

HDFS 433: Transition to Adulthood

Fall 2008
Tuesday & Thursday, 1:00 – 2:15 PM
118 Thomas

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Course description

In this course we will examine three in-depth topics in adolescence and the transition to adulthood. 1) Transition to adulthood and the college experience; 2) Substance use in adolescence and emerging adulthood; 3) Romantic and sexual relationships in adolescence and emerging adulthood. For each topic, we will cover theory and current research.

HDFS 433 is an advanced course designed for students who have already taken HDFS 239 (or another course in adolescent development) and HDFS 312W (research methods). The material covered in this course assumes that you have mastered the material in these other courses. If you have not taken both of these courses, you need instructor permission to remain in the class.

Course objectives

1. To gain an in-depth understanding of the transition to adulthood, substance use, and romantic and sexual relationships in adolescence and emerging adulthood through readings, lectures, and class discussions
2. To understand the diversity of experiences in these three areas across a number of dimensions, including culture, ethnicity/race, gender, socioeconomic status, and sexual orientation
3. To read research articles critically and evaluate methods and results, and to learn to apply these findings to new information
4. To demonstrate mastery of lecture and reading material through exams, quizzes, and writing assignments

Course materials:

Assigned readings for this course are listed in the syllabus. All assigned readings are available on-line through the library's course reserve list, and through Angel. We expect that you attend class having read the reading(s) assigned for that day.

Emergencies

In the event of an emergency, it is your responsibility to contact me or the graduate TA **before** the missed class or deadline. You will need to present written confirmation from a medical or other official as soon as possible. Emergencies include physical illnesses that prevent you from completing an assignment or attending class, or death of a loved one. If you will miss classes due to religious holidays, please let me know at the beginning of the semester. If you miss an exam with a written excuse, a different make-up test may be given or the other exam scores may be averaged, at the instructor's discretion. If you miss quizzes or 2-pointers for any of these reasons, the missed ones will count toward your dropped scores.

Evaluation

Sep 25	Exam 1	30 points
Oct 30	Exam 2	30
Dec 11	Exam 3	30
Oct 14	Paper proposal	10
Nov 6	Introduction & interview responses	15
Dec 2	Final paper	35
See schedule	Quizzes, best 9 of 12 count	36
Random	2-pointers, best 7 of 11	14
	Total	200

Grade distribution

187 - 200	A
180 - 186	A-
174 - 179	B+
166 - 173	B
160 - 165	B-
154 - 159	C+
140 - 153	C
120 - 139	D
< 120	F

Exams

There are 3 exams, one covering each unit of the course. Each exam will consist of multiple choice questions, short answer questions, and a one-page essay question.

Paper and paper assignments

I will describe the paper and related assignments in more detail during class and with instructions on Angel. In brief, the paper will include an interview of at least two individuals on a selected topic related to course material. You will need to interpret the interview responses based on research articles that you locate, explaining how their responses are/are not supported by material from lectures and readings. The first assignment will be your paper proposal including articles, interview questions, and permission letters. The second assignment will be the responses from your interviewees, your introduction, and the on-line plagiarism exercise. The third assignment will be your final paper.

Quizzes

There will be 12 short, in-class quizzes on your readings (see syllabus for dates). Each quiz will be worth 4 points. They may be multiple choice or short answer. We will drop your three lowest scores. They will cover basic information on the readings. There will be **no** make ups for quizzes. If you miss a quiz, that will count as one of your dropped quizzes.

2-pointers

We will have unannounced 2-pointers throughout the semester. They will either be in class activities or short activities either given out in class to do at home, or on-line. These will take different forms, but generally are designed to demonstrate your ability to apply course material to new situations. There will be 11 2-pointers during the semester, but only 7 count toward your grade. Therefore, if you miss them occasionally due to illness, you still have the opportunity to earn full points. There will not be any make ups.

Attendance

Class attendance is expected and necessary. Attendance means that you are in class, attentive, awake, and not chatting, reading, texting, doing Sudoku, or memorizing the periodic table. These behaviors distract classmates and limit your own learning. Please turn off your cell phone before class begins, and I will do the same. Lectures will present much material that is not in your readings. In addition, it is assumed that you will have completed the reading assigned for that date. Please participate in class discussion! I get tired of hearing myself talk, and I am sure your classmates will, too. You are responsible for any announcements made in class, so if you miss a class, be certain that you ask someone for that information. Neither the TAs nor the professor can provide you with notes for a class that you missed. However, if you get the notes from a classmate and have questions about them, we will be happy to answer them during office hours.

How to do well in this course

- 1.** Attend class and take clear notes. My slides serve as an outline but you need to take more detailed notes than what appears on the slide. The readings are primarily specific research studies, and in class I will provide overviews of a range of topics not covered in your readings. At the end of each class, take 5 minutes to outline the main points of that day.
- 2.** Read the assigned readings before class. Highlight important points. Use the thought questions provided on ANGEL to help guide your reading of the articles and prepare for the quizzes.
- 3.** Trade e-mail and/or phone numbers with 2 people in the class to share notes if you miss class.
- 4.** Start thinking about the paper assignment early. Come see the professor or TA if you have any questions. Write and rewrite your paper. Find a classmate to trade papers with and give each other feedback in advance.
- 5.** Adequately prepare for exams, quizzes, and 2-pointers.
- 6.** If you ever have concerns about your grades on 2-pointers, quizzes, or exams, see the professor or TA as soon as possible. We will frequently update grades on ANGEL so that you can know how you are doing. The sooner you see us, the more time we have to figure out what you could do differently, and the more time to improve. Do not wait until the semester is over and you are dissatisfied with your grade.

Schedule of topics, readings, and assignments

(Note: topics are subject to change following announcement in class).

8/26	Introduction
UNIT 1: TRANSITION TO ADULthood AND THE COLLEGE EXPERIENCE	
8/28	Emerging adulthood overview
Quiz 1	Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i> , 55, 469-480.
9/2	Alternative perspectives on emerging adulthood
9/4	U.S. and international perspectives on emerging adulthood
Quiz 2	Cook, T. D., & Furstenberg, F. F. Jr. (2002). Explaining aspects of the transition to adulthood in Italy, Sweden, Germany, and the United States: A cross-disciplinary, case synthesis approach. <i>Annals of the American Academy of Political and Social Science</i> , 580, 257-287.
9/9	International perspectives
9/11	Transition to college
Quiz 3	Lefkowitz, E. S. (2005). "Things have gotten better": Developmental changes among emerging adults after the transition to university. <i>Journal of Adolescent Research</i> 20, 40-63.
9/16	The college environment
9/18	Technology use among college students
Quiz 4	Lanthier, R. P., & Windham, R. C. (2004). Internet use and college adjustment: The moderating role of gender. <i>Computers in Human Behavior</i> , 20, 591-606.
9/23	Transition to marriage and work
9/25	Exam #1
UNIT 2: SUBSTANCE USE	
9/30	Substance use overview
10/2	Tobacco use
Quiz 5	Gidwani, P. P., Sobol, P., DeJong, W., Perrinand, J. M., & Gortmaker, S. L. (2002). Television viewing and initiation of smoking among youth. <i>Pediatrics</i> , 110, 505-508.

10/7	Early drinking behaviors & laws about alcohol use
Quiz 6	O'Malley, P. M., & Wagenaar, A. C. (1991). Effects of minimum drinking age laws on alcohol use, related behavior and traffic crash involvement among American youth: 1976-1987. <i>Journal of Studies on Alcohol</i> , 52, 478-491.
10/9	Alcohol use in the transition to adulthood
10/14	Alcohol use in college
Paper proposal due	
10/16	Alcohol use in college
Quiz 7	Lee, C. M., Maggs, J. L., & Rankin, L. A. (2006). Spring Break trips as a risk factor for heavy alcohol use among first-year college students. <i>Journal of Studies on Alcohol</i> , 67, 911-916.
10/21	Early drug use
Quiz 8	Tucker, J. S., Ellickson, P. L., Collins, R. L., & Klein, D. J. (2006). Are drug experimenters better adjusted than abstainers and users?: A longitudinal study of adolescent marijuana use. <i>Journal of Adolescent Health</i> , 39, 488-494.
10/23	Drug use in emerging adulthood
10/28	Wrap-up
10/30	Exam #2
UNIT 3: ROMANTIC AND SEXUAL RELATIONSHIPS	
11/4	Romantic relationships
11/6	Romantic relationships for sexual minority youth
Introduction & Interview Responses due	

11/11	Romantic relationship problems
Quiz 9	Tuval-Mashiach, R., & Shulman, S. (2006). Resolution of disagreements between romantic partners, among adolescents, and young adults: Qualitative analysis of interaction discourses. <i>Journal of Research on Adolescence, 16</i> , 561–588.
11/13	Early sexual experiences
Quiz 10	Michels, T. M., Kropp, R. Y., Eyre, S. L., & Halpern-Felsher, B. L. (2005). Initiating sexual experiences: How do young adolescents make decisions regarding early sexual activity? <i>Journal of Research on Adolescence, 15</i> , 583–607.
11/18	Sexual experiences in emerging adulthood
11/20	Media and sexuality
Quiz 11	Ward, L. M. (1995). Talking about sex: Common themes about sexuality in the prime-time television programs children and adolescents view most. <i>Journal of Youth and Adolescence, 24</i> , 595-615.
11/25	Thanksgiving Holiday – No Class
11/27	Thanksgiving Holiday – No Class
12/2	Risky sexual behaviors and prevention
Final paper due	
12/4	Relationship and non-relationship sex
Quiz 12	Manning, W. D., Giordano, P. C., & Longmore, M. A. (2006). Hooking up: The relationship contexts of "nonrelationship" sex. <i>Journal of Adolescent Research, 21</i> , 459-483.
12/9	Wrap-up
12/11	Exam #3

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of Academic Integrity Policy

Violations of the University's Academic Integrity Policy include the following:

Cheating: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam.

Copying on tests: looking at other students' exams; copying with a plan with another student; passing notes during exams; exchanging exams with another student.

Plagiarism: fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

Tampering with work: changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work.

Acts of aiding and abetting: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited.

Unauthorized possession: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission.

Submitting previous work: Submitting a paper or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor.

Ghosting or misrepresenting: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place.

Altering exams: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor made a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

Computer theft: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

If a student is considered as having violated the academic integrity policy, the instructor will inform the student and will meet with the student to discuss the allegation. The Undergraduate Professor-in-Charge is available to attend this meeting at the request of the instructor. At the end of the meeting, the instructor decides whether or not a violation has occurred. In the event of an instructor deciding that a violation has occurred, an Academic Integrity Form will be completed and signed by the instructor. The student can acknowledge the violation or contest it; in either case, the student also signs the Academic Integrity Form. A copy of the document will be given to the College, and the University's Office of Judicial Affairs. If the student contests the sanction, further hearings will be held with the student to resolve the matter.

If an instructor recommends that a student be given a failing grade in a course, the student cannot drop the course. The instructor informs the Registrar's Office that a failing grade has been recommended for the student. If the student does drop the course before a final decision is made about sanctions, the failing grade will be reinstated by the Registrar's Office.

University policy allows considerable flexibility to instructors in the determination of sanctions for violations of academic dishonesty. There are two types of sanctions an instructor can recommend—academic and disciplinary. Academic sanctions range from a warning or reduced grade on a single assignment to the student's removal from his/her academic program following guidelines from the College's Academic Integrity Committee. Disciplinary sanctions, although recommended by the instructor or the College, are assigned only at the University level, by the Office of Judicial Affairs. Disciplinary sanctions can range from disciplinary warning to permanent expulsion. The student may also be assigned the XF grade, which is reserved for the most serious breaches of academic integrity.

There are different sanctioning guidelines for minor, moderate, or major offenses of academic integrity. Detailed information about procedures and sanctions can be found under Academic Integrity at the website of the Office of Judicial Affairs: <http://www.sa.psu.edu/ja/conduct.shtml>

Policies specific to HDFS 433:

Sometimes students do not fully understand what does/does not constitute plagiarism. If you have any questions about how to cite your sources, please review the materials available at the following web sites:

<http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>

<http://istudy.psu.edu/modules.html#inetgrity>

Also, feel free to contact us at any time during this semester if you have questions about how to cite references, whether something would be considered plagiarism, or anything else related to academic integrity.

NOTE: This syllabus is a working document and is subject to change. If changes are made, you will receive a notice in ANGEL.