



HDFS 4133-001: Adolescence and Emerging Adulthood – **Spring 2026**

Tuesday & Thursday @ 11:00 AM – 12:20 PM in GAB 112

Instructor: Kelly Berthiaume, Ph.D.	Email: kelly.berthiaume@unt.edu	Office: Matthews Hall 304L
Office Hours: Tuesday & Thursday @ 2 – 3 PM or by appointment		

Course Description: Theories and characteristics of physical, cognitive and social development between 11 and 25 years of age. Effects of family, school, community and other factors on adolescent development and emerging adulthood are also addressed.

Course Goals & Objectives: The overall objective of the course is to provide the student with an in-depth study of issues surrounding physical, cognitive, social, and emotional development of the individual across early, middle, late adolescence as well as emerging adulthood. By the end of this course, students should be able to:

- Define adolescence and emerging adulthood.
- Explore specific physical, cognitive, social, and emotional traits associated with adolescence and emerging adulthood.
- Discover important influences and issues related to the development of the individual across early, middle, late adolescence and emerging adulthood.
- Use theories of developmental science that relate specifically to this life stage.
- Demonstrate the ability to work effectively with others to support a shared purpose or goal, and to consider different points of view.

Syllabus Changes: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If a change to the syllabus becomes necessary, students will be notified via announcement in Canvas and an email in the canvas messaging tool. Please check these locations often for important updates.

Required Textbook

Arnett, J., & Jensen, L. (2023). *Adolescence and emerging adulthood: A cultural approach* (7th ed.). Pearson. ISBN: 0138063249

To do well in this course, you must read the textbook. Completing the reading before the lecture is critical to in-class discussions. Questions are selected, in part, from the content in the textbook, and other assignments require its use. The reading requirements are listed in the course calendar at the end of this syllabus.

Communicating with the Instructor: *Connect with me through email and/or by attending office hours.* If you need to contact me, please send a message via the Canvas inbox tool or via my campus email: kelly.berthiaume@unt.edu. I will respond within 24 hours Monday-Friday. I do not check email regularly on the weekends, so messages sent late Friday through Sunday may not be received until Monday morning. *During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.*

I am here to help you accomplish your goal of learning and doing well in the course. Please don't hesitate to contact me if you have questions or concerns. Please do not email me with questions that can easily be answered by the syllabus.

- Please include the course name in your subject line ([HDFS 4133](#)) and a brief description in the subject line that outlines the topic of discussion or the course name so that I can respond appropriately with information relevant to this course.
- Use your instructor's correct title he or she prefers for communication, in this case, Dr. Berthiaume.
- Sign your email messages using your full name.
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.
- Keep emails professional. Do not write an email with the same tone you would use in a social media post or text message.

Class Attendance & Participation: Students are expected to **attend all classes regularly and punctually**. Please arrive on time and refrain from leaving before the class has concluded. It is very distracting to your peers and the instructor when you arrive late. Attendance will be essential in order to get the most out of class and obtain content that is not in the text. There will be assignments and exam questions based on class lecture, so attending every day will be in your best interest if you are wanting to do well in this course.

There are “acceptable” (i.e., unforeseeable, out-of-your-control) reasons for missing class or an assignment, including: (a) ill health, (b) jury duty or mandatory court appearances, (c) severe personal circumstances, or (d) religious holidays. In order for the absence to be excused so that you can make-up an exam or assignment, you have to provide verifiable documentation.

Absences in observance of religious holidays are authorized only if you have notified your instructor in writing within the first 2 weeks of the semester per university policy. If the absence is due to a medical/health-related concern, you must provide a note from a doctor or medical institution confirming you were sick.

Students are expected to participate in class discussions and activities. Students are expected to **keep up with the readings and participate in class**. This course is largely based on discussion in class. Students can best be prepared for this by reading the assigned chapters in the textbook before coming to class.

Students are expected to check in on Canvas daily. In addition to the readings listed in the syllabus, there may be supplemental readings assigned that will be posted on Canvas. **If you do not regularly check Canvas, you will miss important information** such as handouts and announcements.

Course Assignments: Although the instructor is available to answer questions and provide advice throughout the semester, this course requires students to engage in a disciplined and consistent process of independent research, thoughtful analysis, critical reading, and professional writing. You are encouraged to complete each task well ahead of the due dates, so that you have enough time to revise and enhance the outcomes. All assignments must adhere to the formatting guidelines as outlined in the 7th edition of the APA manual.

Participation and Discussion: The material in this course is most effectively mastered through careful reading, critical thinking, and lively debate/discussion. No experience is the same and the success of this course depends on our ability to have thoughtful conversations about the course readings. **Your informed participation is the most important requirement for this class.** To get the most out of this course will require you to be an active participant in class.

Canvas: We will be using Canvas in this course. Your grades, the syllabus, course announcements, due dates, and assignment rubrics will all be posted on our Canvas page. **As a student, it is your responsibility to check Canvas frequently for course updates, and doing so will significantly increase your ability to do well in this course.**

All assignments will be submitted in Canvas (do not email them to the instructor). Please format all uploaded submissions as .doc or .docx files.

Teens on Screen (TOS) Outline (20 points): Students will submit an outline of the TOS Essay. The purpose of the outline is to demonstrate that students have selected a movie from the TOS movie list, have made progress in considering potential topics to discuss in their TOS essay, and have selected empirical articles to support arguments in the TOS essay. The details for the TOS outline are available on Canvas. Students will submit their outline on Canvas.

Teens on Screen (TOS) Essay (140 points): Students will write an analytical essay about how adolescents are portrayed in a popular teen movie (the list of movies to choose from are provided on Canvas). The purpose of this assignment is to give you an opportunity to become cognizant of the way adolescents are depicted in the popular media. This project is intended to give you the chance to analyze a report on adolescents in terms of how it is presented to society and the aspects of adolescence to which it alludes. The details for the TOS essay are provided on Canvas. Students will submit their essay on Canvas.

Critical Thinking Activities (CTA) (100 points): There are 4 CTAs (25 points each). Each of these assignments will involve applying course concepts to real world scenarios. The goal of these assignments is to analyze critical issues confronting individuals and society, which includes analyzing global issues impacting intimate relationships. The guidelines for each of these assignments are provided on Canvas. Students will also submit their assignments on Canvas.

In-Class Activities (140 points): Throughout the semester, 8 in-class assignments (20 points each) will be given as a way to engage students in classroom learning and serve as a proxy for attendance. Your top 7 grades will be counted ($7 \times 20 = 140$ points). These may take the form of practice questions preparing you for a test, personal reflections, or other activities. During class, you will be instructed to submit in-class assignments in class or online via Canvas.

These assignments will not be announced in advance, and you must be in class to complete them. These opportunities for points CANNOT be made up if you miss class, come late, or leave early (depending on when the question is given) unless you provide a University approved excuse. Excuses are expected the day you return. *If the exercise is not made up within one week of the absence, you will receive a 0 for that exercise.*

Grading Policy: Success in this course is 100% in your control! Students who attend class, read the text, check for messages [in Canvas and email] daily, and complete all assignments (including the reading requirements) will do well in this course. Do not wait until the end of the semester to earn the grade you want, start from the beginning!

Evaluation: This is a point-based grading system. Grades will be decided based on points accumulated from the above assignments. (This is all tracked in the gradebook on Canvas).

***This is an approximation. The number of assignments and points may vary slightly and are subject to change. If changes are made you will be informed, and it will be reflected on Canvas. The grading scale will not change (A-F)*.**

The final grade students receive in this class will be based upon the following:

Assessment	Points	Letter Grade	Points Range
Teens on Screen Outline	20	A: 90 – 100%	357 – 400
Teens on Screen Essay	140	B: 80 – 89%	317 – 356
Critical Thinking Activities	100	C: 70 – 79%	277 – 316
In-Class Activities	140	D: 60 – 69%	237 – 276
Total Points	400	F: Below 60%	< 237

Feedback on Assignments/Grades: I am here to help you learn, to provide clear instruction and help you have all the resources you need to do well. I will gladly provide feedback on assignments prior to submission. If you would like pre-submission feedback, you must visit during office hours or schedule a meeting with me anytime 24 hours prior to the due date. Grading and feedback will be available in Canvas. Reviewing feedback on assignments will help you to improve on future course assignments.

Grading Questions: Your grade is your responsibility. Grades are EARNED by you, not arbitrarily handed out by me. I will not respond to emails requesting grade changes. If you believe a mistake was made, or you would like to better understand the grading of a specific assignment, you must meet within one week of the grade being posted to schedule a time to discuss your concerns. I will not review grades retroactively at the end of the semester. I am not responsible for emails not being received or for assignments that are not submitted successfully. It is your responsibility to follow-up within the one-week time frame if you wish to schedule a time to discuss a particular grade. If you find you are having difficulty in this course, I encourage you to come and see me or arrange a meeting. It is to your benefit to do this as early in the semester as possible. Although extra credit work is not available, I can offer suggestions on studying and direct you to resources available for students.

Posting of Grades/Privacy Policy: You can see your assignment grades on Canvas as they are posted throughout the semester. Grades for assignments will be available within two weeks of the due date for the assignment. If you have any questions about your grade, you may contact me via email.

Late Work & Makeup Policy: Any work submitted after the due date will receive a 5% deduction from your grade for each day late, with the exception of special circumstances outlined in the attendance policy: (a) ill health, (b) jury duty or mandatory court appearances, (c) severe personal circumstances, or (d) religious holidays. Problems with your internet connection, computer or outside influences such as work or family responsibilities are not considered “unforeseen”. Please be aware of due dates, and plan ahead.

If you miss an exam or assignment for one of the reasons described above **you must contact the instructor within two (2) business days from the time the exam or assignment was due**. It is the student's responsibility to notify the instructor of the excused absence and then schedule a make-up exam or assignment with the instructor no later than one week from the original date of the exam or assignment. It is YOUR responsibility to communicate with the instructor about make-up work. Make-up exams differ from the original exams at the instructor's discretion.

No other makeup work or extra credit is available in this course. Once an assignment has been graded, no further revisions or submissions will be accepted.

University & Classroom Policies

Class Organization: My approach to learning carries the assumption that understanding of new concepts is best attained through engagement. When material and information are presented, your input and questions are welcomed and expected at all times. I consider all the students of this class as essential contributors to the learning environment. As the instructor, I can contribute most as a guide and resource person. I am not the sole guardian of what you will learn in this course. Instead, I assume that you share in the learning process meaning that you are equally responsible for what goes on and what is gained. This assumption requires you to be prepared with questions and reactions to the assigned readings and topics covered in the course. In class, information is shared and processed that cannot be gained from simply reading the text. Therefore, attendance is crucial in order for you to do well in this class.

My Commitment to You: I am committed to assisting you in completing the requirements of this course and performing to the best of your ability on the examinations and assignments. I encourage you to discuss the course content and examinations with me at any time during the semester. **My office is open to you during office hours.** For other times, email me to make an appointment. I also encourage you to share with me any feelings (both positive and negative) or concerns you may have about this course, the assignment, or teaching style. I value your input at all times.

Responsibilities of the Student: In this course, students will be treated as professionals, and professional conduct is required. This means that, at a minimum, you will:

- Be respectful of others and understand that students often have strong opinions about the subject matter. You may not agree with the opinions expressed by others, however, you are expected to be respectful of all students, even those with whom you disagree.
- Bring your laptops and smart phones to class (if you have them), we will use them to work on assignments. As a courtesy to everyone in class, please turn the sound off your phone and refrain from texting/checking Facebook, e-mail, etc. Laptops are encouraged for note taking and working on classroom assignments, but once again do not use them during class for tweeting, checking e-mail, etc.
- Unless cell phones are being used to complete an in-class assignment, keep cell phones on silent and put away. Cell phone use will be dealt with swiftly and decisively.
- Remember this is a classroom, not a movie theater. It is rude and disruptive if students leave class before the class period ends! I expect you to come to class on time and stay the entire period—if you need to leave class early, let me know before class begins.
- Stay home when sick! If you need to study for another class, do that elsewhere. If you choose to come to class, plan to be fully alert and engaged in the lecture and activity for the day.

Students are responsible for earning ALL the points needed to obtain whatever grade they are seeking in this course. I have provided a variety of ways for you to earn points. Sustained, consistent effort throughout the semester is required to earn points. Students who earn high grades make a choice to do so---it's not magic. If you want a high grade you must be willing to make sacrifices for it! If you choose to devote more time to other courses or activities, your grade will likely reflect your choices.

Plan Ahead. You should expect to set aside 8-10 hours per week to complete the requirements for this course.

Creating a Respectful Learning Environment: I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication and mutual respect. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

Acceptable Student Behavior: Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, and completing given assignments.

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Academic Integrity: Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT

catalog, the term "cheating" includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e) any other act designed to give a student an unfair advantage.

The term "plagiarism" includes but is not limited to: a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please review [Academic Integrity Policy \(PDF\)](#)

**If you require clarification on what counts as academic dishonesty, it is your responsibility to ask the instructor of the course. Ignorance is not an excuse for academic dishonesty.

Technical Support: It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise: UNT Helpdesk, Sage Hall 130 – (940)-565-2324 or helpdesk@unt.edu

Netiquette: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette (<https://clear.unt.edu/online-communication-tips>) when interacting with class members and your instructor in Canvas or email. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. The Code of Student Conduct can be found at: <https://uaf.edu/csrr/>

Academic Accommodations: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information go to the Office of Disability Access website (<http://disability.unt.edu>) or contact them by phone (940) 565-4323.

Emergency Notification and Procedures: UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include (1) knowing the evacuation routes and severe weather shelter areas in the buildings where your classes are held, (2) determining how you will contact family and friends if phones are temporarily unavailable, and (3) identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (**FERPA**) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

SPOT Course Evaluation: Student feedback is important and an essential part of participation in this course. SPOT is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the **SPOT website** (<http://spot.unt.edu/>) or email spot@unt.edu.

Resources

- **Writing Center:** Writing assignments constitute a significant portion of your grade, I encourage you to seek out assistance from the Writing Center:
<https://writingcenter.unt.edu/>
- **CANVAS:** <https://unt.instructure.com/>
- **UNT Student Help Desk:** 940-565-2324 or <https://it.unt.edu/helpdesk>
- **Library:** <http://www.library.unt.edu>
 - If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: www.library.unt.edu

- *Student Counseling Services:*
 - <https://learningcenter.unt.edu/> (General)
 - <http://studentaffairs.unt.edu/counseling-testing-services#programs> (Other programs and services)
- *Student Learning Center:*
 - <https://learningcenter.unt.edu/> (General)
 - <http://learningcenter.unt.edu/studentresources> (Student resources)
- *Additional Information on Meeting Basic Needs:* Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess.
- *UNT Food Pantry:* can be found at <http://deanofstudents.unt.edu/resources/food-pantry>
- *Access to Information – Eagle Connect:* Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect \(https://it.unt.edu/eagleconnect\)](https://it.unt.edu/eagleconnect).
- *Survivor Advocacy:* UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.
- *Dean of Students Office:* University Union, Suite 409
 - (940) 565-2648 or deanofstudents@unt.edu

COURSE CALENDAR

Chapter(s) / Topic(s) Schedule	Due Date	Assignment	Points
Ch 1: Introduction	2/8	Critical Thinking Activity 1	25
Ch. 2: Biological Foundations	3/8	Critical Thinking Activity 2	25
Ch. 3: Cognitive Foundations			
Ch. 6: The Self	3/22	Teens On Screen Outline	20
Ch. 5: Gender	4/5	Critical Thinking Activity 3	25
Ch. 4: Cultural Beliefs	4/26	Teens on Screen Essay	140
Ch. 7: Family Relationships			
Ch. 8: Friends and Peers			
Ch. 9: Love and Sexuality			
Ch. 12: Media	5/3	Critical Thinking Activity 4	25
Ch. 10: School			
Ch. 11: Work			
Ch. 13: Problems and Resilience		Total Points (plus ICA)	400
3/9 – 3/15: SPRING BREAK – NO CLASS			