

Psychology 45
Adolescent Development
4 X H H Q ¶ V 8 Q Winter 2017 L W \
Mondays 2:30 ±3:50 Mac-Corry E230
Thursdays 4:00 ±5:20 Ellis 218

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Office Hours:
by appointment

Course Description

Adolescence is a period of large-scale changes in biological, neural, cognitive, emotional, and social domains. In this course, we will explore the nature of these changes within the context of trying to understand how the timing and magnitude of these changes affect behavior and long-term developmental outcomes. The course is organized into two sections. In the first section, we will cover the basic foundations about adolescence. The second section will cover a range of domains and contexts, ending with discussions relevant to broad societal issues. By the end of the course, you will have a broad and deep understanding of adolescence, what you know and do not know, and the implications for society as a whole.

Course Format

2. Group Presentations (45%): You will be randomly assign

Course Schedule

	Date	Theme	Group A Topic	Group B Topic
1	1/9	Intro		
2	1/12	Background		

GRADING METHOD All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to the following scale:

Percentage	Letter Grade	Percentage	Letter Grade
90-100	A	70-79	C
80-89	B	60-69	D
70-79	C	50-59	F
60-69	D	40-49	F
50-59	F	0-39	F
40-49	F		
30-39	F		
20-29	F		
10-19	F		
0-9	F		

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academicregulations/2012-2013calendar/academicregulations/regulation-1>),