

Webster University  
Course Syllabus

COURSE NUMBER: EPSY 5810.01	COURSE TITLE: Adolescent Psychology	TERM: Fall 2005
SITE: WGSD 355	INSTRUCTOR CONTACT INFORMATION: Marsha Guilliams 314-989-8182 (business) <a href="mailto:mguilliams@ssd.k12.mo.us">mguilliams@ssd.k12.mo.us</a>	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values, and moral development, social problems, sexuality, and discipline. Students examine the educational applications for each topic.

2. LEARNING OUTCOMES:

This course will enable participants to:

- a. Become familiar with various theories and studies relevant to adolescence.
- b. Use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study.
- c. Apply course knowledge to the classroom setting.

Schedule of required readings, assignments, and exams

**NOTE: NO CLASS ON MONDAY, SEPT. 5, LABOR DAY. THE MAKE UP DAY WILL BE SEPT. 9<sup>TH</sup>, SAME TIME, SAME ROOM.**

Week 1:

Introduction to course and syllabus  
Epilogue, p. 546-550 (Overview/Hook)  
Methods of Studying Adolescent Development A1 – A16  
Chapter 1: Introduction to Adolescence  
Chapter 2: Theoretical Perspectives

Week 2:

Chapter 4: Cognitive Development  
Chapter 5: Moral Development  
Choose topic for case study

Week 3:

Chapter 6: Identity, Self-Concept, and Self-Esteem

Chapter 7: In Families

Dreikers at <http://members.aol.com/tomkrapu/teach/Dreikurs.htm>

Week 4:

Chapter 3: Physical Growth and Development

Chapter 8: Peers and Youth Culture

Test 1 – 30 items, 1 hr exam (15 points)

Week 5:

Chapter 9: Sexuality

Chapter 10: Intimacy, Pregnancy, Marriage, and Child Rearing

Week 6:

Chapter 11: Schooling and Achievement

A SELF PSYCHOLOGICAL ASSESSMENT AND INTERVENTION MODEL  
FOR CHILDREN, ADOLESCENTS AND THEIR PARENTS: IMPLICATIONS  
FOR DEVELOPMENTAL INTERVENTIONS pp.1-16, 21-22 at

<http://members.aol.com/tomkrapu/teach/Self.htm>

Week 7

(1/2 of students orally present 10-15 min. summary on case study) Optional:  
typed case study due this week if you want it returned next week.

Chapter 13: In Crisis

Week 8:

(All typed case studies due)

(1/2 of students orally present 10-15 min. summary on case study)

Chapter 12: Vocational Development

Test 2 – 30 items, 1 hr exam (15 points)

3. RESOURCES:

Required Text: Adolescence, by Michael L. Jaffe

John Wiley & Sons, Inc.

ISBN: 0-471-57190-3

Supplemental Readings:

As assigned by instructor (see weekly reading assignments)

4. EVALUATION:

Assessment A:

Find 2 articles that refer to a topic of personal interest and are related to the course. Write a brief summary of each article and how the information would be applied to working with adolescents in a school. The articles must be from professional journals (e.g. not Parent Magazine, Newsweek etc.) Be prepared to share the information orally and informally during class discussions.

Link to Course Outcomes:

Become familiar with various theories and studies relevant to adolescence

Percentage of Grade:

Total: 20% (10% for each article)

Assessment B:

Examinations:

Test 1 worth 15 points (30 items); Test 2 worth 15 points (30 items)

Link to Course Outcomes:

Apply course knowledge to the classroom setting

Percentage of Grade:

Total of 30% of grade – 15% for each test

Assessment C:

Class participation. Contributing information from readings, ideas, and insights as they apply to adolescents, group work and in class activities. For example scenarios will be given dealing with adolescents and the student/s will write a response on how to handle the situation from the perspective of a classroom teacher.

Link to Course Outcomes:

Become familiar with various theories and studies relevant to adolescence; use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study; apply course knowledge to the classroom setting

Percentage of Grade:

10%

Assessment D:

Complete a case study. Choose one out the following three choices. (Due the 7<sup>th</sup> or 8<sup>th</sup> week of class.)

- a. Individual Adolescent Analysis – Interview an adolescent outside your immediate family. State your objective and list probing questions you might use. Script answers to use quotes. Also talk with the adolescent's parent/s, relative or teacher to find out their perspective.

- b. Autobiography – Write an autobiography of your adolescent experience. Include timeline from age 10-20 with major life events. Ask for input from a parent, relative, or teacher on their view of your adolescent period. Express how your experiences and the reaction of adults in your life will likely affect your interaction with adolescents in school and possibly as a parent.
- c. Analysis of Programs for Adolescents – Choose a program in the St. Louis Area that targets adolescents. Visit the program. Describe how it operates and what is the vision/philosophy. Find at least 2 research articles that support its effectiveness and/or obtain data from the program that shows its effectiveness.

Link to Course Outcomes:

Use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study.

Percentage of Grade:

40%

6. GRADING SCALE:

Number of points:	95-100 = A
	90-95 = A-
	85-90 = B
	80-85 = B-

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

**Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is her/hers own or implying that another person's work is his/hers own (through inadequate or inaccurate citations or reference material.)

Students:

Should not copy whole portions of text from another source as a major component of papers or projects.

Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

#### 6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.