

## **HDFS 539: Adolescent Development**

**Spring 2016**

Wednesdays 9:00 – 12:00

353 HHD

|                        |  |
|------------------------|--|
| <b>Professor:</b>      | Dr. Eva S. Lefkowitz                     |
| <b>Email:</b>          | EXL20@psu.edu                            |
| <b>Office Phone:</b>   | (814) 863-7005                           |
| <b>Office Address:</b> | 111 HHD                                  |
| <b>Office Hours:</b>   | Wednesday 3:30 – 4:30 and by appointment |

### **Course description and objectives:**

This course will cover the development and contextual experiences of adolescence. Each week, we focus on a particular topic in adolescent development with relevant readings. The format of the class will be brief overviews (the week before) and informed discussion. Each week, students will read 2-4 assigned readings, and 1-2 self-selected readings related to that week's topic and their own interest. Thus, class discussions will involve both communal knowledge, and each student's unique perspective. Specific learning objectives are:

1. Theories and concepts of adolescent development
  - Describe, integrate, and synthesize general and domain specific theories and concepts of adolescent development
  - Apply theories and concepts to domain-specific research topics and questions
  - Demonstrate ability to translate theories and concepts into testable hypotheses & methods
2. Empirical research on adolescent development (physical and developmental processes, relationships, contexts, and problems)
  - Explain specific research studies, both historically significant studies and very recent studies
  - Critically evaluate past research, identifying strengths and limitations
  - Identify extensions of past research, in terms of both research (e.g., measurement, populations, future questions) and implications (e.g., intervention, clinical work, policy, societal)
3. Research skills relevant to adolescent development
  - demonstrate skills in finding and summarizing articles on specific topics relevant to adolescents' development and experiences
  - effectively communicate your own perspective both informally and formally in oral and written formats
  - integrate across multiple empirical studies and theoretical perspectives, in oral and written forms
  - analyze and critique prior theoretical and empirical work in writing

### **A. Class participation**

#### **1. Attendance**

A seminar provides many opportunities for in-class learning activities and discussions. It is important to attend class regularly and to arrive on time. Please let me know at the beginning of the semester if there

are any dates you know you will be out (e.g., conference travel). In the event that you must miss class due to illness or other uncontrollable events, please notify me before the missed class.

## **2. In-class discussion**

Much of the class will depend on everyone's participation in discussions. To fully participate in class, you will need to read and be able to discuss assigned articles, self-selected articles, and any measures posted on Angel. Class participation involves coming prepared, asking thoughtful questions, contributing to other students' ideas, and evaluating the research/theory read and presented. The goal is to create discussions that represent as many points of view as possible. Because everyone will read their own articles each week, each student has a unique perspective to share. Thus, every student should take some responsibility for speaking up and every student should take some responsibility for listening and engaging other students in the discussion.

## **3. Article summaries**

This component of class draws on two essential skills in research: finding articles relevant to a topic, and summarizing articles clearly in your own words. Everyone has different techniques for doing so, and in this course we'll use one specific technique. Being able to read an article and pull out the key information quickly will make future reading and writing easier.

Each week, you will share summaries of the non-assigned articles that you read for that week, no later than 1:00 PM on Tuesday. The exact number per week is indicated with that week's list of assigned readings. You may choose any academic journal article(s) you want for that week. The article requirements are: (1) article published in the last 5 years (2011 or more recent); (2) presents original research (literature reviews and theoretical papers will be too hard to summarize); (3) pertains to that week's topic and adolescence; (4) no one else has already posted a summary on that article. The format for article summaries is available in the Google document. You do **NOT** have to do an article summary the week you do your contemporary issues presentation.

Summaries should be added here:

<https://drive.google.com/folderview?id=0B2nDVdIDDJ20U3hFcTFEWINxVjA&usp=sharing>

By each Wednesday's class, you should read your classmates' article summaries. Reading each others' summaries will improve the level of discussion during class.

I will read everyone's summaries each week. I will provide feedback by email, particularly if I have concerns (no news is good news), though not every week. At any point feel free to contact me or meet with me to discuss how you are doing on in class discussion and/or article summaries.

## **B. Contemporary issue presentation**

In adolescent development, there are some ideas that are generally accepted, and others that are considered more controversial or at least brand new. Each student will choose one contemporary issue from the list provided on Angel. For most of these topics, at least some articles are suggested, though students will need to do further reading on their own. Students can also draw on non-empirical/non-research publications, as long as they are clear in their presentation as to what is being presented. Part of learning to give presentations is learning to work within a time limit. Please limit your presentation to 20 minutes. Please include a reference handout for your classmates that includes your name and the

citations you used. If you would like me to provide feedback on a draft of the presentation in advance, please email me your slides by Thursday at 9:00 PM the week before. Either way, please email me the final copy of your PowerPoint by 1:00 PM Tuesday.

**C. Research proposal, measurement recommendations, literature review, or creative project (Meet to discuss by February 17; Paper due March 16 and optional revised paper due April 27)**

For many of us, the hardest part of research is taking other people's work, and summarizing it in a way that works for us – in a research proposal, a literature review, or some form of dissemination. This skill is necessary throughout graduate school and for many of us, our careers, for theses/dissertations, manuscript writing, obtaining outside funding, and disseminating our results. Thus, it is important to have opportunities for feedback on research-related writing. For your final paper, you have four options:

1. *Research proposal.* If you are at a stage where writing a research proposal will be useful, then writing it as your course assignment will provide an opportunity for receiving feedback. It may be part of a masters proposal, doctoral proposal, grant application, etc. Proposals should include a discussion of background and specific research questions, a methods section, and a brief analysis plan, and should be in APA style unless a different style is standard in your field.
2. *Measures recommendations.* Many areas have a number of existing measures, and part of research is determining which measure to use. If you are not ready to write a research proposal, but are considering measurement in a particular area, you may want to choose to summarize and evaluate existing measures on a specific topic. This project should not only summarize existing measures, but make recommendations about which ones are best, when and how to use specific ones, and what other measures might be important additions to the field. APA style unless...
3. *Literature review.* For students who are not at a research proposal writing stage, another option is to write a critical literature review. This option is useful if you are at an earlier stage in a project, and trying to get a handle on a particular literature. The literature review should both summarize current work, and provide your own insight into it. In order to do well on this assignment, it is critical that you include your own perspective; do not simply summarize past work. APA style unless...
4. *Creative project.* A fourth option is to create something, based on past research, which you will disseminate on the internet. This project should include a similar number of references as a literature review, but will be summarized for laypeople, not academics. You should also include a short (2 pages?) paper with a reference list that describes how the literature informed your project. There are a number of different possibilities, such as a Wikipedia entry, an on-line quiz, a website that provides advice to a particular population, or a video on YouTube. Examples of prior creative projects:

<http://transition2college.weebly.com/>

<http://parentingchildrenofimmigrants.weebly.com/>

I would like you to work on this project throughout the semester, beginning as early as possible so that you can meet about it occasionally with me. No later than February 17, you should write a paragraph or outline that describes your final project, and meet with me to discuss it.

Note that whatever topic you choose, it must relate to adolescent development. A research proposal on caregiving in old age is not a good fit for this project.

A hard copy and an electronic copy of your project are due on March 16. Your paper will be electronically delivered to 2 classmates, who will review your paper, and submit the reviews to me by

email no later than March 23. Your paper will be returned to you, with two anonymous reviews, integrative feedback from me, and a grade, on April 6. You can then choose to submit a revised project on April 27 with the original graded project and a response to the feedback (much like a letter to the editor responding to a manuscript review) and have the opportunity to earn up to 2/3 of the points you missed. Thus, if you received a 30/35 (B) on April 6, you could earn up to 3.3 additional points, or as much as a final grade of 33.3 (A).

#### **D. Review of classmate's paper**

An important research skill is reading and providing constructive criticism on other people's work. You will receive 2 classmates' projects by email on March 16. You will have 1 week to write two constructive reviews, one for each project, and then email them to me by March 23. We will spend time in class talking about the elements of a helpful peer review. I have also provided examples on Angel.

| <b>Evaluation:</b>              | <b>Points</b> | <b>Due date</b>   |
|---------------------------------|---------------|-------------------|
| In-class discussion             | 20            | Weekly            |
| Article summaries               | 20            | Weekly            |
| Contemporary issue presentation | 15            | Varies            |
| Final paper                     | 35            | March 16/April 27 |
| Peer review                     | 10            | March 23          |

#### **Class Schedule**

|             |   |
|-------------|---|
| January 13  | INTRODUCTION  |
| January 20  | PUBERTY   |
| January 27  | IDENTITY AND SELF                                     |
| February 3  | IDENTITY: GENDER, ETHNIC/RACIAL, AND SEXUAL           |
| February 10 | PARENT-CHILD INTERACTIONS                             |
| February 17 | FAMILY CONTEXT  |
| February 24 | FRIENDS AND PEERS                                     |
| March 2     | COGNITION AND SCHOOLS                                 |
| March 9     | <i>SPRING BREAK – NO CLASS</i>                        |
| March 16    | RISK/COGNITION, EXTERNALIZING BEHAVIORS & DELINQUENCY |
| March 23    | SUBSTANCE USE   |
| March 30    | <i>SRA – NO CLASS</i>                                 |
| April 6     | INTERNALIZING BEHAVIORS/EATING DISORDERS              |
| April 13    | ROMANCE AND DATING                                    |
| April 20    | SEXUALITY   |
| April 27    | TRANSITION TO ADULT, MARITAL, AND CAREER ROLES        |

#### **READINGS**

Required readings are available through Angel and/or online. Readings for contemporary issues are not included but should be available on-line or through the library. If you have trouble accessing something, let me know. In addition, many weeks there will also be measures provided on Angel under “resources.” Please also come to class prepared to discuss these measures.

|                   |                     |
|-------------------|---------------------|
| <b>January 20</b> | <b>PUBERTY (+1)</b> |
|-------------------|---------------------|

- Ge, X., Conger, R. D., & Elder, G. H., Jr. (2001). Pubertal transition, stressful life events, and the emergence of gender differences in adolescent depressive symptoms. *Developmental Psychology, 37*, 404-417.
- Stein, J. H., & Reiser, L. W. (1994). A study of White middle-class adolescent boys' responses to “semenarche” (the first ejaculation). *Journal of Youth and Adolescence, 23*, 373 – 384.
- Susman, E. J., & Dorn, L. D. (2009). Puberty: Its role in development. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Individual bases of adolescent development* (3<sup>rd</sup> ed., Vol. 2, pp. 116-151). Hoboken, NJ: John Wiley & Sons, Inc.

|                   |                               |
|-------------------|-------------------------------|
| <b>January 27</b> | <b>IDENTITY AND SELF (+1)</b> |
|-------------------|-------------------------------|

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*, 469-480.
- Côté, J. E. (2009). Identity formation and self-development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Individual bases of adolescent development* (3<sup>rd</sup> ed., Vol. 2, pp. 266-304). Hoboken, NJ: John Wiley & Sons, Inc.
- Côté, J. E. (2014). The dangerous myth of emerging adulthood: An evidence-based critique of a flawed developmental theory. *Applied Developmental Science, 18*, 177-188.
- Harter, S., Bresnick, S., Bouchey, H. A., & Whitesell, N. R. (1997). The development of multiple role-related selves during adolescence. *Development and Psychopathology, 9*, 835-853.

|                   |   |
|-------------------|---|
| <b>February 3</b> | <b>IDENTITY: GENDER, ETHNIC/RACIAL, AND SEXUAL (+1)</b> |
|-------------------|---|

- Morgan, E. M. (2013). Contemporary issues in sexual orientation and identity development in emerging adulthood. *Emerging Adulthood, 1*, 52-66.
- Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal of Research on Adolescence, 21*, 61-74.
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake... & Study Group on Ethnic and Racial Identity in the 21st Century (2014). Ethnic and racial identity revisited: An integrated conceptualization. *Child Development, 85*, 21-39.

|                    |   |
|--------------------|---|
| <b>February 10</b> | <b>PARENT-CHILD INTERACTIONS (+1)/WRITING &amp; GRAMMAR</b> |
|--------------------|---|

- Laursen, B., & Collins, W. A. (2009). Parent-child relationships during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent*

- development* (3<sup>rd</sup> ed., Vol. 2, pp. 74-103). Hoboken, NJ: John Wiley & Sons, Inc.
- Stattin, H., & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development, 71*, 1072-1085.
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*, 1-19.

|                    |                            |
|--------------------|----------------------------|
| <b>February 17</b> | <b>FAMILY CONTEXT (+1)</b> |
|--------------------|----------------------------|

- Booth, A., Scott, M. E., & King, V. (2010). Father residence and adolescent problem behavior: Are youth always better off in two-parent families? *Journal of Family Issues, 31*, 585-605.
- East, P. L. (2009). Adolescents' relationships with siblings. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent development* (3<sup>rd</sup> ed., Vol. 2, pp. 43-73). Hoboken, NJ: John Wiley & Sons, Inc.
- Fulgini, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin-American, and European backgrounds. *Child Development, 70*, 103-1044.

|                    |   |
|--------------------|---|
| <b>February 24</b> | <b>FRIENDS AND PEERS (+1)/PEER REVIEW</b> |
|--------------------|---|

- Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence, 21*, 166-179.
- Brown, B. B., Mory, M. S., & Kinney, D. (1994). Casting adolescent crowds in relational perspective: Caricature, channel, and context. In R. Montemayor, G. Adams, & T. P. Gullotta (Eds.), *Personal relationships during adolescence* (123-167). Newbury Park, CA: Sage.
- deBruyn, E. H., Cillessen, A. H. N., & Wissink, I. B. (2010). Associations of peer acceptance and perceived popularity with bullying and victimization in early adolescence. *Journal of Early Adolescence, 30*, 543-566.

|                |                                   |
|----------------|-----------------------------------|
| <b>March 2</b> | <b>COGNITION AND SCHOOLS (+1)</b> |
|----------------|-----------------------------------|

- Casey, B. J., Getz, S., & Galvan, A. (2008). The adolescent brain. *Developmental Review, 28*, 62-77.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist, 41*, 1040-1048.
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence, 21*, 225-241.

|                 |  |
|-----------------|--|
| <b>March 16</b> | <b>RISK/COGNITION, EXTERNALIZING BEHAVIORS &amp; VIOLENCE (+1)</b> |
|-----------------|--|

- Albert, D., & Steinberg, L. (2011). Judgment and decision making in adolescence. *Journal of Research on Adolescence, 21*, 211-224.
- Loeber, R., & Burke, J. D. (2011). Developmental pathways in juvenile externalizing and internalizing pathways. *Journal of Research on Adolescence, 21*, 34-46.
- Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Bulletin, 100*, 674-701.

**March 23**

**SUBSTANCE USE (+2)**

National Institutes of Health (2015). Drug use trends remain stable or decline among teens. Retrieved from <http://www.drugabuse.gov/news-events/news-releases/2015/12/drug-use-trends-remain-stable-or-decline-among-teens>.

(Note: if you want more details, the Monitoring the Future reference under contemporary issues is over 90 pages).

Petraitis, J., Flay, B. R., & Miller, T. Q. (1995). Reviewing theories of adolescent substance use: Organizing pieces in the puzzle. *Psychological Bulletin*, *117*, 67-86.

Schulenberg, J., & Maggs, J. (2002). A developmental perspective on alcohol use and heavy drinking during adolescence and the transition to young adulthood. *Journal of Studies on Alcohol, Supplement No. 14*, 54-70.

**April 6**

**INTERNALIZING BEHAVIORS/EATING DISORDERS (+2)**

Campbell, K., & Peebles, R. (2014). Eating disorders in children and adolescents: State of the art review. *Pediatrics*, *134*, 582-592.

Graber, J. A. & Sontag, L. M. (2009). Internalizing problems during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Individual bases of adolescent development* (3<sup>rd</sup> ed., Vol. 2, pp. 642-682). Hoboken, NJ: John Wiley & Sons, Inc.

**April 13**

**ROMANCE AND DATING (+2)**

Collins, W., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology*, *60*, 631-652.

Meier, A., & Allen, G. (2009). Romantic relationships from adolescence to young adulthood: Evidence from the National Longitudinal Study of Adolescent Health. *Sociological Quarterly*, *50*, 308-335.

**April 20**

**SEXUALITY (+1)**

Anderson, E., Adams, A., & Rivers, I. (2012). "I kiss them because I love them": The emergence of heterosexual men kissing in British institutes of education. *Archives of Sexual Behavior*, *41*, 421-430.

Morgan, E. (2014). Outcomes of sexual behaviors among sexual minority youth. In E. S. Lefkowitz & S. A. Vasilenko (Eds), *New Directions for Child and Adolescent Development: Positive and negative outcomes of sexual behavior*, *144*. San Francisco: Jossey-Bass.

Vasilenko, S. A., Lefkowitz, E. S., & Welsh, D. P. (2014). Is sexual behavior healthy for adolescents? A conceptual framework for research on adolescent sexual behavior and physical, mental, and social health. In E. S. Lefkowitz & S. A. Vasilenko (Eds), *New Directions for Child and Adolescent Development: Positive and negative outcomes of sexual behavior*, *144* (pp. 3-19). San Francisco: Jossey-Bass.

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000-2009. *Journal of Research on Adolescence*, *21*, 242-255.

**April 27**

**TRANSITION TO ADULT, MARITAL, AND CAREER ROLES (+1)**

- 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. *Annals of the American Academy of Political and Social Science*, 580, 257-287.
- Kefalas, M. J., Furstenberg, F. F., Carr, P. J., & Napolitano, L. (2011). "Marriage is more than being together": The meaning of marriage for young adults. *Journal of Family Issues*, 32, 845-875.
- Zimmer-Gembeck, M. J., & Mortimer, J. T. (2006). Adolescent work, vocational development, and education. *Review of Educational Research*, 76, 537-566.

**GENERAL RESOURCES (contemporary issues and final projects)**

|   |  |
|---|--|
| <a href="http://www.s-r-a.org">www.s-r-a.org</a>  | Society for Research on Adolescence  |
| <a href="http://www.srcd.org">www.srcd.org</a>  | Society for Research in Child Development  |
| <a href="http://www.issbd.org">www.issbd.org</a>  | International Society for the Study of Behavioral Development  |
| <a href="http://www.earaonline.org">www.earaonline.org</a>  | European Association for Research on Adolescence   |
| <a href="http://www.transad.pop.upenn.edu/">http://www.transad.pop.upenn.edu/</a>   | MacArthur Network on Transitions to Adulthood  |
| <a href="http://www.ssea.org">www.ssea.org</a>  | Emerging Adulthood special interest group of SRS   |
| <a href="http://www.siecus.org">www.siecus.org</a>  | Sexuality Information and Education of the United States   |
| <a href="http://www.guttmacher.org/">http://www.guttmacher.org/</a>   | Alan Guttmacher Organization   |
| <a href="http://www.youthandreligion.org">www.youthandreligion.org</a>  | National Study of Youth and Religion   |
| <a href="http://www.monitoringthefuture.org">www.monitoringthefuture.org</a>  | Monitoring the Future study (tracks drug use)  |
| <a href="http://www.cpc.unc.edu/projects/addhealth">www.cpc.unc.edu/projects/addhealth</a>  | Add Health (national longitudinal study of US youth)   |
| <a href="http://www.nih.gov">www.nih.gov</a>  | National Institutes of Health  |
| <a href="http://www.cdc.gov">www.cdc.gov</a>  | Centers for Disease Control  |
| <a href="http://www.census.gov">www.census.gov</a>  | U. S. Census (lots of demographic statistics here)   |
| <a href="http://www.alcoholpolicy.niaaa.nih.gov">www.alcoholpolicy.niaaa.nih.gov</a>  | Policies related to alcohol (at NIH)   |
| <a href="http://www.espad.org">www.espad.org</a>  | European School Survey Project on Alcohol & Other Drugs  |
| <a href="http://scholar.google.com/citations?view_op=search_authors&amp;hl=en&amp;mauthors=label:adolescence">http://scholar.google.com/citations?view_op=search_authors&amp;hl=en&amp;mauthors=label:adolescence</a>                       | Google scholar lists of adolescent scholars, with pubs sorted by most cited (other searches could be useful as well) |
| <a href="http://scholar.google.com/citations?view_op=search_authors&amp;hl=en&amp;mauthors=label:adolescent_development">http://scholar.google.com/citations?view_op=search_authors&amp;hl=en&amp;mauthors=label:adolescent_development</a> |  |

[www.turnitin.psu.edu](http://www.turnitin.psu.edu)

You should submit your final paper to TII *before* it is due in class. Turnitin is a great tool for confirming that you are citing material correctly and putting things in your own words. You should submit your paper at least 24 hours before so that you have time to review your originality report. TII says that an originality report for a new version of a paper can take as long as 20 hours.

- class ID: 11460201
- enrollment password: rockandroll
- There is a lot of information about the originality report here:



<http://turnitin.psu.edu/bestpractices/student/>

- You will receive a score. Do not worry too much about the score; some legitimate overlaps, like properly typed references, will make your originality score higher.
- To open the report, click the % icon under “report” in your portfolio.
- The left side of the report shows the paper that you submitted.
- The right side of the report lists sources that have text that matches your own.
- Any part of your paper that overlaps with an existing source will be highlighted; each overlap source receives a different color and a number.
- By looking at the highlighted sections of your paper, and the overlapping sections of other sources, you will have a sense as to whether you need to revise your paper
- I have set up the features in turnitin.com so that students can resubmit their paper to replace their earlier version.

### **University Statement of Academic Integrity (Policy 49-20)**

The College’s overview of academic integrity issues:  
<http://www.hhdev.psu.edu/policies/academicintegrity/>

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 and 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, case study, lab report, 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 make 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.

### **Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services (ODS), located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS, please visit their web site at [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

---

**NOTE: This syllabus is a working document and is subject to change. If changes are made, you will receive notice via email. Students are responsible for noting any changes.**