



**Course Syllabus**

<b>COURSE NUMBER:</b> EPSY 5810.01	<b>COURSE TITLE</b> Adolescent Psychology	<b>TERM:</b> Fall 2006
<b>SITE:</b> WEB 324	<b>INSTRUCTOR CONTACT INFORMATION:</b> Marsha Guilliams <a href="mailto:mguilliams@ssd.k12.mo.us">mguilliams@ssd.k12.mo.us</a> 314-989-8182	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:**

**THIS COURSE INVOLVES THE THEORETICAL AND EMPIRICAL STUDY OF ADOLESCENCE. TOPICS ADDRESSED INCLUDE PHYSICAL DEVELOPMENT, INTELLECTUAL DEVELOPMENT, VALUES, MORAL DEVELOPMENT, SOCIAL PROBLEMS, SEXUALITY, AND DISCIPLINE. STUDENTS EXAMINE THE EDUCATIONAL APPLICATIONS FOR EACH TOPIC.**

**2. LEARNING OUTCOMES:**

Course Outcomes
This course will enable participants to: <ol style="list-style-type: none"> <li>1. Become familiar with various theories and studies relevant to adolescence.</li> <li>2. Use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study.</li> <li>3. Apply course knowledge to the classroom setting.</li> </ol>

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

**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**

**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**

**Week 7:**

**Chapter 13: In Crisis**  
**½ of students orally present 10-15 minute summary of their case study. (Optional: typed case study due this week if you want it returned next week.)**

**Week 8:**

**Chapter 12: Vocational Development**  
**Test 2 – 30 items, 1 hr exam (15 points)**  
**ALL TYPED CASE STUDIES DUE**  
**½ of students orally present 10-15 minute summary of their case study.**

**4. RESOURCES:**

***Required Text(s):***

Adolescence, by Michael L. Jaffe  
John Wiley & Sons, Inc.  
ISBN: 0-471-57190-3

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments	Links to Course Outcomes	Percentage of Grade
<p>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 in class as the articles relate to class topics.</p>	<p>Become familiar with various theories and studies relevant to adolescence</p>	<p>20% (10% for each article)</p>
<p>Assessment B</p> <p>Examinations: Test 1 worth 15 points (30 items) Test 2 worth 15 points (30 items)</p>	<p>Have knowledge in order to apply to classroom setting</p>	<p>30% (15% for each test)</p>
<p>Assessment C</p> <p>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. <b>If you are not in attendance, 10 points will be deducted from your grade.</b></p>	<p>Become familiar with various theories and studies relevant to adolescents; 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</p>	<p>10%</p>
<p>Assessment D</p> <p>Complete a case study. Choose one out of the following three choices: (Due the 7<sup>th</sup> or 8<sup>th</sup> week of class. Present a 5-10 minutes summary orally to the class.)</p>	<p>Use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study.</p>	<p>40%</p>
<p>1. Individual Adolescent Analysis:  Interview an adolescent outside your immediate family. State your objective and list probing questions you might use. Script</p>		

answers to use quotes. Also talk with the adolescent's parent/s, relative or teacher to find out their perspective.		
<p>2. Autobiography:</p> <p>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 our life will likely affect your interaction with adolescents in school and possibly as a parent.</p>		
<p>3. Analysis of Programs for Adolescents</p> <p>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.</p>		

**6. GRADING SCALE:**

<b>Number of points: 95-100 = A</b>
<b>90-95 = A-</b>
<b>85-90 = B</b>
<b>80-85 = B-</b>

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

## 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 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.

#### **Consequences of Academic Dishonesty:**

**The student will fail the class.**

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

## ACCESSIBILITY/ACCOMMODATIONS POLICY

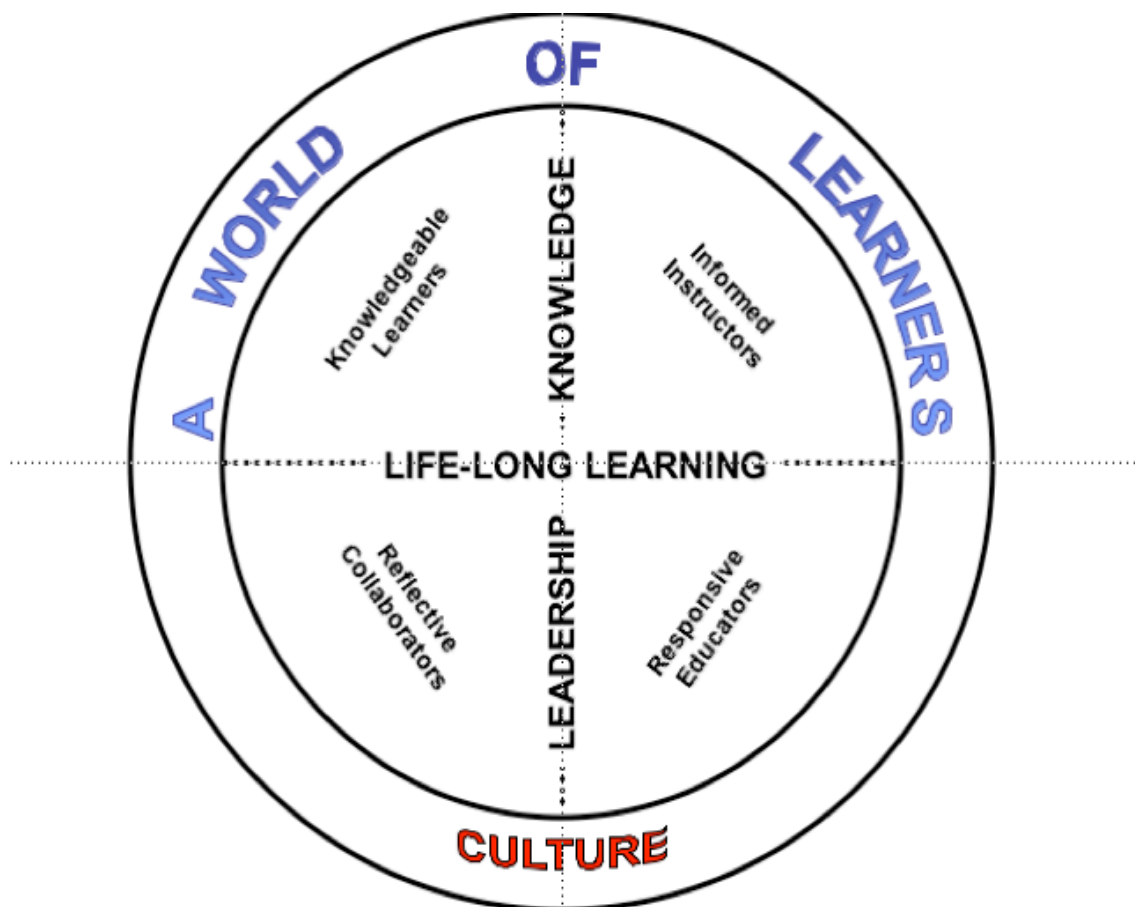
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**