

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE - Winter 2026

EP3040(A3): Adolescent Learning and Development - 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Dr. Denise Nowicki **PHONE:** 780-539-2792
OFFICE: C401 **E-MAIL:** dnowicki@nwpolytech.ca
OFFICE Monday and Wednesday 11:40 am – 12:40 pm

CALENDAR DESCRIPTION: This course is designed to provide students in Education who expect to work with adolescents (ages 11-17) with a working knowledge of important concepts and issues in Educational Psychology. Students will gain an understanding of how adolescents from diverse backgrounds develop and learn and how teachers provide appropriate learning opportunities to support academic, cognitive and moral development, culture and diversity, and psychological development.

PREREQUISITE(S):

None

COREQUISITE(S):

None

REQUIRED MATERIALS:

Steinberg, L. (2023). *Adolescence* (13th ed.). McGraw Hill LLC.

Perry, B. D., & Szalavitz, M. (2017). *The Boy Who was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook* (3rd ed.). Basic Books.

- Access to the **NWP myClass** site
- Access to **NWP email**
- Handouts and Website resources as assigned
- A laptop and/or smart phone and internet access

DELIVERY MODE(S): On-Campus

LEARNING OUTCOMES:

Students will gain the ability to define, explain, demonstrate, evaluate and articulate:

- adolescence as a distinct stage of development,
- the major theories, perspectives and concepts in Educational Psychology as related to adolescent development,
- the process of cognitive and social development in adolescents and their impact on acquisition of knowledge,
- the role of environment, society and culture in determining adolescent behavior through the principles of learning,
- the impact of family, peer and teacher relationships and their reciprocal relationship with adolescent development and learning,
- ways to support adolescent resiliency, and
- the process of formal and informal evaluation and assessment of students' knowledge.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferralberta.alberta.ca>

** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

On-Line Quiz	Chapter 1	5%
Exam 1	Handout Assessment, Chapters 2, 3, 4 In-Class Discussions, & Book Study	25%
Exam 2	Chapters 5, 6, 7, 8, In-Class Discussions, & Book Study	25%
Book Study	Select chapters from: <i>The Boy Who was Raised as a Dog</i>	20%
Final Exam	Chapters 9, 10, 11, 12, In-Class Discussions, & Book Study	25%

1. **Exams and Final Exam:** The In-Term Exams and Final Exam will be based on material covered in both the textbook and *The Boy Who Was Raised as a Dog*, as well as the lectures. The In-Term Exams are worth 25% each and the Final Exam is also worth 25%. **The exams are not cumulative.**

Note on In-Term Exams and Final Exam:

- During exams, you are not allowed to access course materials (i.e., no access to notes/books, whether in paper format or on devices). Accessing such materials will be considered cheating and will result in an automatic “0%” on the exam.
 - Activities such as holidays or employment are not considered excusable reasons for missing any exam. Students who choose to miss an exam for employment, holiday, or other unexcused reasons may receive a “0%” on the exam.
 - The dates of the In-Term Exams are noted on the Course Schedule/Tentative Timeline on this Course Outline. The Final Exam date is to be determined by the Registrar (note that the Final Exam period is from April 16 - 23, 2026 inclusive).
2. **On-Line Quiz:** The On-Line Quiz is multiple-choice and is based on material covered in Chapter One of the textbook. This is an open-book quiz to be completed **out of class**. This Quiz is worth 5% of your final grade. You will answer the questions of the Chapter One Quiz by clicking the relevant link in myClass. This link is found under the “Quizzes” widget on the myClass page. **Note: you have 2 attempts for the Chapter Quiz. The system automatically keeps the highest grade.**

Deadlines for the Chapter Quiz are noted in 2 ways:

- this course outline (Course Schedule/Tentative Timeline)
- on the Quizzes link found on myClass.

Please write these deadlines on your calendar and set up myClass to send you reminders of upcoming deadlines. The links will **close at 11:59 (1 minute before midnight)** on the dates listed on the Course Schedule/Tentative Timeline (on this course outline) and **will not be reopened past the deadline. It is your responsibility to know the deadline of the quiz.**

3. **Book Study Assignments:** You will read five assigned chapters from, “The Boy Who Was Raised as a Dog” and come prepared to discuss each chapter in class. You will be responsible for completing a Chapter Assignment for each assigned chapter, **out of class**. These are open-book assignments. These assignments are worth 20% of your overall grade (4% per assignment). The nature of each assignment will be discussed in class. The links are found under the “Assignments” widget on the myClass page.

Deadlines for each Book Study Assignment are noted in 2 ways:

- this course outline (Course Schedule/Tentative Timeline)
- on the *Assignment* links found on myClass.

Please write these deadlines on your calendar and set up myClass to send you reminders of upcoming deadlines. The links will **close at 11:59 (1 minute before midnight)** on the dates listed on the Course Schedule/Tentative Timeline and **will not be reopened past the deadline. It is your responsibility to know the deadline of each assignment.** Do not ask for an extension if you miss a deadline.

Please note: This book discusses neglect and abuse of children and may be triggering for some students. If this is an issue for you, please come and see me to discuss an alternative assignment.

GRADING CRITERIA:

Please note that most institutions will not accept your course for transfer credit **IF** your grade is less than C-.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: These discussion topics/dates may be modified, and/or other topics may be added.

Schedule	Topic	Details
January 7		First Day of Class - Review of Course Outline
Jan. 12 & 14	Module A	Textbook Chapter 1: Biological Transitions
<i>January 18</i>		<i>On-Line Quiz Chapter 1 due 11:59 pm</i>
Jan. 19 & 21	Module B	Handout: Classroom Assessment, Grading and Testing
January 21		Book Study Chapter 1 In-Class Discussion
<i>January 25</i>		<i>Book Study Chapter 1 Due on myClass 11:59 pm</i>
Jan. 26 & 28	Module C	Textbook Chapter 2: Cognitive Transitions
Feb. 2 & 4	Module D	Textbook Chapter 3: Social Transitions
February 9 & 11	Module E	Textbook Chapter 4: Families
February 11		Book Study Chapter 6 In-Class Discussion
<i>February 15</i>		<i>Book Study Chapter 6 Due on myClass 11:59 pm</i>
February 16		Family Day
Feb. 17 - 20		Winter Break No Classes
Feb. 23 & Mar. 2	Module F	Textbook Chapter 5: Peers
<i>February 25</i>		<i>Tentative First Exam: Handout Assessment, Textbook Chapters 2, 3 & 4, In-Class Discussions, & Book Study Chapters 1 & 6</i>
March 4, 9, & 11	Module G	Textbook Chapter 6 and 7: School and Work, Leisure, and Media
March 4		Book Study Chapter 4 In-Class Discussion
<i>March 8</i>		<i>Book Study Chapter 4 Due on myClass 11:59 pm</i>
March 16 & 18	Module H	Textbook Chapter 8: Identity
Mar. 23 & 30	Module I	Textbook Chapter 9: Autonomy
<i>March 25</i>		<i>Tentative Second Exam: Textbook Chapters 5, 6, 7, & 8, In-Class Discussions, & Book Study Chapter 4</i>
April 1		Book Study Chapter 5 In-Class Discussion
April 1 & 6	Module J	Textbook Chapter 10: Intimacy and Chapter 11: Sexuality
<i>April 6</i>		<i>Book Study Chapter 5 Due on myClass 11:59 pm</i>
April 8 & 13	Module K	Textbook Chapter 12: Achievement
April 8		Book study Chapter 2 In-Class Discussion
<i>April 12</i>		<i>Book study Chapter 2 Due on myClass 11:59 pm</i>
April 13		Last Day of Classes
<i>TBA</i>		<i>Final Exam Schedule TBA Textbook Chapters 9, 10, 11, & 12, In-Class Discussions, & Book Study Chapters 2 & 5</i>

STUDENT RESPONSIBILITIES:

1. **Academic Performance:** The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course depends heavily on in-class discussion, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify me as soon as possible.

If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

2. **Exam Accommodations:** Exam accommodations are used by any number of students who struggle with processing and comprehending printed material, learning, and/or concentration (either due to the condition itself, or the effects of the medication which is used to treat the condition). Accommodations can also be sought by students with conditions that include but are not limited to mental health conditions, chronic illness, neurological disorders, visual disabilities, and motor disabilities.

If you require exam accommodations due to a disability or condition, you must contact *Accessibility Supports* (in the Learning Commons (aka Library)). More information is available at

Please note that when you contact an advisor, you will be asked to provide them with documentation supporting your request for accommodation. The advisors will inform me of your need for accommodation, and you will be responsible for arranging your exam session with Accessibility Supports at the scheduled exam time.

3. All assignments are due on the dates set by me and **must be submitted electronically (in the provided drop-box on myClass)** following the APA format. A support document for APA is available in the Academic Success Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.
4. **Respectful Behavior:** It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and me, attention to fellow student questions and my responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

5. **Missed Exams:** Dates for both in-term exams are included on this course outline and will be posted on myClass.

According to NWP policy, deferring a missed Exam is at the discretion of the instructor. In my courses, students who miss an exam because of illness, emergency, or NWP obligation (verified) may write the exam at a later date (set by me - I will choose a date that is mutually convenient for me and you). You will be required to provide documentation for your illness/emergency/NWP obligation.

When students miss an exam for reasons that do not include verified illness, emergency, or NWP obligations, a "0%" is assigned to that exam. Students who miss an exam without explanation will receive a "0%" on the exam.

Absences from a registrar-scheduled Final Exam fall under the NWP Examination Policy. It is the responsibility of the student to be informed about these policies prior to the final examination period:

If you miss the Final Exam due to illness, emergency or NWP obligation, you will be required to submit an application to the Registrar's office for permission to write a deferred exam and must do so within 48 hours of the scheduled exam time. You may defer the final exam for up to 20 days from the end of the examination period. You will be required to provide documentation for your illness.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

**Note: all Academic and Administrative policies are available on the same page.

- Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**
- Machine learning systems, commonly referred to as "AI," are useful tools, but must be used appropriately and with caution. Students are developing knowledge and skills and should not outsource these to machines. In this course, you are encouraged to consider how these systems can help you find information and refine the presentation of your thoughts, but you will also be required to demonstrate that you have verified this information and are responsible for what you present.

All written work submitted for this course, unless otherwise noted, requires academic referencing in the most recent APA Style. This includes both in-text referencing and a source list (bibliography or references).

In-text referencing additionally requires specific page references for all paginated sources (sources with page numbers or in documents with identifiable page numbers, such as pdfs). APA does not normally require this unless it is a direct quotation, but this course requires it for all references.

Works not meeting these requirements will be returned to the student ungraded. Students will be permitted to revise the work subject to a 10% penalty for the first revision and a 25% penalty for the second revision. Revised work which still fails to meet the requirements after a second revision will receive a 0% grade.

ADDITIONAL INFORMATION:

1. The format of each exam will be discussed in class.
2. It is your responsibility to read every chapter and assigned reading (if any) prior to class, and attend all lectures.
3. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class as your exams will include materials from the lectures that are not covered by your textbook.
4. It is expected that students will display a professional attitude and behavior. These attitudes and behaviors are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
5. Please come and talk with me if you have concerns or you are experiencing difficulties that may have a negative impact on your academic performance. **I am here to support you towards the successful completion of this course.**