

PSYCHOLOGY OF ADOLESCENCE

COURSE SYLLABUS MENU – CLICK ON A LINK BELOW TO JUMP TO THAT SECTION

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INSTRUCTOR INFORMATION

INSTRUCTOR NAME: Dr. Priya A. Eimerbrink

OFFICE LOCATION: DAL2 225

E-MAIL ADDRESS: priya.eimerbrink@untDallas.edu Please label subject line "Adolescence" in ALL e-mails

OFFICE HOURS: Virtual Wednesday 11:00 AM – 1:30 PM; Tuesday: 9:00 – 10:00 AM; Thursday 2:30 PM – 3:30 PM; or by Appointment

**Zoom appointments can be scheduled via Calendly*: <https://calendly.com/eimerbrink>*

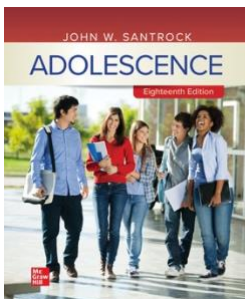
COURSE INFORMATION

CLASSROOM LOCATION: DAL1 270

CLASS MEETING DAYS: Tuesday/Thursdays 10:00-11:20 (*see schedule*)

COURSE PREREQUISITE: PSYC 1100 & 2310

REQUIRED TEXT: Santrock, John W. (2025). Adolescence, 2025 release. McGraw-Hill Education.



eBook - **ISBN10:** 1266520139 | **ISBN13:** 9781266520136

Print Rental - **ISBN10:** 1265919178 | **ISBN13:** 9781265919177

Loose-leaf purchase - **ISBN10:** 1265383723 | **ISBN13:** 9781265383725

CHAPTER COURSE READINGS

* All class readings should be completed prior to the class day they are discussed. That is, I operate under the assumption that all students have read all material and are ready to converse on its contents prior to the class in which the information will be presented.

COURSE OUTLINE

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes to this schedule will be communicated via Canvas, in-class, and/or E-mail."

- Dr. Eimerbrink

Date	Topic / Activity	Reading / Notes
Aug 26 (T)	Course Introduction & Syllabus Day	Syllabus
Aug 28 (Th)	Introduction to Adolescence (Day 1 – Lecture Heavy)	Santrock, Ch. 1
Sept 2 (T)	Introduction to Adolescence (Day 2 – Case Study & Reflection)	Santrock, Ch. 1
Sept 4 (Th)	Biological Foundations (Day 1)	Santrock, Ch. 2
Sept 9 (T)	Biological Foundations (Day 2)	Santrock, Ch. 2
Sept 11 (Th)	Cognitive Foundations (Day 1)	Santrock, Ch. 3
Sept 16 (T)	Cognitive Foundations (Day 2)	Santrock, Ch. 3
Sept 18 (Th)	The Self, Identity, & Personality (Day 1)	Santrock, Ch. 4
Sept 23 (T)	The Self, Identity, & Personality (Day 2)	Santrock, Ch. 4
Sept 25 (Th)	Exam 1: Chapters 1–4	In class
Sept 30 (T)	Gender (Day 1)	Santrock, Ch. 5
Oct 2 (Th)	Gender (Day 2)	Santrock, Ch. 5
Oct 7 (T)	Sexuality (Day 1)	Santrock, Ch. 6
Oct 9 (Th)	Sexuality (Day 2)	Santrock, Ch. 6
Oct 14 (T)	Families (Day 1)	Santrock, Ch. 8
Oct 16 (Th)	Families (Day 2)	Santrock, Ch. 8
Oct 21 (T)	Peers & Romantic Relationships (Day 1)	Santrock, Ch. 9
Oct 23 (Th)	Peers & Romantic Relationships (Day 2)	Santrock, Ch. 9
Oct 28 (T)	Exam 2: Chapters 5–6, 8–9	In class
Oct 30 (Th)	Schools (Day 1)	Santrock, Ch. 10
Nov 4 (T)	Schools (Day 2)	Santrock, Ch. 10
Nov 6 (Th)	Achievement, Work, & Careers (Day 1)	Santrock, Ch. 11
Nov 11 (T)	Achievement, Work, & Careers (Day 2)	Santrock, Ch. 11
Nov 13 (Th)	Culture (Day 1)	Santrock, Ch. 12
Nov 18 (T)	Culture (Day 2)	Santrock, Ch. 12
Nov 20 (Th)	PSA Group Workday	
Nov 25 (T)	Problems in Adolescence (Day 1)	Santrock, Ch. 13
Nov 27 (Th)	Thanksgiving Holiday – No Class	
Dec 2 (T)	Problems in Adolescence (Day 2)	Santrock, Ch. 13
Dec 4 (Th)	Exam 3: Chapters 10–13	In class
Dec 9 (T)	Final Exam Slot – PSA Presentations (10:00 AM – 12:00 PM)	In class

COURSE DESCRIPTION AND LEARNING OBJECTIVES

COURSE DESCRIPTION: This course is designed to cover human development and growth from conception through old age, and is concerned with the physical, behavioral, and social aspects of development. In addition, we will explore the many major themes that characterize today's developmental research. In combination with the readings from your text, we will obtain a comprehensive view of the entire lifespan.

The goal(s) of this course for students are as follows:

1. To be able to describe key concepts, principles, and overarching themes in developmental psychology
2. To be able to understand scientific reasoning, interpret psychological phenomena, and engage in innovative and integrative thinking and problem solving in developmental psychology research
3. To be able to understand ethical standards necessary to conduct developmental research
4. To be able to know and describe the differences between quantitative and qualitative research methods
5. To develop an appreciation for the complexity of the human person and psychological processes involved in our experience, behavior, and interactions
6. To gain academic skills that students will be able to use throughout their college experience (reading effectively, note taking, studying, etc.)

LEARNING OBJECTIVES:

1. Know, understand, and apply principles, concepts, and major perspectives in developmental psychology.
2. Know, understand, and analyze the essential scientific methods and research results in developmental psychology
3. Exchange ideas effectively via verbal communication with peers
4. Exchange ideas effectively via written communication
5. Demonstrate critical thinking

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

CASE STUDY REFLECTIONS - (50 POINTS)

Over the course of the semester, you will complete a series of in-class case study reflections that ask you to apply what you are learning about adolescence to real-world situations. These reflections are an opportunity to think critically about the developmental challenges, decisions, and experiences that teens face, while also considering how the concepts we cover connect to your own perspectives and observations. Reflections will be completed in your course notebook during class and collected at the end of each session. Because these activities are intended to capture your immediate thoughts and reactions, they cannot be made up outside of class. To allow for flexibility, **each student has two free passes**, meaning you may miss up to two reflections without penalty. **Beyond that, no make-ups** will be offered unless there are documented extenuating circumstances, and arrangements must be discussed with the professor within one week of your absence. Reflections are not graded on whether

your answer is "right" or "wrong," but rather on the quality of your engagement and the effort you put into making meaningful connections to the material. In total, case study reflections are worth 50 points across the semester.

Grading Rubric:

- **Full Credit (5 points):** Thoughtful and complete reflection; makes clear connections to class material or personal insight; demonstrates effort and engagement.
- **Partial Credit (2–3 points):** Reflection is brief, vague, or incomplete; limited connection to material; minimal effort shown.
- **No Credit (0 points):** Reflection missing, off-topic, or shows no real engagement.

PARTICIPATION – (25 POINTS)

Active participation is an important part of your success in this course. Each student will receive up to 25 points for meaningful engagement during the semester. You will earn participation points through **in-class engagement activities** such as exit tickets, brief reflections, and group discussions. These will be completed in your course notebook, which I will collect at the end of each class period.

- **Full participation (100%) = 25 points.**
- Points are awarded proportionally based on consistency (e.g., 90% participation = 22.5 points).
- Because these activities are tied to being present and engaged in class, there are **no make-ups** for participation.

EXAMS – (100 POINTS APIECE FOR 200 POINTS TOTAL)

Students will have three formal opportunities throughout the semester to demonstrate their knowledge and their ability to critically think about and apply class material. All exams will be non-comprehensive and will cover material from class lectures, canvas PowerPoints, video lectures, the textbook, audio/visual media, exercises, and class discussions. Each exam will be worth 100 points and will consist of multiple choice, short answer, and or/or essay questions. Students may drop their lowest test score. Grades will be posted on **Canvas** and you will need to have access to your account. ***I will not e-mail individual grades to students for security reasons.*** It will be your responsibility to obtain access to your grades. Students who wish to find out what questions they missed on examinations may meet with me in my office (***I encourage all of you to do this!***). You are expected to be in class and on time for exams. **If a student is tardy the day of an examination, he or she will not be permitted to take the exam if any class member has already turned in a completed exam.** Please be sure to arrive **on time.**

PUBLIC SERVICE ANNOUNCEMENT (PSA) ASSIGNMENT

A public service announcement (PSA) is intended to benefit the public interest, by raising awareness of an issue affecting public attitudes, while also stimulating action. Within the first few weeks of class, you will be assigned to a group. Together, you will come up with a concept, write, plan and shoot a PSA that focuses on a problem faced by adolescents, and a solution to the problem. This assignment will be worth a total of 75 points and will be presented in class during our final exam slot; 12/9 from 10:00 AM – 12:00 PM. ***There will be no acceptance of late assignments (for any reason).*** Assignment details and rubric will be posted in Canvas.

GRADING MATRIX

Component	Points
Exams (3 total, drop lowest → 2 × 100)	200
Case Study Reflections	50
Participation (exit tickets, discussions, activities)	25
PSA Assignment	75
Total Points Possible	350

Grading Determination

A = 350 – 315 pts; i.e. 90% or better
B = 314.99 – 280 pts; i.e. 80 – 89.99%
C = 279.99 – 245 pts; i.e. 70 – 79.99%
D = 244.99 – 210 pts; i.e. 60 – 69.99%
F = 209.99 pts or below; i.e. less than 60%

You will not be graded on a curve. Grades are assigned based on individual performance based on **points earned**. ***I make it a policy not to “bump” any final grade up to the next higher grade.*** Please do not ask me to do otherwise, this includes asking for “extra credit.”

CLASSROOM POLICIES

Below are specific classroom policies

HANDOUTS

Course material will be available via Canvas. You are responsible for downloading material if you want it. If you do not own a computer, there are computers available for you to use on campus (e.g., main computer lab). Posted slides are only meant to supplement note taking, not replace it. **Indeed, I expect students to take their own notes given that active note taking aids in better retention and learning of the material.**

Here are some websites that can provide you with information on how to more effectively take notes and study:

- <http://academictips.org/>
- <http://www.rasmussen.edu/student-life/blogs/college-life/how-to-study/>
- <http://www.dartmouth.edu/~acskills/success/notes.html>
- <http://www.how-to-study.com/>

E-MAIL COMMUNICATION

When communicating with instructors and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

I really like when students read the syllabus. If you have read this far, congratulations. Using the format below (i.e., using an appropriate salutation, labeling your e-mail with the course you are in, using your UNTD e-mail address, etc.), please email me a picture of the cutest animal you can find on the internet (e.g., unlikely animal friendships, baby animals, smiling animals) or your own pet by September 4th and receive two extra credit points added to your final point total. Please do not tell any current classmates or possible future students about this, let them discover it on their own. This ensures it remains a reward for those who diligently read through the syllabus.

Students are also required to use their UNT-Dallas e-mail account in this class. The University of North Texas at Dallas has adopted the University email address as an official means of communication with students. I will not send e-mails to alternate accounts. Students are responsible for checking their e-mail regularly.

Important information will be sent via Canvas. With this in mind, you should either routinely log into Canvas or forward your Canvas messages to your e-mails. I will not answer e-mails sent via Canvas. Please send all e-mails to my faculty e-mail address priya.eimerbrink@untdallas.edu.

Example of e-mail expected

Subject: Psychology of Adolescence – Request to schedule a meeting

To: priya.eimerbrink@untdallas.edu

From: bob.smith@untdallas.edu

Dr. Eimerbrink,

I am having some trouble with the course material. Could I please schedule a time to meet with you to discuss my current study habits and strategies I might consider using while studying for the test?

Regards,

Bob

EXPECTATION FOR OUT-OF-CLASS STUDY

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class during a regular 15-week semester. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. for a 15-week semester. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 30 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, taking exams, doing out-of-class assignments, etc.

STUDENT EVALUATION OF TEACHING EFFECTIVENESS POLICY

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

ONLINE/IN PERSON ETIQUETTE

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. In person communication, Emails, Discussion Board messages and/or any other forms of written or spoken communication should use proper etiquette (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all course communication. Therefore, please be sure to proofread and think about all your written and spoken communication prior to them occurring.

DIVERSITY/TOLERANCE POLICY

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

UNAUTHORIZED DISTRIBUTION POLICY

All PowerPoint material, assignments, and supplemental classroom information constitute as my intellectual property and as such, should not be distributed or used without my consent.

COVID-19 POLICY

In the unfortunate event you, or someone you are caring for contracts COVID-19, please contact your instructor immediately.

UNIVERSITY POLICIES AND PROCEDURES

Below are specific university policies and procedures

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or find them on the first floor of the new Student Center Building.

CANVAS LEARNING ACCESSIBILITY STATEMENT

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas course management system's accessibility statement is also provided:

<https://www.instructure.com/canvas/accessibility>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

ATTENDANCE AND PARTICIPATION

The University attendance policy is in effect for this course. Class attendance in the classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed during our class sessions. Attendance and participation in class is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance/participation for this course is considered when you are present in class. To maintain financial aid award eligibility, attendance must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

INCLEMENT WEATHER AND CLASSES

In person classes may be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

TECHNOLOGY REQUIREMENTS

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Canvas Learn 9.1 is the platform software for this course. Canvas Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.Canvas.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html