Feb	Discussion 2: Brain Development		
5	18-Feb	Cognitive Development	Chapter 3	
	20-Feb	Discussion 3: Cognitive Development		
6	25-Feb	Self, Identity, Personality	Chapter 4	Paper Announcement
	27-Feb	Discussion 4: Self, Identity, Personality		
7	4-Mar	Gender & Sexuality	Chapters 5-6	
	6-Mar	Discussion 5: Gender and Sexuality (cont'd)		
8	11-Mar	<b>SPRING BREAK NO CLASS</b>		
	13-Mar	<b>SPRING BREAK NO CLASS</b>		
9	18-Mar	Morality	Chapter 7	
	20-Mar	Discussion 6: Morality		
10	25-Mar	Self-Reflection Paper Peer-Review Day		
	27-Mar	<b>SWPA CONFERENCE NO SYNCHRONOUS CLASS</b>		Alternate Assignment
11	1-Apr	Family Dynamics	Chapter 8	
	3-Apr	Discussion 7: Family Dynamics		Class will be Remote
12	8-Apr	Peers and Relationships	Chapter 9	
	10-Apr	Discussion 8: Peers and Relationships		
13	15-Apr	School and Achievements	Chapters 10-11	
	17-Apr	Discussion 9: School and Achievements		
14	22-Apr	Culture	Chapter 12	

	24-Apr	Discussion 10: Culture		
15	29-Apr	Problems in Adolescence and Emerging Adulthood	Chapter 13	
	1-May	Discussion 11: Problems		
16	6-May	<b>Final Exam Review Day</b>		Quizzes due end of day
	8-May	<b>FINALS WEEK THRU May 13 (Tuesday 5/13 @ Noon)</b>		