

**BOSTON COLLEGE  
LYNCH SCHOOL OF EDUCATION  
Spring 2005**



**PY 041.01  
Adolescent Psychology: Development of the Adolescent  
Mondays 4:30 to 7:00  
Higgins 300**

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**Teaching Assistants:**

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**Course Description:** This course is designed to introduce students to the major theories and contexts of adolescent and emerging adult development. The course emphasizes both individual development and contextual influences and encourages students to consider the ways in which various contexts, historical time, and individual differences play roles in the experiences of adolescence and emerging adulthood. The goals of this course are designed to provide students with an opportunity to learn in a text- and lecture-based setting, encourages students to draw upon their personal experiences, knowledge, and professional goals as guides for understanding the complexity of adolescent and emerging adult development and adjustment. Assignments encourage students to apply course-obtained knowledge to real-world settings that touch the lives of adolescents and emerging adults.

**Required reading:**

- (1) Arnett, J. J. (2003). *Adolescence and Emerging Adulthood: A cultural approach, 2<sup>nd</sup> ed.* Upper Saddle River, NJ: Prentice Hall.  
ISBN: 0-13-189272-X  
(on reserve at the library)
- (2) Arnett, J. J. (2000). Emerging Adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469-480.  
(.pdf available through BC library system)
- (3) Côté, J.E. (2000). Maturity transformed: The rise of psychological adulthood. In *Arrested adulthood: The changing nature of identity and maturity in the late-modern world.* NY: NYU Press.  
(On reserve in the library)

Pages 4 & 5 of this syllabus outline an optimal reading schedule for students. Students are required to read assigned readings BEFORE each class meeting. Lectures are designed to

highlight information from the text and to provide students with additional relevant material. Not all concepts that are in the text will be covered in lecture; however, students will be responsible for information communicated in all readings.

**Course Requirements:**

- (1) attend all scheduled classes,
- (2) turn in (during class) 5 “blog” reviews
- (3) complete the “media” assignment
- (4) write and submit a final paper
- (5) take all 3 exams

**5 “Blog reviews” (50 points total):** Students are responsible for monitoring the “blog” of one adolescent throughout the semester. Students are responsible for printing at least one blog entry per week and making one observation concerning the adolescent’s experience and/or entry to a class concept. These blog reviews are intended to help students to participate in class by providing “real life” material based on adolescents’ experiences. Five (5) “blog reviews” must be stamped by a TA during class; only one blog review can be stamped each week. Blog reviews should be kept, compiled, and submitted in-class on April 25<sup>th</sup>. Students will receive 10 points for each review that has been stamped and submitted.

**Exams (300 points total):** Students are expected to take three (3), non-cumulative exams scheduled on the following days: February 21<sup>st</sup> (Exam #1), March 21<sup>st</sup> (Exam #2), and May 16<sup>th</sup> (Exam #3). The format of the exams will be 50 closed-ended questions. Exam questions will be drawn from reading assignments and lecture material. Each exam is worth 100 points.

**Final Paper (100 Points total):** See handout distributed in class on January 24<sup>th</sup>.

**Media Assignment (50 points total):** Adolescents today grow up in a “mediated” world. Pre-adolescents and adolescents listen to music (including radio, CDs, tapes and music videos) between 3 and 4 hours per day (Roberts & Christenson, 2001). Is it a coincidence that music consumption peaks during adolescence, the same era during which identity exploration emerges as a developmental task? Music and identity development form a feedback loop, one refining the other. Your assignment is to create a CD that represents you—your identity. Requirements: 1 CD, Music, 1 CD cover (must contain your name), 1 song list (containing song name, source, and why this song was chosen). Total points possible = 50; grades will be based on completeness of project. Assignment is due on April 11<sup>th</sup>, 2005 at the beginning of class. No late assignments will be accepted.

**Grades:** Students are eligible to earn 500 points in this class. Grades on exams and assignments will be available to students within 2 weeks of the exam or due date of the assignment. Final grades will be submitted according to the grading cut-offs as outlined below.

**\*\*The Boston College Honor Code will be strictly enforced with regard to all student submitted materials\*\***

**Course grading guidelines** (grades will not be curved.)

<u>Grade</u>	<u>Grade Range</u>	<u>Point Cut-off for this grade</u>
A	100-95%	500-475
A-	90-94.9%	474-450
B+	87-89.9%	449-435
B	84-86.9%	434-420
B-	80-83.9%	419-400
C+	77-79.9%	399-385
C	74-76.9%	384-370
C-	70-73.9%	369-350
D+	67-69.9%	349-335
D	64-66.9%	334-320
D-	60-63.9%	319-300
Fail	59.9% and below	299 and below

### Course Calendar and Reading Schedule

Date		Topic	Reading Assignment
January	24	“These are the days!” Introduction, History, & Theories of Adolescence	
	31	Introduction cont’d	Arnett (2003). Chapter 1: Introduction
February	7	Have you seen Johnny lately? He’s all grown up!	Arnett (2003). Chapter 2: Biological foundations
	14	What were you thinking?	Arnett (2003). Chapter 3: Cognitive foundations
	21	<b>Exam I</b>	Arnett (2003). Chapter 4: Culture Arnett (2003). Chapter 5: Gender
	28	“Who am I?”	Arnett (2003). Chapter 6: Self & identity
March	7	*****No Class*****	Have a fun and safe Spring Break!
	14	“We’re the only parents you have!”	Arnett (2003). Chapter 7: Family relationships
	21	<b>Exam II</b>	Arnett (2003). Chapter 8: Friends and peers
	28	*****No Class*****	Easter Break
April	4	Agggghh.....Love	Arnett (2003). Chapter 9: Dating, love, and sexuality
	11	Is this normal?	Arnett (2003). Chapter 13: Problems <b>Note: Media Projects due</b>
	18	*****No Class*****	Patriot’s Day!
	25	Theory of emerging adulthood	Arnett (2000). Theory of Emerging Adulthood. <i>American Psychologist</i> . Côté reading. <b>Note: Compiled blog reviews are due</b>

**Course Calendar and Reading Schedule (cont'd)**

May	2	Theory of emerging adulthood (cont'd)	<b>Note: Final Papers due</b>
	9	*****No Class*****	Boston College's Reading Day
	16	<b>Final Exam</b>	Final papers returned after final exam