PSYCHOLOGY 133 A: Adolescent Development  
Spring 2008; WF 2-3.15pm; Dodd 121  
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Office hours: Thursday 2-3pm and by appointment, 2291C Franz Hall  
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Office Hours: Friday 12:45-1:45 and by appointment, 2344D Franz Hall  
Undergraduate Teaching Assistant: Anya Rosensteel: arsteel@ucla.edu  
Office hours: Monday 1-2pm, 2291D Franz Hall  
Readings: 133 A Reader available at the ASUCLA Bookstore, Ackerman. The reader consists of classic papers, recent articles and book chapters.  
Course Description, Requirements & Evaluation:  
This course covers research on social, cognitive, physical, and psychological development during the second decade of life. Topics most relevant to early adolescence, such as pubertal development and its' social consequences, changing relationships with parents, self and identity development, the increasingly important role of peers, school adjustment, stress and coping, as well high risk behaviors will be covered. The goals of the course include (1) learning to differentiate between myths and facts regarding adolescent development, (2) to understand (a) the role of theory, (b) limitations of research methods and results, and (c) the policy implications of empirical findings.  
Enclosed is the tentative schedule for reading assignments and the dates for the two exams. The exams will consist of multiple choice questions. The final exam is based mostly, but not entirely, on the latter section of the course. The first exam is worth approximately 40% and the second exam about 60% of the final course grade. There will be an optional take-home assignment. If you choose to complete the take-home assignment, it will count for about 20% of your final grade; in that case your first exam counts for approximately 35% and final exam about 45% of the final grade. This course is NOT graded "on a curve." A criterion-based evaluation method is used. This means that your grade will not depend on others' performance but rather on your mastery of the content. Collaboration with peers is highly encouraged. The cut-off percentages for grades are listed on the next page.  
There will be no make-up exams or assignments unless there is an official University excuse with proof of emergency or illness. If you do not notify the instructor about missing the exam within 24 hours from the time of the exam, you will receive 0 points for the exam. Exams and assignments will only be given at the times noted on this page unless otherwise informed.  
*Virginia's Email Policy: Email is the best way to reach me. I will try to respond to emails as soon as possible. However, do not expect an immediate response after 8pm on weekdays or over the weekend. An email sent after 8pm on weekdays will probably be
responded to the next morning and an email sent over the weekend on Monday. *If a question requires more than a two sentence response, please come to office hours.*

**Virginia’s Blackboard Policy**
I will check Blackboard twice a week: during my office hours on Friday, and Wednesdays from 11-12. Post your questions on Blackboard if you think your peers will benefit from the answer. *If a question requires more than a two sentence response, please come to office hours.*

**Tentative Schedule & Reading Assignments:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>4/2</td>
<td>Defining adolescence: Feldman &amp; Elliott</td>
</tr>
<tr>
<td>4/4</td>
<td>Pubertal process: Connolly et al.</td>
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<tr>
<td>4/9</td>
<td>Body image concerns: Jones &amp; Crawford; McCabe &amp; Ricciardelli</td>
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<tr>
<td>4/11</td>
<td>Sexual health &amp; sexuality: Tolman et al.; Case # 7 (Savin-Williams)</td>
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<tr>
<td>4/16</td>
<td>Brain development and behavior: Choudhury et al.</td>
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<td>4/18</td>
<td>Adolescent thinking &amp; reasoning: Steinberg (text)</td>
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<td>4/23</td>
<td>Parent-adolescent relationships: Steinberg, 2001</td>
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<td>4/25</td>
<td>Family factors (focus on poverty): Felner et al.</td>
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<tr>
<td>4/30</td>
<td>Self and identity development: Harter</td>
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<tr>
<td>5/2</td>
<td><strong>1st EXAM</strong></td>
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<tr>
<td>5/7</td>
<td>Peers and peer cultures: Brown</td>
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<tr>
<td>5/9</td>
<td>Peer influence: Juvonen &amp; Galvan</td>
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<tr>
<td>5/15</td>
<td>Bullying in school &amp; online: Juvonen &amp; Gross--TAKE HOME ASSIGNMENT</td>
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<td>5/17</td>
<td>Middle schools serving young teens?: Juvonen</td>
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<tr>
<td>5/22</td>
<td>High school experience: Brown &amp; Theobald -TAKE HOME ASSIGNMENT DUE</td>
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<td>5/24</td>
<td>Ethnic identity &amp; adjustment: Shelton et al.</td>
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<td>5/29</td>
<td>Romantic relationships &amp; depression: Rizzo et al.</td>
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<tr>
<td>5/31</td>
<td>Health and risk-taking behaviors: Igra &amp; Irvin</td>
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<tr>
<td>6/5</td>
<td>Long-term prediction of drug-use: Shedler &amp; Block</td>
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<tr>
<td>6/7</td>
<td>Prevention approaches: Moore &amp; Allen</td>
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**6/11 Final EXAM: 11.30-1.30pm**

Cutoffs for grades (percentages refer to the portion of correct answers):

- A = 93%
- A- = 89%
- B+ = 85%
- B = 82%
- B- = 79%
- C+ = 75%
- C = 72%
- C- = 69%
- D+ = 65%
- D = 62%
- D- = 59%
- F < 59%


