

San Francisco State University
Psychology Department
Adolescent Psychology (PSY 430; 3 Units; Schedule #6413)
Thursdays: 4:00 – 6:45 PM HSS Building 135

Instructor: Dr. Zena R. Mello
Phone: (415) 338-7557
Email: zmello@sfsu.edu (best method of contact)
Office Hours: Thursdays 2:30-3:30 drop-in. I look forward to seeing you!
<https://sfsu.zoom.us/j/87418034166?pwd=PMiRXqhT88wz7o5zdCaauHABK7iaX5.1#success>

Teaching Assistants: Contact with any questions about class!
Jo Nisa Cabilogan, jcabilogan@mail.sfsu.edu
Abraham Moua, amoua@sfsu.edu
Jeremiah Sabale, jsabale@sfsu.edu

TA's Office Hours: If these days/times do not work, please email for an appointment!
Nisa - Friday, 10:00 to 11:00 AM ([Zoom](#))
Abraham - Tuesday, 1:00 to 2:00 PM ([Zoom](#))
Jeremiah - Tuesday, 1:00 to 2:00 PM ([Zoom](#))

Course Scope

Catalogue: The physical, intellectual, emotional, and social development during adolescence.

Instructor: The purpose of this course is to learn key topics of adolescence and emerging adulthood. Specifically, the course will focus on the (a) biological, cognitive, social, emotional, and psychological changes of these age periods, (b) contexts of development, such as families, peers, and schools, and (c) ways in which individual development is related to income, gender, and racial/ethnic group membership.

Course Text and Materials

Prerequisites: PSY 200 or equivalent; PSY 330 or 431, or consent of instructor. Priority enrollment given to upper division psychology and Child and Adolescent development majors.

Required text: *Adolescence*, 13th edition by Laurence Steinberg (2025). ISBN 9781266536687. If you choose to use an alternative version, make sure that you have the same material. If you cannot afford the textbook, a copy has been made available in the library.

*The syllabus is subject to change.

Canvas: Our Canvas includes the syllabus, lectures, study guides, and additional materials. The calendar also includes key dates, such as exams. I encourage you to use it!

Course Objectives

1. To become proficient with research on adolescence.
2. To consider how social group memberships, such as income, gender, and racial/ethnic group are related to development in these periods.
3. To develop skills in communicating knowledge about adolescence including discussing and writing.

Student Learning Outcomes

1. Articulate the major theories concerning adolescent development and how these theories have changed over time.
2. Communicate the empirical research underling the primary domains of adolescent development.
3. Evaluate the findings reported by scholars about adolescent development based on theory and methodology.
4. Report on the debates about social group membership including race, ethnicity, gender, and sexual orientation among adolescents.

Our Classroom

What can you expect of me?

I will guide your learning by providing organized lectures, study guides, and addressing your questions. Your thoughts, and questions are welcomed!

Your learning will be supported. We all need help at some point in our lives. If you do not understand something, please set up an appointment with me. You can drop by during my office hours or arrange a mutually convenient time.

What can you expect of the class?

Our classroom will be active and respectful. We will respect each other by listening, being attentive, and not distracting students with technological devices.

What do I expect of you?

You are welcomed to take a proactive role in class by reading the course materials, attending class, and asking lots of questions! You are encouraged to participate in the course! Students who attend more classes get better grades. However, I understand that extenuating circumstances may arise; if you should miss class, email me or the TAs

Plagiarism

This is a form of cheating; it occurs when someone misrepresents the work of another as his/her own. Plagiarism may include using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes allowing another person to write or alter work that a student then submits as his/her own. Any student who plagiarizes will receive an “F” for that assignment. Plagiarism will be reported to the Department, the Dean, and may be reported to the University Judicial Affairs Officer for further action.

Regarding Artificial Intelligence (AI)

We acknowledge that AI (e.g., ChatGPT) is becoming increasingly prevalent and can serve as a valuable tool for enhancing learning in academia. It can foster academic understanding, vocabulary, and provide useful ideas or feedback. All of which can contribute to student learning outcomes and goals. However, we want to remind students that your content should be written by you. If you decide to use AI tools for assistance, please avoid inputting confidential or personal information, as your safety is our top priority. Further, students are responsible for fact-checking the accuracy of any AI-generated content, as AI can generate false, biased, or misleading information. We sincerely hope that you use AI responsibly and uphold academic honesty and integrity.

Statement of Religious Holidays Observance

The religious and cultural holidays policy states that faculty should provide reasonable accommodations to students who wish to observe religious or cultural holidays when such observances require students to be absent from class. Students must inform the instructor in writing about such requests within the first two weeks of the start of classes.

Access Statement

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Student disclosures of sexual violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the

report form available at <http://titleix.sfsu.edu>, emailing vpasem@sfsu.edu or calling 338-2032. To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and resources: <http://titleix.sfsu.edu>

Important Dates and Deadlines

9/7	*Add Period without permission numbers ends; Waitlist close
9/8—9/15	*Late Add by Exception
9/15	*Last Day to Drop/Withdraw Classes without a W grade
9/16—11/17	*Withdrawal from Classes for Serious Compelling Reasons
12/5	*Grading Option Deadline (This includes Cr/No CR or Letter Grade)
12/12	*Withdrawal from Classes for Serious and Compelling Reasons
12/13—12/19	*Final Exam Week

Course Assessments

I have created assessments so that you have the opportunity complete both exams and writing assignments. I know that some individuals prefer exams and others prefer writing assignments.

1. *Exams*: You will complete three multiple-choice items. The final exam will not be cumulative.
2. *Film Papers*: You will complete three papers on the films we watch in class.

Extra-Credit Opportunities

1. *Activities*: Activities will occur and may include short writing assignments, group discussions, or other activities that relate to the day's topic. You will complete these activities in-class.

Grading Policy

1. Assessments

- | | |
|-------------------------------|--------------------|
| a. Exams: 3 @ 50 points each | = 150 points (50%) |
| b. Papers: 3 @ 50 points each | = 150 points (50%) |
| | Total = 300 points |

2. Extra Credit

- | | |
|-------------------------|------|
| a. In-Class Activities: | = 2% |
|-------------------------|------|

Grading Scale (%)

A (93%-100%)	B- (80%-82.9%)	D (60%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	F (<59.9%)
B+ (87%-89.9%)	C (73%-76.9%)	
B (83%-86.9%)	C- (70%-72.9%)	

Course Content and Schedule

Date	Topic	Reading	Assignment
8/28	Introductions/Overview	Syllabus	
9/4	Biological	Intro./Chapter 1	
9/11	Cognitive	Chapter 2	
9/18	<i>Class Canceled</i>		
9/25	Social	Chapter 3	
10/2	<i>EXAM 1 (Canvas)</i>	<i>Chapters Intro., 1, 2, & 3</i>	<i>Exam 1</i>
10/9	Family (Film, <i>Girls Like Us</i> , 1997)	Chapter 4	
10/16	Peers	Chapter 5	
10/23	Film, <i>Bully</i> (Hirsh, 2011)		<i>Film Paper 1</i>
10/30	Dr. Mello's Research (social class discrimination)	Assigned	
11/6	Identity	Chapter 8	<i>Film Paper 2</i>
11/13	<i>EXAM 2 (Canvas)</i>	<i>Chapters 4, 5, 8, Assigned, & films</i>	<i>Exam 2</i>
11/20	Media Film, <i>Generation Like</i> , (PBS, 2014)	Chapter 7	
11/27	<i>Fall Break-Enjoy!</i>		
12/4	Sexuality & Intimacy	Chapter 10 & 11	<i>Film Paper 3</i>
12/11	Psychosocial: Drugs/Runaways	Chapters 13	
12/18	<i>EXAM 3 (Canvas)</i>	<i>Chapters 7, 10, 11, 13, & film</i>	<i>Exam 3</i>

Note. Dr. Mello will hold office hours during the exams to address any questions you may have.

Film-Paper Assignment

The purpose of this assignment is for you to integrate a course topic with a film shown in class. The films include “Girls Like Us” (Felicianantonio & Wagner, 1997), “*Bully*” (Hirsh, 2011), “Generation Like” (PBS, 2014).

The following questions may be used to guide your paper, although you may write about any aspect you see illustrated in the film that you can connect to the course material. Guiding questions: How does the film illustrate what you have learned or thought previously about adolescent development? How does the film contradict what you have learned or thought previously about adolescent development?

The paper should be a maximum of two pages, 12-point font, double-spaced, and 1-inch margins. A title and reference page is not necessary, although you should include your name and date in the header and course materials should be referenced by the textbook page number (i.e., Steinberg, 2013, pg. #), lecture (i.e., Mello, 1/28/13), or film (i.e., Merchants of Cool, Dretzin, 2001).

The paper should begin with an introductory paragraph that outlines the paper’s content. Do not review the film. Conclude the paper with a brief paragraph that summarizes what was discussed in your paper. The conclusion should not include any new ideas.

The paper is due at the beginning of class on the date specified in the syllabus. Late papers will result in a 5-point (10%) deduction per day late beginning 5 minutes after the start of class.

Introductory paragraph outlines paper	5
Course material is discussed	10
Film is discussed	10
Course material and film are integrated	10
Writing (clear, no quotes, citations)	10
Conclusion summarizes paper	5
Total	50

Note. If you do not see the film in class, you may check it out of our library here: Girls Like Us: DVD – 70202 [note that this is the only way to watch this film]. Generation Like: <https://www.pbs.org/wgbh/frontline/documentary/generation-like/>. Bully <https://www.youtube.com/watch?v=dEn9i0worXs>.