



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

COURSE NUMBERS: EPSY 5810.01	COURSE TITLES: ADOLESCENT PSYCHOLOGY	TERM: Fall 08
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COURSE DESCRIPTION:

EPSY 5180 Adolescent Psychology (3)

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. Intracultural and intercultural variations in development are explored. Students examine the educational applications for each topic.

COURSE OBJECTIVES:

This course will enable participants to:

1. Develop a working knowledge of several psychological theories relevant to adolescence.
2. Understand various social science research methods of studying adolescent development and appreciate the value of film, literature, art, and other media as means for further understanding adolescent development and behavior.
3. Understand intracultural and intercultural variations in adolescent development.
4. Develop awareness and compassion for the social, emotional, and intellectual needs of diverse adolescents.
5. Evaluate the usefulness/applicability of the various theories and related research to secondary school teaching.
6. Participate in a professional conference on adolescent psychology.

Course outcomes:

Students will demonstrate accomplishments in the following areas:	Accomplishments assessed during these assignments, activities, and discussions:	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 adolescents.	Oral presentations. Discussions of physical development readings. Conference on the psychology of adolescence.	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 psychosocial development in adolescents.	Film reviews. Discussion of films and psychosocial development readings. Conference on the psychology of adolescence.	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 and moral reasoning development in adolescents.	Discussions of cognitive development activities and readings. Conference on the psychology of adolescence.	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	Observations,	Creates	Applies tools of

various research methods for studying adolescents.	interviews, surveys, experimental methods, meta-analyses	interdisciplinary learning.	inquiry to construct meaningful learning experiences.
Make connections to many academic disciplines including psychology, biology, anthropology, literature, and film.	Texts Articles Poetry <u>Smoke Signals</u> <u>Real Women</u> <u>Have Curves</u>	Creates interdisciplinary learning.	Applies tools of inquiry to construct meaningful learning experiences.
Understand adolescent development from an intracultural and intercultural perspective.	Class discussions textbooks oral presentations Intracultural or intercultural variations	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 Intracultural or intercultural variations Statement on how you will apply adolescent psychology to your future career in education.	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 Conference on the psychology of adolescence.	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 professional conference on the psychology of adolescence.	Conference on the psychology of adolescence.	Knows and identifies child/adolescent development. The program	Education candidates will reflect on the roles educators take as leaders

		gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.	of change through collaboration with colleagues, students, and families in schools and communities.
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EPSY 5810 Adolescent Psychology

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

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Week 1 Introduction 10/30

Who Am I? The Central Question of Adolescence

Discussion and film, Smoke Signals, a film that illustrates Erikson's theories

Writing a film review and integrating course materials.

Reading due next week:

Arnett, J. (2003). Adolescence and emerging adulthood: A cultural approach. New York: Prentice Hall. Skim chapters 1 & 6.

Erikson, (adolescence) excerpt from Erikson, E. H. (1968). Identity: Youth and crisis New York: Norton.

Gibbons, J. & Stiles, D.A. (2004). The thoughts of youth: An international perspective on adolescents' ideal persons. Greenwich, CT: IAP.

Chapter 1

Assignments due next week:

1. Film review applying Erikson's theories (1-4 pages)

2. Examples of adolescent or emerging adulthood poetry, art, and/or music. (Required but non-graded assignment).
3. An example of an abstract of a scientific study of adolescence from a professional journal. (Required but non-graded assignment).

Week 2 Methods of Studying Adolescents 11/6

Discussion of film reviews and adolescent poetry, art, and music.

Scientific methods of studying adolescent psychology.

Experiential learning activities

Discussion: Choosing a topic. Writing a title. Selecting references.

Preparing an abstract. Preparing a poster presentation.

Field trip to Emerson library

Reading due today:

Arnett, J. (2003). Adolescence and emerging adulthood: A cultural approach. New York: Prentice Hall. Chapters 1,4 & 6.

Benard, B. (2003). Turning it around for all youth: From risk to resilience. ERIC Clearinghouse on Urban Education Digest

Erikson, (adolescence) excerpt from Erikson, E. H. (1968). Identity: Youth and crisis New York: Norton.

Gibbons, J. & Stiles, D.A. (2004). The thoughts of youth: An international perspective on adolescents' ideal persons. Greenwich, CT: IAP.

Chapter 1

Excerpts on research methodology and professional presentations

Assignments due today:

1. Film review applying Erikson's theories (1-4 pages)
2. Examples of adolescent or emerging adulthood poetry, art, and/or music. (Required but non-graded assignment).
3. An example of an abstract of a scientific study of adolescence from a professional journal. (Required but non-graded assignment).

Week 3 Boys' Development 11/13

Who Am I?: The Central Question of Adolescence

Lectures:

Boys' development as normative

Erikson's identity vs. identity confusion; Kohlberg's moral reasoning development

Discussion and film, Raising Cain

Reading due today:

Arnett, (2003). Adolescence and emerging adulthood: A cultural approach behavior and development

Chapter 2, 5, 6

Kohlberg, "The cognitive developmental approach to moral education" from, Scarf, P. (Ed.) (1978). Readings in moral education Minneapolis: Winston.

Gibbons, J. & Stiles, D.A. (2004). The thoughts of youth: An international perspective on adolescents' ideal persons. Greenwich, CT: IAP.

Chapters 2,3,4,7

Benard, B. (2003). Turning it around for all youth: From risk to resilience. ERIC Clearinghouse on Urban Education Digest

Reread: Erikson, (adolescence) excerpt from Erikson, E. H. (1968). Identity: Youth and Crisis New York: Norton.

Week 4 Girls' Development 11/20

Lectures:

Identity

Girls' Body Image

Development in a different voice

Discussion and film, Real Women Have Curves

"Ana (America Ferrera) is a beautiful Mexican-American girl who has just completed high school. Living in East L.A. with a hardworking blue collar family, Ana's graduation from an upscale school in Beverly Hills is heralded as a huge accomplishment. At least, that's the way her English teacher and mentor, Mr. Guzman (George Lopez) sees it. He would like Ana to apply to college as he feels that she is a smart and talented student. But Ana's deeply traditional mother, Carmen (Lupe Ontiveros), insists that she stay at home and help her sister working in a dressmaking factory." Synopsis from Rotten Tomatoes

How to do an oral presentation

Reading due today:

Gibbons, J. & Stiles, D.A. (2004). The thoughts of youth: An international perspective on adolescents' ideal persons. Greenwich, CT: IAP.

Chapter 3,4,8

Gilligan, excerpt from "Why Should a Woman Think More Like a Man"

Benard, B. (2003). Turning it around for all youth: From risk to resilience. ERIC Clearinghouse on Urban Education Digest

Reread:

Arnett, (2003). Adolescence and emerging adulthood: A cultural approach behavior and development

Chapter 2, 5, 6

Assignments due next week:

1. Oral presentations on diversity in adolescence (5 minutes)
2. Abstract proposal for final presentation (summarize at least three references)

Class 5 Diversity and adolescence 12/4

Assignments due today:

Presentations on information about intracultural or intercultural variations in adolescents' experiences (5 minutes)

Consider differences among groups of adolescents based on NCATE's definition (Professional Standards, p. 53): "Diversity [refers to differences] among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area."

Discuss abstract proposals for final presentation (summarize at least three references)

Assignment due next class

1. Bring to class Piaget's three questions or international questions

Class 6 Cognition and Schooling –regularly scheduled make up ?12/5

Experiential learning activities

Discussion Piaget's theory

Lecture:

Views toward school

In-class essay: Statement on how you will apply adolescent psychology to your future career in education

Letter to self (How you will become a "turnaround teacher" or other helping professional)

Reading due today: Arnett, (2003). Adolescence and emerging adulthood: A cultural approach behavior and development

Chapters 3,10,11

Gibbons, J. & Stiles, D.A. (2004). The thoughts of youth: An international perspective on adolescents' ideal persons. Greenwich, CT: IAP.

Chapters 5,6

(Adolescence) excerpt from Piaget, J. (1967). Six psychological studies. New York: Vintage.

Assignments due today:

Share with class: Piaget's three questions or international questions

In-class essay

Letter to self

Week 7 Guest speaker: Adolescents' problems and resilience 12/11

Arnett, (2003). Adolescence and emerging adulthood: A cultural approach behavior and development

Chapter 13

Risky behavior, substance abuse, delinquency, depression, eating disorders, resilience

Week 8 Conference 12/18

Poster presentations for conference on adolescent psychology

Summary and conclusion

Evaluation:

15% Film review applying Erikson's theories (1 - 4 pages)

15% Oral presentation intracultural or intercultural variations in adolescents' experiences (5 minutes)

15% In-class essay: Statement on how you will apply adolescent psychology to your future career in education.

15% Class participation including assignments for class discussion.

40% Individual or group presentations for conference on adolescent psychology Including:

Title and research and references (summarize at least three 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 presentation

