



“Developing a World of Learners Through Knowledge, Leadership and Life-long Learning”

COURSE NUMBERS: EDUC 2080 EPSY 5540	COURSE TITLES: EARLY ADOLESCENT DEVELOPMENT PSYCHOLOGY OF EARLY ADOLESCENCE	TERM: Fall 2008
SITE: Webster Hall Webster University 470 East Lockwood St. Louis, MO, USA 63119	INSTRUCTOR CONTACT INFORMATION: <div style="background-color: #e0e0e0; padding: 2px;"> DEBORAH ANNE STILES, Ph.D. </div> Professor Webster Hall 243 Webster University 470 East Lockwood St. Louis, MO, USA 63119 TELEPHONE (314) 968-7056 FAX (314) 968-7118 EMAIL stilesda@webster.edu	CREDIT HOURS: 3

COURSE DESCRIPTION:

EDUC 2080 Early Adolescent Development (3)
 EPSY 5540 Psychology of Early Adolescence (3)

This course focuses on the psychological growth and development of the early adolescent (ages 9-15). Participants examine the physical, intellectual, personality, and emotional development; sexuality; and the social adjustment of the transescent child. The course also explores the relationship of the school environment to the child's development.

RATIONALE:

Not enough is known about cultural variations among early adolescents within the U.S.A. or international variations. Most theories of early adolescent development have been constructed from studies done with middle class young people from "Western" countries and it is a mistake to generalize from these studies (Lloyd, 1985; Turney-Puerta, 1984). Within the U.S.A. children may have very different experiences of growing up depending on whether they come from poor families, middle class backgrounds, immigrant groups, racial and ethnic minorities or majorities, and whether they're male or female (Gollnick & Chin, 1994; Scales, 1991). U.S.A. schools are becoming increasingly diverse (Gollnick & Chin, 1994; Scales, 1991). International studies of young adolescents can help to expand theory, increase the range of variables, and identify universals in developmental processes (Offer, Ostrov, Howard & Atkinson, 1988). This course received a Title VI Grant for "Infusing middle school teacher education courses with international perspectives." Students in this course will understand early adolescent development from an international perspective.

TEXTS:

Brighton, K. (2007). Coming of age: The education and development of young adolescents school. Westerfield, Ohio: National Middle School Association

Gibbons, J.L. and Stiles, D.A. (2004). The Thoughts of Youth: An International Perspective on Adolescents' Ideal Persons. Greenwich, CT: Information Age Publishing Inc.

COURSE OBJECTIVES:

This course will enable participants to:

1. Develop a working knowledge of several psychological theories relevant to early adolescence.
2. Understand various social science research methods of studying early adolescent development and appreciate the value of film, literature, art, and other media as means for further understanding early adolescents.
3. Use key concepts in the theories and research to analyze the concerns and behaviors of early adolescents.
4. Understand early adolescent development from an international perspective.
5. Develop awareness and compassion for the social, emotional, and intellectual needs of diverse young adolescents.
6. Evaluate the usefulness/applicability of the various theories and related research to middle school teaching.
7. Participate in a professional conference on the psychology of early adolescence.

Course outcomes:

Students will demonstrate accomplishments in the following areas:	Accomplishments assessed during these assignments, activities, and discussions	National Middle School Association Standards addressed.	Missouri Standards for Teacher Education Programs addressed.	SOE Goals and SOE Dispositions addressed
Knowledge of key concepts in theories and research pertaining to physical development in early adolescents.	Puberty, health, sexuality presentations. Final essay (key assessment) Conference on the psychology of early adolescence.	Understand the major concepts, principles, and theories of young adolescent development. Understand the range of individual differences of all	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and

		young adolescents. Understand issues of young adolescent health and sexuality.		scholarship.
Knowledge of key concepts in theories and research pertaining to psychosocial development in early adolescents.	Puberty, health, sexuality presentations. Final essay (key assessment) Conference on the psychology of early adolescence.	Understand the major concepts, principles, and theories of young adolescent development. Understand the range of individual differences of all young adolescents. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
Knowledge of key concepts in theories and research pertaining to cognitive development in early adolescents.	Puberty, health, sexuality presentations. Final essay (key assessment) Conference on the psychology of early adolescence.	Understand the major concepts, principles, and theories of young adolescent development.	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
Understand various research methods for studying early adolescents.		Possess a depth and breadth of knowledge.	Creates interdisciplinary learning.	Applies tools of inquiry to construct meaningful learning experiences.
Make connections to many academic		Possess a depth and breadth of	Creates interdisciplinary	Applies tools of inquiry to

disciplines including psychology, biology, anthropology, literature, and film.		knowledge.	learning.	construct meaningful learning experiences.
Understand early adolescent development from an international perspective.		Respect and appreciate the range of individual developmental differences of all young adolescents. Believe that diversity among all young adolescents is an asset.	Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences. Connects instruction to students' prior experience and family, culture, and community.	Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
Demonstrate awareness and compassion for the social, emotional, and intellectual needs of diverse young adolescents.	Class discussions Final essay (key assessment)	Respect and appreciate the range of individual developmental differences of all young adolescents. Believe that diversity among all young adolescents is an asset.	Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences. Connects instruction to students' prior experience and family, culture, and community.	Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
Evaluate the usefulness/applicability of the various theories and related research to middle school teaching.	Class discussions Final essay (key assessment)	Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.	Provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
Participate in a	Conference on the	Engage in and	Knows and	Education

professional conference on the psychology of early adolescence.	psychology of early adolescence.	support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).	identifies child/adolescent development.	candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
---	----------------------------------	---	--	--

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

Syllabus for Psychology of Early Adolescence and Early Adolescent Development

8/25

Week 1 Introduction

Class activities:

Film: Stand By Me

Discussion: Stand by Me and “Understanding Teenagers”

Methods of studying early adolescence: an interdisciplinary approach

Experiential learning activity: poetry

Preparation for field trips for observations of youth at a mall, bowling alley, dance, Labor Day picnic, etc.

Lecture: Research methods; formulation of hypothesis

Reading:

Stiles, “Understanding teenagers”

Selected poems

Optional: extra credit survey

9/5 (FRIDAY)

Week 2 Psychosocial development: Peer Relationships

Class activities:

Field trips for observations of youth at a mall, bowling alley, dance etc.
Observe teens in natural habitat, test on hypothesis about early adolescents, prepare presentations on peer groups

Reading due today:

Brighton, K. (2007). Coming of age: The education and development of young adolescents school. Domains of Development

Stiles, Kargus. Quinn, Hammel Anderson, "Young Adolescents at the Mall"

Logan. "Want to teach? First go to the mall"

Elkind, "Strategic Interactions in Early Adolescence"

Skim, Gibbons and Stiles (2004). The Thoughts of Youth: An International Perspective on Adolescents' Ideal Persons Leisure and Fun

9/8

Week 3 Psychosocial development: Identity formation - the central task

Class activities:

Film: Welcome to the Doll House

Discussion and experiential learning activities

Lectures and discussions:

Film reviews

Professional presentations

Poster or power point presentations

Questions to consider:

What physical, psychosocial, and cognitive characteristics identify learners in the early adolescence developmental period?

How does boys' development compare with girls' development?

Reading due today:

Brighton, K. (2007). Coming of age: The education and development of young adolescents school. Contexts in which young adolescents function

Erikson, "Adolescence" from "The Life Cycle: Epigenesis of Identity"

Gibbons and Stiles (2004). The Thoughts of Youth: An International Perspective on Adolescents' Ideal Persons. Self and Identity; Family, Relationships, and Romance

Assignments due 9/15:

Book, film, or television show reviews (1- 4 pages)

Field visits presentations (groups - about 5 minutes per person)

9/15

Week 4 – Physical and psychosocial development

Note: Two assignments due today

Class activities:

Psychosocial development (continue)

Lecture: puberty, physical development in adolescence (begin)

Lecture: Piaget and his methods (introduction)

Assignments due today:

Book, film, or television show reviews (1-4 pages) Fill out evaluation sheet

Field visits presentations (groups about 5 minutes per person) Fill out evaluation sheet

Reading due today:

Reread: Brighton, K. (2007). Coming of age: The education and development of young adolescents school Social Development and Physical Development

Skim: Gibbons and Stiles, Physical Development

Assignment due next week:

Title and research and references for final poster or power point presentation (at least three professional references)

9/22

Week 5 Physical development: Puberty, physical problems, stresses, eating disorders, sexuality, rites of passage etc. Piaget and his methods continued

Note: One assignment due today

Class activities:

Lecture and activity: rites of passage, excerpt from Whale Rider

Lecture: Piaget and his methods – continued – discuss data

Experiential learning activity

Reading due today:

Brighton, K. (2007). Coming of age: The education and development of young adolescents school Reread: Intellectual Development and Read: The Well-Being of Young Adolescents

Elkind, D. (2000). "Perils of Puberty" in All grown up and no place to go: Teenagers in crisis. New York; Addison-Wesley Longman.

Delaney, C.H. (1995). Rites of passage in adolescence. Adolescence, 30. (20), 891-8).

Assignment due today:

Title and research and references for poster or power point presentation (at least three academic references)

Optional: Bring data for cognitive development discussion

Assignments due next week:

You have a choice: you can do an oral presentation on puberty or rites of passage or you can do a written presentation on cognitive development (2 - 4 pages)

Oral presentations on perils of puberty/rites of passage (5 minutes)

Abstract for poster or power point presentation (proposal)

9/29

Week 6 Cognition in Early Adolescence

Note: Two assignments due today

Class activities:

Piaget's developmental theory: Formal reasoning VT 39

Oral presentations on perils of puberty/rites of passage (5 minutes)

Experiential learning activity

Assignments due today:

You have a choice: you can do an oral presentation on puberty or rites of passage or you can do a written presentation on cognitive development (2 - 4 pages) Fill out evaluation sheet

Abstract for poster or power point presentation (proposal) Fill out evaluation sheet

Assignment due next week:

Visit to a middle school or early adolescent program

Reading due today:

Piaget, "Adolescence" from Six Psychological Studies
Reread Elkind, "Strategic Interactions in Early Adolescence"
Gibbons and Stiles (2004). Intelligence and Schooling
Stiles et al. (2006) Pictures of Hearts and Daggers: Strong
Emotions Are Expressed in Young Adolescents' Drawings of
their Attitudes towards Mathematics

10/6

Week 7 Early Adolescents in School

Class activities:

Discussion of school or early adolescent program visits.
Research about adolescents' attitudes in Switzerland, South Africa,
Singapore, the USA, Iceland, and Mexico presented.
Experiential learning activity

Reading due today:

Stiles, "Middle Schools in Iceland"
Everhart, "The Nature of 'Goofing Off' Among Junior High School
Adolescents"
Gibbons and Stiles (2004). Intelligence and Schooling

Assignments due next week:

How will you use your knowledge of young adolescents' physical,
psychosocial, and cognitive development for designing and
implementing developmentally appropriate curricular and instructional
practices?
Poster or power point presentations for the conference

10/13

Week 8 Conference on Early Adolescence

Note: three assignments due today

Class activities:

Poster or power point presentations

Questions to consider:

What physical, psychosocial, and cognitive characteristics identify
learners in the early adolescence developmental period?

What are the implications of young adolescents' physical, psychosocial, and cognitive development for designing and implementing developmentally appropriate curricular and instructional practices?

Assignments due today:

Poster or power point presentations (including revised abstract) Fill out evaluation sheet

Key assessment: How will you use your knowledge of young adolescents' physical, psychosocial, and cognitive development for designing and implementing developmentally appropriate curricular and instructional practices?

Class participation evaluation

15% Class attendance and participation

15% Film, or television program review (1- 4 pages)

15% Group presentations of observations of early adolescents in a natural habitat (5 minutes per person – each person is graded individually)

Either 15% Puberty, physical development, health, sexuality, rites of passage presentations (5 minutes)

Or 15% Cognitive development assignment (2- 4 pages)

15% Final essay (key assessment) How will you use your knowledge of young adolescents' physical, psychosocial, and cognitive development for designing and implementing developmentally appropriate curricular and instructional practices?

25% Poster or power point presentation – individuals or co-authors/ co-presenters (co-authors receive the same grade)

Including:

Title and research and references for poster or power point presentation

Abstract for poster or power point presentation (proposal)

Abstract for poster or power point presentation (revised)

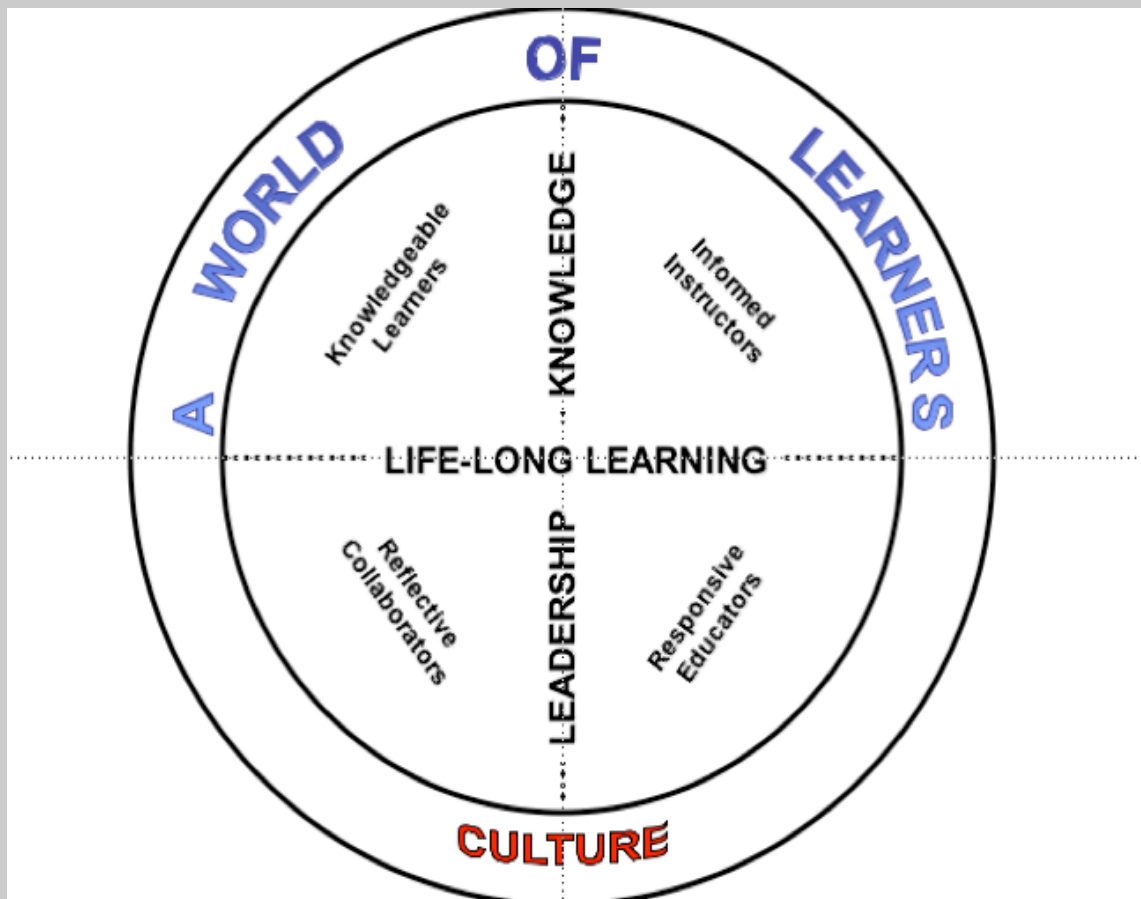
Final poster or power point

**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.

Goals

1. 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.

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
-