



Course Syllabus

SOCS 5810.01

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ADOLESCENT PSYCHOLOGY

Spring, 2005 3 credit hours

Course Description

This course involves the theoretical and empirical study of adolescence. Topics addressed will include physical development, intellectual development, values and moral development, personality development, sexuality, social/psychological problems, and cultural context. The educational applications for each topic will be explored. Specific attention will be devoted to problems which may arise during adolescent development and how educators (especially teachers) can identify and work with students having these problems.

Learning Outcomes (MoSTEP standards #2 and #6)

This course will enable participants to:

- 1) Develop a familiarity with various theories and studies relevant to the adolescent period, ages 12 to 23 (SOE G1.1, G1.3)
- 2) Use these theories and studies to analyze the concerns and behaviors of adolescents (SOE G 1.3)
- 3) Identify curricular and instructional guidelines for teaching adolescents (SOE G2.1)

The above objectives will be met through:

- 1) Class discussions, readings, and short written assignments on theories, issues, and problems in adolescent development (SOE G1.1, G4.1, G4.2; D1.1, D2.1)
- 2) Analysis of an individual adolescent's case background (SOE G1.2, G2.1; D2.2)
- 3) An in-depth research paper in which one specific topic in adolescent psychology is examined (SOE G1.2; D1.3, D1.4)

Required Readings

Jaffe, M.L.(1998) Adolescence. New York: Wiley. (ISBN: 0471571903)

Frosch, M.F. (1994) Coming of age in America: A multicultural anthology. New York: The New Press. (ISBN: 1565841476)

Written Assignments

- 1) Question Composition Assignments (due each week)
 - a. While you are reading Jaffe, jot down questions that come to mind about what you are reading.
 - b. Pick three of your questions that would lend themselves to an interesting class discussion. Put these in writing to turn in at the beginning of each class period.

- c. The instructor will choose a few of these questions for class discussion. Be prepared to kick off the discussion by explaining your questions and why they are of interest to you.

2) Case Report on an Adolescent Individual

- a. Case Background Write-up (due at the beginning of Week 2)
 - i. Choose an adolescent, 12-23 years old, who has a problem related to one or more of the topics that are the focus of class sessions 2-8. This can be a student in your class, a distant relative, a friend, acquaintance, or neighbor. It is preferable that you have current contact with this person, but acceptable to choose someone you have known in the past.
 - ii. Provide background on this individual, including a pseudonym, age, achievement level in school, demographics, how the person deals with peers, family constellation and dynamics, parenting style, and other information relevant to the individual's problem.
 - iii. End with a description of the problem.
 - iv. On a cover sheet, type your name, the individual's pseudonym and age, and the titles of the class sessions that are relevant to this individual's problem.
 - v. At least two, no more than three single-spaced pages, font size 12. Paper clip the cover sheet to your write-up (no staples, etc.)
- b. Case Analysis (due at the beginning of Week 5)
 - i. Choose a theoretical or research perspective from Jaffe that sheds light on the individual's situation and problem.
 - ii. Use this perspective in a detailed analysis of this case.
 - iii. Based on your analysis, make recommendations that you would suggest to a teacher or parent for problem solving.
 - iv. 4-6 double-spaced pages, font size 12, stapled.

3) Research Paper (due at the last class)

- a. Investigate a research question related to adolescent psychology that is of interest to you.
- b. In your introduction, state the main question, breaking it down into sub-questions. Tell why these are of interest to you.
- c. Find 8-10 recent references including an equal mix of journal articles, books, and websites. Include both theory and research related to your questions. Edited books and literature review articles can be especially fruitful. *PsychInfo* is a useful database.
- d. Using your own words, summarize what various authors have contributed toward answering this question. It is not necessary to read each reference thoroughly. Develop the skill of skimming the reference for the relevant information. Write a summary that includes the high points without leaving out critical information. Anything that is not your own idea should be identified with a citation, using APA format. Use quotations sparingly.
- e. End with a couple of pages of your conclusions about the answers to your research questions. Why did you come to these conclusions? How might this information be useful for teaching adolescents? What further questions did your research raise?
- f. 10-12 double-spaced pages, font size 12. Paper and references should be in APA format.

Course Schedule

- 1) Introduction to the Course
Peer Relations in Adolescence
(a) Readings:
 - i. Jaffe, Chapters 1, 2, 8
 - ii. Frosch, "The Kind of Light That Shines on Texas" & "The Body Politic"
- 2) Physical Development and Educational Applications
(a) Readings:
 - i. Jaffe, Chapter 3
 - ii. Frosch, "Summer Water and Shirley" & "from *How the Garcia Girls Lost Their Accents*"
(b) Written assignments due:
 - i. CASE BACKGROUND WRITEUP
 - ii. Three questions based on your reading of Jaffe chapter
- 3) Intellectual and Cognitive Growth
(a) Readings:
 - i. Jaffe, Chapters 4, 11
 - ii. Frosch, "The Wrong Lunch Line" & "Going to School"
(b) Written assignments due:
 - i. Three questions based on your reading of Jaffe chapters
- 4) Values and Moral Development in Adolescence
(a) Readings:
 - i. Jaffe, Chapter 5
 - ii. Frosch, "from *The Bastard Out of Carolina*" & "Judgment Day"
(b) Written assignments due:
 - i. Three questions based on your reading of Jaffe chapters
- 5) Personality Development and Classroom Applications
(a) Readings:
 - i. Jaffe, Chapters 6, 7
 - ii. Frosch, "The Jacket" & "from *This Boy's Life*"
(b) Written assignments due:
 - i. CASE ANALYSIS
 - ii. Three questions based on your reading of Jaffe chapters
- 6) Adolescent Sexuality
(a) Readings:
 - i. Jaffe, Chapters 9, 10
 - ii. Frosch, "Jump or Dive" & "What Means Switch"
(b) Written assignments due:
 - i. Three questions based on your reading of Jaffe chapters
- 7) Psychological and Social Problems in Adolescence
(a) Readings:
 - i. Jaffe, Chapters, 12, 13
 - ii. Frosch, "A Spell of Kona Weather" & "Marigolds"
(b) Written assignments due:
 - i. Three questions based on your reading of Jaffe chapters
- 8) The Cultural Context of Adolescent Experience
Course Summary and Conclusion
(a) Readings:
 - i. Frosch, "The Neighborhood" & "from *Davita's Harp*"
(b) Assignments due:
 - i. RESEARCH PAPER

- ii. Be prepared to give a 5-minute informal oral presentation of your research paper

Evaluation – Final Grade:

- 1) 25% - Participation in class discussions
- 2) 25% - Question composition assignments
- 3) 25% - Case reports on adolescent individuals
- 4) 25% - Research paper

Policies

- 1) Regular class attendance is required. If a student misses one of the class sessions, the student is responsible for that session's work plus a make-up assignment. If the student misses two class sessions, the student's grade will be reduced by one letter. More than two absences in this 8-class course will lead to an automatic grade of NC.
- 2) Written assignments are due on time. If you must miss a class, you may attach your assignments to an email that I should receive before the beginning of that class. The grade for each assignment will be lowered by one level (e.g. A- to B+) if it is late.
- 3) Research papers will be returned to students in the following manner: Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned. NOTE: Papers will not be available for pick up from the School of Education Office.
- 4) This syllabus is subject to change at the discretion of the instructor.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of

Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.