

Course Syllabus

EPSY 5810.02

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ADOLESCENT PSYCHOLOGY

Fall, 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. These do not need to be typed.
 - 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 friend, acquaintance, or neighbor, but not a relative. 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. In one paragraph, summarize the ideas and concepts of this perspective.
 - iii. Use this perspective to analyze the case in detail.
 - iv. Based on your analysis, make recommendations that you would suggest to a teacher or parent for problem solving.
 - v. 4-6 double-spaced pages, font size 12, stapled.
- 3) Resource Review (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 3 related academic journal articles, 3 books, and 3 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, available in the library. Librarians are very happy to help you find these resources.
 - 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. Use quotations sparingly, identifying them with a citation, using APA format.
 - 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.
 - g. Note: APA style summary sheets are available in the library.

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

Evaluation – Final Grade:

- 1) 25% - On-time class attendance and participation in class discussions
- 2) 25% - Question Composition Assignments
- 3) 25% - Case Report on adolescent individuals (2 parts)
- 4) 25% - Resource Review

Policies

- 1) Please use email to discuss anything that you want the instructor to remember.
- 2) This is an intensive course with less time spent in the classroom than usual. For this reason, regular class attendance is especially important. Almost all of each class period will be group discussion. When you are missing from the class, your fellow students feel let down and the quality of the discussion is diminished. Please make arrangements now to attend all classes and be there on time, for the whole time. Notify the instructor and the class if you plan to be absent.
- 3) A class session is considered "missed" if the student is away for more than two of the four hours.
 - Students who miss the first class will be required to drop the course.
 - For each missed class, the student is responsible for that session's work plus a make-up assignment. Contact the instructor to negotiate this assignment. It is due on the last day of class. It will count toward your grade in class attendance and participation.
 - If the student misses two class sessions, a makeup assignment is due for each class. The student's final grade will also be reduced by one letter (e.g. A- to B-).
 - More than two absences in this 8-class course will lead to final grade of NC.
- 4) Written assignments must be on paper, not in the form of email attachments. Hand in assignments by the beginning of the class period when they are due. The grade for each assignment will be lowered by one letter if it is handed in after 9:30 a.m. on the due date. Final papers will not be available for pickup from the School of Education Office. They may be returned to students in the following manner: Provide a self-addressed stamped envelope (appropriate size and postage) to the instructor.
- 5) Students at Webster University are expected to practice academic honesty. Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of 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.

Consequence of academic dishonesty: Student receives a grade of NC for the

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

6) 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.