

San José State University

College of Social Sciences, Department of Psychology

PSYC 112: Psychology of Adolescence, FALL 2024

PSYC 112-81 CRN 44377 Tuesdays & Thursdays

3:00pm - 4:15pm

08/22/24-12/05/24



Instructor Information

Instructor:	Dr. Leslye Whitehead, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Email:	Preferred method: Please use the Canvas Inbox to email me. Leslye Tinson Whitehead
Office Location:	Virtual Office Hours (All office hours will be held virtually)
Office Hours:	Mondays 11am-12pm, Tuesdays 2-3pm To schedule an appointment: Dr. Whitehead's Calendly (Zoom to Dr. Whitehead's Office Hours)
Faculty Websites:	Dr. Whitehead's Course HQ ; SJSU People: Leslye Whitehead
Course Number & Name	PSYC 112: Psychology of Adolescence
Course Days/Time:	Section 81 ZOOM classes: Tuesday & Thursday 3:00pm-4:15pm <ul style="list-style-type: none">- Our first class meeting will be on Thursday, August 22- Our last class meeting will be on Thursday, December 5
Class Location:	All class meetings will be held virtually (online, synchronous) on Zoom. https://sjsu.zoom.us/j/89739645359 The course is administered online through Zoom class meetings and using Canvas to submit all course assignments. There are no in-person meetings for this course.

Course Description

PSYC 112 - Psychology of Adolescence, 3 unit(s)

Psychological development of adolescents' and young (emerging) adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

Prerequisite(s): [PSYC 1](#).

Welcome to our online synchronous course!

[PSYC 112 Section 81 Canvas Course](#)

[SJSU Learn Anywhere Portal](#)

Welcome Letter

Dear Students,



Welcome to our class! My name is Dr. Whitehead and I am excited that you will be joining me in **PSYC 112: Psychology of Adolescence** this semester! This is one of my favorite courses to teach because I love helping children and adolescents and their families. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead. It's an interesting time to be exploring the psychological, biological and sociocultural aspects of adolescence, and the psychological changes of this developmental phase of life. This topic is more timely given the added challenges that arose during the COVID-19 pandemic, a rise in adolescent deaths by suicide and other mental health challenges. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead.

To successfully login use the following: [SJSU Canvas website](#)

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class. At our orientation meeting, I'll use Zoom to give you a tour around our course website and answer your questions. You can join from your desktop, laptop, or smartphone. **You must use your [SJSU authenticated Zoom account](#) to access our online classroom.**

[Join Our Zoom Classroom \(correct link\)](#)

Our class materials are fully online without any in-person classes on campus. However, we will meet synchronously in Zoom classes during the week. During our class time we will discuss course readings, films, and interact with each other in small groups.

There are required activities to complete in order to stay actively enrolled for the course. Please login and finish the following Orientation module by **FIRST WEEK OF CLASS**:

1. Read the Module 0: Orientation module (includes our syllabus)
2. Participate in the "Intro" Discussion Board
3. Complete the "Syllabus Quiz"
4. Setup your study plan schedule for the semester

Feel free to email me if you have any questions or concerns getting started. I'm looking forward to an awesome semester of learning with you.

Dr. Whitehead

Dr. Leslye Whitehead, M.S., LMFT, Ed.D.(she/her)

Senior Lecturer of Psychology & African American Studies

Email: Leslye.Whitehead@sjsu.edu

[Course Headquarters](#)

Webpage: [Whitehead, Leslye | People | San Jose State University](#)

About your instructor

My name is Leslye Whitehead and my pronouns are she, her. Please refer to me as “**Dr. Whitehead**” or “**Professor Whitehead**” or by my previous name, “**Dr. Tinson**”. I am a Senior Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I have been teaching at SJSU since 2015 and enjoy meeting new students and helping you as you make progress in your educational journey. To learn more about my background and experiences please view our [Course Headquarters](#), [view my SJSU faculty webpage](#), or my [professional website: Leslye Whitehead LMFT](#).

How to contact your instructor

If you have a question as you are moving through the class, please do the following:

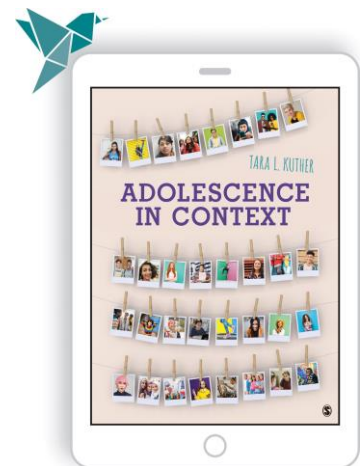
- 1) If it is a general question about the class, please post it on the [Q&A forum](#) for our class.
- 2) If it is a personal question (your grades, disability accommodations, etc.), please send me a message using the **Canvas inbox**.
- 3) **OR** you may email me directly at Leslye.Whitehead@sjsu.edu. If you email me directly, be sure to let me know it's for our PSYC 112, Section 81 course.

Textbooks and Materials

The required textbook for our class is:

- Kuther, T. L. (2021). *Adolescence in context*. SAGE Publications.
- ISBN: 978-1-5063-7609-7 (print)

From award-winning author Tara L. Kuther comes **Adolescence in Context**, a topically oriented text that connects learners to the science that shapes our understanding of today's teenagers and young adults. The book is organized around three core themes: the centrality of context, the importance of research, and the applied value of developmental science. The text presents classic research, current research, and foundational theories, which Kuther frames in real-life contexts such as gender, race and ethnicity, and socioeconomic status. Students will come away with an understanding of the book's themes and material that they will immediately be able to apply to their own lives and future careers.



Links for textbook purchase: [SJSU Bookstore](#); [VitalSource](#); [RedShelf](#); [SAGE Publisher](#)

No additional software is required for our course. I recommend using the e-book.

You will also need:

- a composition book or paper for taking notes,
- a computer/laptop/e-device for accessing Canvas, and submitting assignments, and
- reliable Wi-fi connection for accessing our online classroom discussions.
- Please use earbuds (or headphones) with a microphone for our class meetings.

- [Computers are available for rental from SJSU Student Computing Services.](#)

Course Format

This course will be conducted through weekly Zoom meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU's Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. **Since this is an online course, Canvas will be the centralized source of course material, communication and supplemental material.** You will also need to use your SJSU Library account to access certain required films in the course.

- [Video: How to Access Canvas \(Canvas Overview\).](#)

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus. [Student Computing Services](#)

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Need Tech Support???

If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our Q&A forum on Canvas.
4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
5. Contact [SJSU IT Help Desk](#) for help
6. Inside Canvas, on the left menu bar, use the help emoji (question mark icon) and submit a trouble ticket.
7. If all else fails, email Professor Whitehead: Leslye.Whitehead@sjsu.edu

How do I get help outside of class?

If you have any questions about the class, take the following steps.

1. **Review the [Course Headquarters](#) website.**
2. **Read the syllabus.** Most questions about assignments and requirements are answered in this document. Based on student need, we may make some adjustments to dates as the semester progresses. Be sure to write those new dates on your syllabus.
3. **Visit my [virtual office hours](#).** My office hours are listed on Page 1. All office hours are virtual, using Zoom or Google Meet. You do not need to set up an appointment for office hours. This is my regular time that I will be available to you. If my office hour times do not work for your schedule, we can set up an appointment at an alternate time to meet.
4. **Setup an appointment** – If you want to set up an appointment with me outside of my office hours, please send me an email with your available times and dates. Be sure to include your availability options (at least 2 times and days), as this helps me figure out a time that is best for the both of us.
5. **Send an email with your specific question** – Please use proper decorum when sending emails. Please do not expect an immediate response. I will do my best to reply to your emails within 48 hours (during the school week, not including holidays and weekends), but I am teaching multiple courses and this timeframe of response may not always be possible. Please use kind words and be respectful in your emails to me. See example emails below.

If you are having trouble in the class, remember:

- I am here to help you
- I expect you to take initiative by coming to see me during office hours **as soon as** you notice having difficulty with course material and assignments.

Please **ALWAYS** include “PSYC 112, Section 81 ” in the subject line of the email. Example emails are below:

Dear Professor Whitehead: I am in your Psyc 112, Section 81 class. I have a question about tomorrow's exam. Can you help me understand the reasoning behind social psychologists' studies on behavioral compliance? Thanks, Janet M.

Hi Ms. T: I would like to meet but can't attend your scheduled office hours. Can we setup an alternate time? I'm available Tuesday and Wednesday 3-5pm. Sincerely, Mateo W.

The Purpose of this Course

The **Psychology of Adolescence** course focuses on the integration of research and context of developmental psychology, with a focus on the developmental period often called adolescence or the “teenage” years. In addition to learning about specific aspects of life that adolescents experience, we will examine young adulthood and various contextual factors including gender, race, ethnicity, and socioeconomic status, and access to education, healthcare, and communities that allow them to grow and thrive.

A primary objective of this course is for you to integrate their scholarly learning of the course material with applied aspects of the material. In addition, you will get a chance to integrate their knowledge from other related areas (such as child psychopathology, sociology, and family systems). Students will have the opportunity to express their learning in written format, as well as through oral discussions and presentations during our Zoom class meetings. Students will be encouraged to develop additional analytical thinking skills by critically evaluating original research in applied psychology and by applying their knowledge of adolescent development to specific case studies.

Our course will meet weekly on Zoom. Outside of our course Zoom meetings, you will typically have the rest of the week to work independently.

In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation from you. We will have online discussions, small group exercises, and interactive activities throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience. Additionally, you will have access to online resources to supplement course material via the course Canvas site. We will meet each week once per week for class discussions and the rest of the class will be conducted asynchronously.

I expect you to come to class having **read the assigned readings prior to class**, with a winning attitude and willingness to give their best efforts in class. It has been my experience that those who are prepared for class, and who attend class regularly perform best. The value of your presence in class and participation in the class really enriches the learning experience for everyone. Students will be expected to contribute both orally and in written form during the semester.



Course Learning Outcomes (CLO)

For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

Students will be able to:

- 1) Identify life stages and theories that inform adolescent development, and apply them to your personal lived experiences.
- 2) Critique various life contexts (family, peer, community, etc.) and their impact on adolescent development.
- 3) Apply sociocultural contexts to gain better understanding of unique circumstances that adolescents face.
- 4) Formulate community-based options that help support growth and personal development of adolescents and their families.

Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology

Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. 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.

3. Critical Thinking Skills

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.

4. Applications of Psychology

Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Assignments (Requirements)

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course.

Assignment Descriptions

Course orientation module (20 points)

- Setup your Canvas profile, add profile picture, and set your notifications **ON**
- Setup your Zoom account, add profile picture, add gender pronouns
- Attend Zoom orientation
- Watch the introduction video on Canvas
- Read the syllabus and Prepare a learning schedule/study plan

Graded Assignments in the Orientation Module

- Post on the **introductory discussion board** (Submit using Canvas Studio, or text with photos), 10 points
- Syllabus Quiz, 10 points

Syllabus Quiz

Students are expected to read the syllabus thoroughly and refer to it often during the course. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Discussion Posts – 80 points (10 points per activity)

There are 10 online discussion forums available in the course. Your best 8 scores will be retained toward your final grade. Students will participate in virtual dialogue with classmates through the Canvas discussion forums. Examples might include: sharing your favorite research finding of the week's readings and why, analyzing your own lived experiences in connection to our course readings, or analysis of a video or controversial issue in adolescent psychology. Students will post their original ideas then reply to several colleagues in the course. The goal is to have authentic dialogue with at least 2 classmates in the forum. **Discussion posts can be submitted as written text, audio/podcast, or video submissions (e.g. Youtube video).**

Exams – 100 points (25 points each exam)

Course exams will consist of multiple choice, true/false, short answer, and essay questions and will be timed for 1 hour. The exam will cover all chapters, cases, lectures, videos, and classroom activities up to that date. The primary purpose of this exam is to verify your mastery of the course material. The focus will be on integration of course concepts, rather than simple presentation of memorized concepts. The exams are open book, open notes. I recommend you create a page or two of notes to help you, instead of rummaging through the textbook during the scheduled hour. **Missed exams will result in 0 points, unless an emergency occurs – see Attendance Policy.**

- Exam 1 (Chapters 1, 2, 3): [Study Guide for PSYC 112](#)
- Exam 2 (Chapters 4, 5, 6)
- Exam 3 (Chapters 7, 8, 9)

- Exam 4 (Chapters 10, 11, 12) - this is the final exam

Course Schedule

Please review the schedule below. You will typically need to submit one assignment per week. Deadlines will also be posted on Canvas.

Class Assignments: Unless otherwise noted below, all assignments are set on Canvas to be due by 11:59pm. The deadlines should be considered a suggested benchmark to keep you on track, but I will accept late assignments, however, please do not wait until the end of the semester to try to submit everything late.

Exams: All exams have specific dates and times, and deadlines of when you should submit. These are hard deadlines. Please be sure to take the exam on the time and date that it is available. You will be taking the exams online. **The exams are open book and open notes, and timed for 1 hour.** While the exams are taken, it is expected that each student conducts themselves with academic integrity and does not share answers, nor take the exam with other students present, nor sharing information or questions about exams with anyone else, or post to social media/websites/CourseHero, etc. Violations will result in college disciplinary action. [Study Guide for PSYC 112](#)

Final Examination

The final exam for our course is Exam 4. The final exam is not weighted any heavier than any other exam in our class and will cover the course material since Exam 3. **The final exam for our class is listed in the course schedule.** The final exam may **not** be taken early. Please plan your vacations for after final exams.

If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the [SJSU final exams policy](#).

Assignment Group	Point value of assignment	Percentage Weight toward final grade
Intro discussion post "Welcome" Syllabus Quiz	10 points 10 points	10% of total grade
Online Assignments/Discussion Posts, 10 points each	80 points	40% of total grade (5% per post)
Exams (4), 25 points each	100 points	50% of total grade (12.5% per exam)
Total Assignments	200 points	100%

Grading for the course

Students will be assigned a letter grade based on the percentage they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours. The table below demonstrates the minimum percentage for each letter grade:

Letter Grade	Percentage
A plus	97%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

Determination of Final Grades

- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. Students should refer to this syllabus for the percentage assigned to each letter grade.
- Except in the case of an instructor clerical error, all grades submitted to the University Registrar are final and cannot be changed after the semester ends.
- Petitions for INCOMPLETE are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

Classroom Protocols

I have developed a centralized location for all course policies and expectations of students. All course policies and procedures are listed on [Dr. Whitehead's Course Headquarters Website](#). Students are responsible for reviewing this material. The following policies are included, as well as the links to my office hours, and other important course details to help you get started.

- Academic Integrity
- A.I. Resources and Ethical Use
- Attendance (Do I have to attend class?)
- Disability Accommodations
- Diversity Statement
- Student Absences
- Course Incompletes, Withdrawal, and Grade Changes
- Extra Credit
- Final Grades
- Late Work
- Mental Health Support Services
- Major Advising Resources
- Library Resources
- Office Hours
- Online Exams
- Practicing Netiquette
- Zoom Classroom Etiquette
- Zoom Recordings (Will the class be recorded?)

University Policies

This page contains information relevant to all courses at SJSU.

- [General Expectations, Rights and Responsibilities of the Student](#)
- [Academic Integrity](#)
- [Accommodation to Students' Religious Holidays](#)
- [Adding and Dropping Classes](#)
- [Attendance and Participation](#)
- [Accommodations for Students with Disabilities](#)
- [Consent for Recording of Class and Public Sharing of Instructor Material](#)
- [Timely Feedback on Class Assignments](#)
- [Workload and Credit Hour Requirements](#)

University Resources for Students

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

Course Schedule: PSYC 112, Section 81

The following schedule outlines assigned readings and general topics that will be covered each week. Changes will be posted on Canvas and announced in class.

Week	Section 81	Class topics, Readings and Assignments
1	August 22	Module 0: Course Orientation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the Syllabus <input type="checkbox"/> Complete Orientation Module <input type="checkbox"/> Participate in Intro Discussion Forum "Meet classmates" <input type="checkbox"/> Complete Syllabus Quiz
2	August 27 August 29	Module 1: Introduction to Adolescent Psychology <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #1
3	September 3 September 5	Module 2: Biological Development <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #2
4	September 10 (video) September 12 (groups)	Module 3: Cognitive Development <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #3 <input type="checkbox"/> Study for Exam 1
5	September 17 September 19	Study Session EXAM 1: Modules 1-3 (Opens Tuesday, due by Friday at 11:59pm)
6	September 24 September 26	Module 4: Self and Identity <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #4
7	October 1 October 3	Module 5: Gender <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #5
56	October 8 October 10	Module 6: Sexuality <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #6 <input type="checkbox"/> Study for Exam 2
9	October 15 October 17	Study session at regular class time (attendance is optional) Exam 2: Modules 4, 5, 6 (Opens Tuesday at 4pm, Due by Friday at 11:59pm)

10	October 22 October 24	Module 7: Morality, Religion, Spirituality and Value Systems <input type="checkbox"/> Read Chapter 7 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #7
11	October 29 October 31 (no class)	Module 8: Family <input type="checkbox"/> Read Chapter 8 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #8
12	November 5 (no class) November 7	Module 9: Peers, Friendships, and Dating <input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #9 <input type="checkbox"/> Study for Exam 3
13	November 12	Study session at regular class time (attendance is optional) Exam 3: Modules 7, 8, 9 (Opens Wednesday 4pm, Due by Friday at 11:59pm)
14	November 19 November 21	Module 10: School and Work <input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> There is no discussion post for Chapter 10
15	November 26 November 28 (no class)	Module 11: Media and Online Engagement <input type="checkbox"/> Read Chapter 11 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> Canvas Discussion Post #10
16	December 3 December 5	Module 12: Socioemotional and Behavioral Problems <input type="checkbox"/> Read Chapter 12 <input type="checkbox"/> Attend Zoom class meeting <input type="checkbox"/> View resource materials (videos, readings) <input type="checkbox"/> There is no discussion post for Chapter 12 <input type="checkbox"/> Study for Exam 4: Final Exam
December 9		Last day of classes.
December 10		SJSU Study Day, No classes or final exams
FINAL EXAMS		Exam 4: Final Exam, Covers Modules 10, 11, 12 Section 81 Final Exam Date: