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APR 2 2014
407OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 1/20/2014

Current Prefix and Number: FAM - Family Studies , FAM 357 ADOLESCENT DEVELOPMENT

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Family Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alexander Vazsonyi

Email: vazsonyi@uky.edu

Phone: 257-9762

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer I (2014)

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ADOLESCENT DEVELOPMENT

Proposed Title: ADOLESCENT DEVELOPMENT

c. Current Transcript Title: ADOLESCENT DEVELOPMENT

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course conducts an in-depth analysis of adolescent development and adjustments using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens.

Proposed Course Description for Bulletin: This course conducts an in-depth analysis of adolescent development and adjustments using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens.

2j. Current Prerequisites, if any: Prereq: Declared majors or minors in Dept. of Family Sciences, CTED or consent of the instructor.

Proposed Prerequisites, if any: Prereq: Declared majors or minors in Dept. of Family Sciences, CTED or consent of the instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Alexander T. Vazsonyi

Instructor Email: vazsonyi@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course includes a syllabus with office hours, a course calendar, instructions on timed readings, discussion posts, writing assignments (adolescent experience paper and film critiques), a research project, as well as quiz and test deadlines. The instructor will utilize Blackboard technology to facilitate course-related, interactive discussions among students and/or between students and the faculty member.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course goals are the same for the distance learning format as they are for in-class instruction, thus student learning outcomes are the same. Discussion topics, online tests, quizzes and writing assignments mirror those utilized in the in-class setting. The same textbook will be required for the DL course. Tests will be the same multiple choice format; writing assignments and the research paper have the same guidelines and evaluative criteria.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Penalties for cheating and plagiarism are noted on the syllabus. Blackboard, a password protected site will be used to conduct the class discussions, quizzes, tests, and turning in of writing assignments. Blackboard also offers Safe Assignment to guard against plagiarism for the research paper assignment. Exams will be proctored through Blackboard, with time limits. In addition, ProctorU will be implemented to monitor quiz and test taking.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO

If yes, which percentage, and which program(s)? 8%

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus gives information to students regarding where to find technical support, distance learning library services, the writing center, and disability services. They are also encouraged to contact the instructor if they have questions about the materials or assignments, etc. Just as in the in-class course, the instructor is available to students for any questions via email.

6. How do course requirements ensure that students make appropriate use of learning resources? Students exercises require the use of a required textbook, review of videos and PowerPoints on the Blackboard site, and distance learning resources such as peer-reviewed articles downloaded from UK's library journal website. Students are also encouraged to contact the Distance Learning Librarian if they have further questions about acquiring research information and are encouraged to access the Writing Center for help with writing skills needed for the class.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students in this course, are required to configure their computers to use Blackboard programs and are encouraged to use distance learning resources (as stated above) which are described in detail in the syllabus.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes. Students are given URLs and phone numbers for the distance library service, writing center, and other types of technical support in the syllabus, including for ProctorU. The course's technical/technological requirements are also listed on the syllabus (a link for making sure they have the equipment necessary to complete the DL course). They will be required to contact the instructor if they have technical problems that require the instructor's assistance to reset tests or uploads.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Course will be taught through Blackboard, with PowerPoint Presentations, online submission of papers, discussion blogs, online quizzes and exams. In addition to asking the instructor, syllabus details how to access support services at the UK.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Alexander T. Vazsonyi

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 357 CHANGE Dept Review|20131220

SIGNATURE|LGRABAU|Larry J Grabau|FAM 357 CHANGE College Review|20140120

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 357 CHANGE Undergrad Council Review|20140402

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 2611	nl_FAM_357_Summer_I_(2014)_Calendar.docx
Delete 3106	DL_FAM357Syllabus_02102014_(FINAL).docx

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number: FAM - Family Studies FAM 357 ADOLESCENT DEVELOPMENT		Proposed Prefix & Number: (example: PHY 401G)	
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception & the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not m in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in c content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT	
		Submission Date: 1/20/2014	
b. Department/Division:		Family Sciences	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name:		Alexander Vazsonyi Email: vazsonyi@uky.edu Phone: 257-9762	
* Responsible Faculty ID (if different from Contact):		Email: Phone:	
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR Specific Term: ² Summer I (2014)	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) the proposed changes do not affect DL delivery.			
b. Full Title:		ADOLESCENT DEVELOPMENT Proposed Title: * ADOLESCENT DEVELOPMENT	
c. Current Transcript Title (if full title is more than 40 characters):		ADOLESCENT DEVELOPMENT	

c. Proposed Transcript Title (if full title is more than 40 characters):			
d. Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number): none
Proposed – ADD ² Cross-listing (Prefix & Number):			
Proposed – REMOVE ² Cross-listing (Prefix & Number):			
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.			
Current:	Lecture 3	Laboratory ²	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other Please explain:
Proposed: *	Lecture 3	Laboratory ²	Recitation
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other Please explain:
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System: *		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
This course conducts an in-depth analysis of adolescent development and adjustments using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens.			
* Proposed Course Description for Bulletin:			
This course conducts an in-depth analysis of adolescent development and adjustments using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens.			
j. Current Prerequisites, if any:			
Prereq: Declared majors or minors in Dept. of Family Sciences, CTED or consent of the instructor.			
* Proposed Prerequisites, if any:			
Prereq: Declared majors or minors in Dept. of Family Sciences, CTED or consent of the instructor.			
*			
k. Current Supplementary Teaching Component, if any:			

	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiator undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technc

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: FAM 357	Date: 11/14/2013
Instructor Name: Alexander T. Vazsonyi	Instructor Email: vazsonyi@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univer^s Syllabus Guidelines, specifically the Distance Learning Considerations?
 This course includes a syllabus with office hours, a course calendar, instructions on timed readings, discussion posts, writing assignments (adolescent experience paper and film critiques), a research project, as well as quiz

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.

The course goals are the same for the distance learning format as they are for in-class instruction, thus student learning outcome are the same. Discussion topics, online tests, quizzes and writing assignments mirror

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

Penalties for cheating and plagiarism are noted on the syllabus. Blackboard, a password protected site will be used to conduct the class discussions, quizzes, tests, and turning in of writing assignments. Blackboard also

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

NO

Which percentage, and which program(s)?

0%

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

The syllabus gives information to students regarding where to find technical support, distance learning library services, the writing center, and disability services. They are also encouraged to contact the instructor if

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students exercises require the use of a required textbook, review of videos and PowerPoints on the Blackboard site, and distance learning resources such as peer-reviewed articles downloaded from UK's library journal

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students in this course, are required to configure their computers to use Blackboard programs and are encouraged to use distance learning resources (as stated above) which are described in detail in the syllabus.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes. Students are given URDs and phone numbers for the distance library service, writing center, and other types of technical support in the syllabus, including for ProctorU. The course's technical/technological requirements

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Course will be taught through Blackboard, with PowerPoint Presentations, online submission of papers, discussion blogs, online quizzes and exams. In addition to asking the instructor, syllabus details how to access support

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlserv/cs@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lib_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Alexander T. Vazsonyi

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ❑ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ❑ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ❑ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ❑ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ❑ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ❑ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ❑ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

May 2014 - FAM 357 (Dr. Vazsonyi)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
		First Day of Classes Chapter 1 <i>FILM: Teen Species</i>	Chapter 1 & Quiz I	Chapter 2 Discussion Blog I	Chapter 2 Exam I: Chapters 1 & 2	
18	19	20	21	22	23	24
	Chapter 5 <i>FILM: Kids and Money</i>	Chapter 5 & Quiz II Adol. Experience Paper due	Chapter 6	Chapter 6 Exam II: Chapters 5 & 6	Chapter 8 Discussion Blog II	
25	26	27	28	29	30	31
	Chapter 8 & Quiz III	Chapter 9 <i>FILM: Devil's Playground</i>	Chapter 9 Exam III: Chapters 8 & 9	Chapter 10 Discussion Blog III	Chapter 10 & Quiz IV Research Paper due	

June 2014 – FAM 357 (Dr. Vazsonyi)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Chapter 11 <i>FILM: Baghdad High</i>	3 Chapter 11 <i>Exam IV: Chapters 10 & 11</i>	4 Chapter 12 <i>Film Critique due</i>	5 Chapter 12 & <i>Quiz V</i>	6 Chapter 13	7
8	9 Chapter 13 <i>Discussion Blog IV</i>	10 <i>Last Day of Classes Exam V: Chapters 12 & 13</i>	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Adolescent Development
FAM 357
Summer I, 2014
Online Distance Learning Course

Professor:	Dr. Alexander T. Vazsonyi
Office:	316 Funkhouser Building
Phone:	859-257-9762
E-Mail:	vazsonyi@uky.edu
Office Hours:	By appointment

Class Description:

This course conducts an in-depth analysis of adolescent development and adjustment using an ecological, multi-contextual framework. The primary focus is on scholarship and empirical evidence from a number of disciplines that have direct bearing on the study of adolescent development, with a particular interest in applying a cross-cultural/national comparative lens.

Course Web Page:

The course has a Course Guide developed at the University of Kentucky Libraries; take full advantage of this important resource for you <http://libguides.uky.edu/FAM357>.

Student Learning Outcomes (after this course, the student will be able to):

1. Identify and critically examine research and scholarship focused on adolescent development
2. Demonstrate understanding of the history of adolescent development as a content area in the social and behavioral sciences and be able to apply and interpret basic conceptual and theoretical knowledge
3. Apply biological, sociological, and psychological conceptual frameworks to examine problems and challenges youth face today
4. Analyze empirical research as it applies to adolescents and the study of adolescent development
5. Evaluate the importance of conceptual frameworks used in the study of adolescent development but also be able to discriminate different methods and approaches used to study problems and developmental processes by youth

Required Text:

Santrock, J. W. (2012), *Adolescence* (14th Edition), Boston: McGraw Hill.

Course Evaluation:

Grading will be on a point system and converted to a letter grade: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, below 60%=F. Grades will be based on **five exams** (100 points each). Exam dates are shown in the course calendar. Exams will primarily be true/false and multiple choice. In addition, there will be **five quizzes** (10 pts. each). There will also be three written assignments, namely one **research paper** (100 pts.), one **film critique** (40 points), and one **adolescent experience paper** (40 points). Finally, there will be four required **Discussion Blogs** of current events or hot topics related to adolescents in which students are required to participate (10 points).

Students will be expected to take the exams on the specified dates. If you have a **conflict with the tentative exam schedule**, you need to notify the instructor during the first week of class.

Make-ups or special arrangements of exams will not be permitted without an acceptable excuse (see *Course Policies* for more details).

Unless otherwise noted, Exams and Quizzes which are timed (e.g., 1 hour for exams, 15 minutes for quizzes) and need to be completed by midnight on the due date.

If a unit exam is missed due to an excused absence, the student is expected to make every effort to notify the instructor **PRIOR to the exam by phone message or e-mail** (see below additional details, under Course Policies)

Quizzes	50 points
Exam I	100 points
Exam II	100 points
Exam III	100 points
Exam IV	100 points
Exam V	100 points
Research Paper	100 points
Film Critique	40 points
Adolescent Experience	40 points
Discussion Blogs	40 points
Total possible points:	770 points

******SEE COURSE CALENDAR FOR DUE DATES of all ASSIGNMENTS******

Unless otherwise noted, writing assignments are due by midnight on the due date and need to be submitted through Blackboard.

Timed Quizzes and Exams will be completed online in Blackboard and will be monitored by ProctorU for a fee (e.g., \$8.50 for 30 minutes: <http://www.proctoru.com/higheredportal.php>). ProctorU provides a service where students "will be connected to a live person during their exam that will be there to guide them through the process, answer any questions not related to exam material, and assist with any technical problems." If students encounter any problems or have complaints, they are directed to call the ProctorU proctor line at 855-772-8678.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Research Paper (100 points):

Your research paper assignment will include the following tasks:

I. ARTICLE SELECTION

You will be required to select and obtain *one research article* (article that contains/includes/is based on research and data collected from adolescents - this does NOT include reviews or overviews) that correspond to one major lecture area or topic found in the course calendar or your text book by **Friday @ 5 pm of the first week of class**. Notify the instructor of your choice by email, by 5 pm.

There are nine journals that you may use for this purpose; you should try to get an article published in **2008 or later**. It is expected that **your article comes from these journals**. Thus, as a strategy, perhaps use the journals to find a topic that interests you. You can do so by going visiting the **Course Web Page** which has electronic links to each journal or searching the journals online (through PsychInfo), from the comfort of your PC/laptop.

<http://libguides.uky.edu/content.php?pid=389921>

Child Development	Journal of Adolescent Research
Developmental Psychology	Journal of Early Adolescence
International Jrn of Behavioral Dev.	Journal of Research on Adolescence
Journal of Adolescence	Journal of Youth and Adolescence
Journal of Adolescent Health	

You will be expected to the article from the library. **PsychInfo** is an excellent and comprehensive database that will allow you to search for and find specific articles on your selected topic. Again, this database is available to you online at the UK library from the comfort of your home. Ms. Jo Staggs-Neel, a librarian, will gladly assist you should you have any questions on the use of PsychInfo (see **Course Web Page** for PsychInfo link and contact info for Ms. Staggs-Neel).

Allow sufficient time for the process of actually obtaining the article as some journal issues may not be available/owned by the library. Should you be unable to locate the article, notify the instructor to make alternative arrangements. **A paper based on articles without instructor approval (reply email) will simply not be accepted!**

III. WRITING OF YOUR PAPER (50 Points)

You will be required to write a **4-page summary and critique** (4 pages excluding cover page, reference page etc. - papers that do not meet the minimum will receive deductions) for the **Research Paper Assignment** by employing the article, although any additional/other articles, book materials or class materials can be used to supplement.

Late papers will be accepted with a 10 point deduction per calendar day!

Papers will be graded on content, comprehensiveness, grammar, and style. Papers must be double-spaced, typed, and follow **APA format** (6th edition). You will receive handouts and links to web pages that cover APA style.

To receive full credit for the Research Paper, please observe the following:

- Include a cover sheet containing the following 5 items: (1) your name, (2) the last four digits of your student number, (3) assignment name, (4) the course number, and (5) the instructor's name.
- Do not use font that is smaller or larger than 10 pt. **Courier** (proportional font) or 12 pt. **Times Roman** or **New Times Roman** (non-proportional fonts).
- Each paper will be graded on **content, grammar/language usage, and use of APA style**.
- Papers must describe (as a bare minimum) the **sample, design** (cross-sectional or longitudinal), **measures/instruments, main results/findings, and conclusions**. They must also include some critique at the end related to what the researchers might do in their next study, what they did not do well and so forth.
- Papers **do not** need abstracts or major headings like methods, results, discussion etc. However, you may use subheadings to structure your paper/work.

Film Critique (40 points):

Over the course of the semester, you will be required to view four different films that are part of the course content (see course calendar). You will be required to write a **critical film review** on one of these and relate the content of the film to course materials/reading materials part of the class. It needs to be at least 500 words long (2 pages) and follow APA stylistic guidelines; this means that if you cite the film in the paper, you need to provide an appropriate reference page.

Adolescent Experience Paper (40 points):

You will be required to write one additional short paper on adolescent experiences you had or someone you know had. This paper should illustrate ideas and topics that are discussed in the course by employing **real life experiences**. The description should be at least one full page in length, typed, and double spaced. Longer papers will not be penalized; however, shorter ones will.

Descriptions can be written informally and might include a dialogue. Be sure to indicate what idea or concept each description illustrates.

The paper will be evaluated employing **the same criteria as described under the Research Paper Assignment** above. This means that it needs a cover page with the appropriate information, page numbering etc., according to APA style.

Discussion Blog Participation (10 points each):

You will be required to participate in four discussion blogs over the course of the semester through Blackboard (topic focused) and make a meaningful contribution. A meaningful contribution means making a comment, statement, or observation that is related to the topic or focus of the online discussion.

Course Syllabus and Course Calendar:

Every reasonable attempt will be made by the instructor to follow the outlined syllabus and course calendar; however, the instructor reserves the right to make changes as necessary.

Course Policies:

Attendance Policy:

It is expected that you attend class regularly, in accordance with Senate Policy on excused absences.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online:

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or

revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Additional Expectations Regarding Online Interactions

- **Participate in all Blackboard discussion and participation activities.** Your final grade is contingent upon completion of all activities. Your activities are due every Monday and Wednesday so please be aware that technical issues do arise and it may take a period of hours for me to reset a test or to reset an upload attempt.
- **Be respectful of other students and reflect this in your online postings.** As a student, you have the right to voice opinions that differ from those of the instructor and other students. In fact, diverse and opposing views are encouraged. However, as your instructor, I have the right and responsibility to ensure that all online, academic interactions remain on a professional level and that these interactions respect the dignity and diversity of the class as a whole.
- **Give your best effort and display a positive attitude to the course content and process**

WRITING SKILLS

It is assumed that all students enrolled in the course can communicate effectively using standard written English. The written and oral assignments are all in part designed to assess and improve academic skills. Therefore, all assignments will be evaluated for grammar, spelling, sentence structure, punctuation, capitalization, and organization of ideas. The writing requirements for this course meet the standards expected of upper-level undergraduate college students. If you have concerns about your writing skills, you are encouraged to take advantage of the resources available at the University Writing Center. The Writing Center is located on the 5th floor of the W.T. Young Library; appointments can be scheduled by phone at 257-1368 or online at <http://www.uky.edu/AS/English/wc/>. Please seek out help with your writing if you need it.

COMMUNICATIONS

Feel free to email the instructor with questions or issues you have regarding the course material. I will make every attempt to return your emails or calls within a 24 hour period if I receive them prior to weekends. Other computer technical issues should be resolved with trained Blackboard personnel (see

Below).

TECHNICAL/TECHNOLOGICAL REQUIREMENTS

This course is being offered through web based distance learning and exams will be proctored through ProctorU; therefore, to be advised of technical requirements for the course, please see the University of Kentucky's recommendations for equipment and software at

<http://www.uky.edu/DistanceLearning/current/technology/techReqs.html> and ProctorU's technical requirements at <http://www.proctoru.com/tech.php>, where students can also test their equipment for compatibility.

BLACKBOARD AND EMAIL SUPPORT FOR STUDENTS

Blackboard technicians are available by phone at (859) 257-1300 or by Email at helpdesk@uky.edu. If you need help while inside of your Blackboard course, look for the Help icon at the top of each page.

Walk-In and Web Assistance for Students

IT Customer Service Center. 111 McVey Hall is available Monday -Friday 7 AM - 6 PM . Call 257-1300 or visit their website at: <http://www.uky.edu/UKIT/>

The Teaching and Academic Support Center offers support to student at (<http://www.uky.edu/TASC/index.php>).

Distance Learning and Support Services also offers help to online students.

Contact Carla Cantagallo, DL Librarian: (859) 257-0500, ext 2171 or (800) 828-0439 or email dllservice@email.uky.edu. You can also visit their website at http://www.uky.edu/Libraries/lib.php?lib_id=16

The Hub at WT Young Library is open for meeting with other students:

Sunday 1 PM - 10 PM

Monday through Thursday 6 PM - 10 PM

[SCS Computer Labs](#) on campus can also help with log in and access problems. See <http://www.uky.edu/SCS/>

Adolescent Development

FAM 357- Summer I 2014

RESEARCH PAPER ARTICLE SELECTION FORM

STUDENT NAME: **JOHN SAMPLE**

ISSUE/TOPICS: **VERY INTERESTING ONE**

E-MAIL: **SAMPLE@UKY.EDU**

1. LIST THE REFERENCE YOU HAVE SELECTED IN APA STYLE.

PLEASE NOTE:

ONLY TYPED FORMS WILL BE ACCEPTED; THE FORM WILL BE E-MAILED TO YOU.

MAKE SURE YOU MAKE A COPY OF THIS FORM FOR YOURSELF ONCE COMPLETED

**SAMPLE
COMPLETED RESEARCH PAPER ARTICLE SELECTION FORM**

STUDENT NAME: **JOHN SAMPLE**

ISSUE/TOPICS: **VERY INTERESTING ONE**

E-MAIL: **SAMPLE@UKY.EDU**

1. LIST THE REFERENCE YOU HAVE SELECTED IN APA STYLE.

McElhaney, K., & Allen, J. P. (2003). Autonomy and adolescent social functioning: The moderating effect of risk. *Child Development, 72*(1), 220-235.

OR

Oppedal, B., Roysamb, E., & Sam, D. L. (2004). The effect of acculturation and social support on change in mental health among young immigrant. *International Journal of Behavioral Development, 28*(6), 481-494.

Sample Cover Sheet for Papers (ALL paper assignments!)

Joanna J. Jones

#3456

Adolescent Experience #1

FAM 357 – Summer I, 2014

Dr. Vazsonyi