



Course Syllabus

COURSE NUMBER: EPSY 5810.01	COURSE TITLE Adolescent Psychology	TERM: Spring 2007
SITE: Webster University 470 East Lockwood Webster Groves, MO. USA 63119	INSTRUCTOR CONTACT INFORMATION: Patricia Clark, MSSA Adjunct Professor Webster Hall Webster University 470 East Lockwood St. Louis, MO. USA 63119 Telephone: (314) 968-7056 Fax: (314) 968-7118 Email: paclarkcleve@yahoo.com	CREDIT HOURS: 3

1. 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 exposed. Students examine the educational application for each topic.

2. LEARNING OUTCOMES:

Course Outcome

This course will enable participants to:

1. Become familiar with various theories and studies relevant to adolescence.
2. Use these theories and studies to understand the concerns and behaviors of adolescents through both external and self-study.
3. Apply course knowledge to the classroom settings.

COURSE OBJECTIVES:

This course will enable participants to:

1. Become familiar with various psychological theories and studies relevant to adolescence.
2. Understand and use various social science research methods of studying adolescent development and appreciate the values of film, literature, art, and other media as means for further understanding the concerns around 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. **Apply course knowledge of the various theories and related research to secondary school teaching and the classroom setting.**
6. **Identify the interventions available to successfully assist both parents and teachers to resolve adolescent behavioral issues that impede students, adjustments in classroom settings as well as their adjustment in the community environment.**

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Students will demonstrate Accomplishments in the following areas:	Accomplishments assessed during These assignments, activities, and discussions.	Missouri Standards for Teacher Education Programs Addressed.
Knowledge of key concepts in theories and research pertaining to physical development in adolescents.	Oral presentations. Discussions of physical development readings.	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
Knowledge of key concepts in theories and research pertaining to psychosocial development in adolescents.	Film reviews. Discussion of films and psychosocial development reading.	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
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.	Understand how children learn and develop, and provide learning opportunities that support the intellectual, social, and personal development of all students.
Understand various research methods for studying adolescents.	Observations, interviews, surveys, experimental methods, metaanalyses.	Creates interdisciplinary learning.
Make connections to many academic disciplines including psychology, biology, and anthropology. Literature and film.	Texts Articles Poetry Higher learning Real Women Have Curves Freedom Writers Boys in the Hood, etc.	Creates interdisciplinary learning.
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. Connect instruction to students' prior experience and family, culture, and community.
Demonstrate awareness and	Class discussions	Demonstrates sensitivity to

compassion for the social, emotional, and intellectual needs of diverse young adolescents.	Intracultural or intercultural Variations. Statement on how you will apply adolescent psychology to your future career in education.	cultural, gender, intellectual, and physical ability differences. Connect instruction to students' prior experience and family, culture, and community
Evaluate the usefulness/applicability Of the various theories and related research to middle school teaching.	Class discussions.	Provides learning opportunities that support the intellectual, social and personal development of all students.
Participate in field trips To residential treatment centers To observe adolescent intervention.		

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

<p>Week 1: Introduction to course and syllabus Who Am I? The Central Question of Adolescence Discussion and film: <u>Higher Learning</u>, a film that illustrates Erikson's and Marcia's theories. Read section, chapter 1: Introduction Chapter 2: The Science of Adolescent Development Skim over sections 2 Chapter 3-4. Begin journal writing of the physical development issues of adolescence that were issues during your junior high and high school years.</p> <p>Week 2: Methods of Studying Adolescents Discussion of film reviews and adolescent poetry, art, and music. Experiential learning activities Historical look at the roles and responsibilities of adolescents in other countries. Read chapter 2, 6, pages 183-217. CHOOSE TOPIC CASE STUDY.</p> <p>Week 3: Boys Development 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: Boys in the Hood, Raising Cain and The Summer of 42. Reading due today: Arnett, J. (2003). <u>Adolescence and Emerging Adulthood: A cultural approach behavior and development.</u> Read chapter 2,5,6. Read: The Contexts of Adolescent Development. Section 3:5,6. Section 4: chapters 9,10. The Intracultural and Intercultural variation and Adolescent development.</p> <p>Week 4: Girls Development Lectures:</p>
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Identity

Girls' Body Image

Discussion and film, Real Women Have Curves

The Intracultural and Intercultural variation and Adolescent development.

Reading due today: Arnett, J. (2003). Adolescence and Emerging Adulthood: A cultural approach behavior and development. Read chapter 2,5,6.

The Contexts of Adolescent Development. Section 3:5,6. Section 4: chapters 9,10.

Assignment due next week:

Oral Presentation on Diversity in Adolescence (5 minutes).

Week 5: Diversity and Adolescence

Assignment for today: Presentations on information about intracultural or intercultural variations in adolescent' experiences (5 min).

Consider differences among group 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."

Week 6: Moral Development, Values, and Religion

Read chapters 11, 12.

Discussion of theories of Piaget, Hoffman, Kohlberg and others. Review all chapters.

Discussion and Film: Freedom Writers.

Week 7: Cognition and Schooling in Achievement

Read chapters 13, 14.

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.

Assignment for today: Oral Presentations on how you will become a "turnaround teacher" or other helping professional.

Week 8: Presentation of Case Studies – 10 to 15 minutes summary.

4. RESOURCES:

Required Text(s):

Adolescence.

By John W. Santrock

8th Edition

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

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
Film Reviews		10

Oral Presentations		20
In Class Essay		10
Class Participation: Contributing information from readings, ideal, and insights as they apply to adolescents, group work and in class activities.	Become familiar with various theories and studies relevant to adolescence. Use these theories to understand the concerns and behaviors of adolescents through both external and self-study; apply course knowledge to the classroom setting.	30
Complete a case study: Choose a topic to present a 10-15 minute summary orally to the class. Develop this case study that will be due the 7 th or 8 th week of class.	Become familiar with various theories and studies relevant to adolescence. Use these theories to understand the concerns and behaviors of adolescents through both external and self-study.	30
		100 %

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

Grades are based upon class attendance, initiative and responsibility. Preparedness for class and the assistance in the learning of fellow students.

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

(You may use or modify this statement or create your own).

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:

(Instructor may list specific consequences here)

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

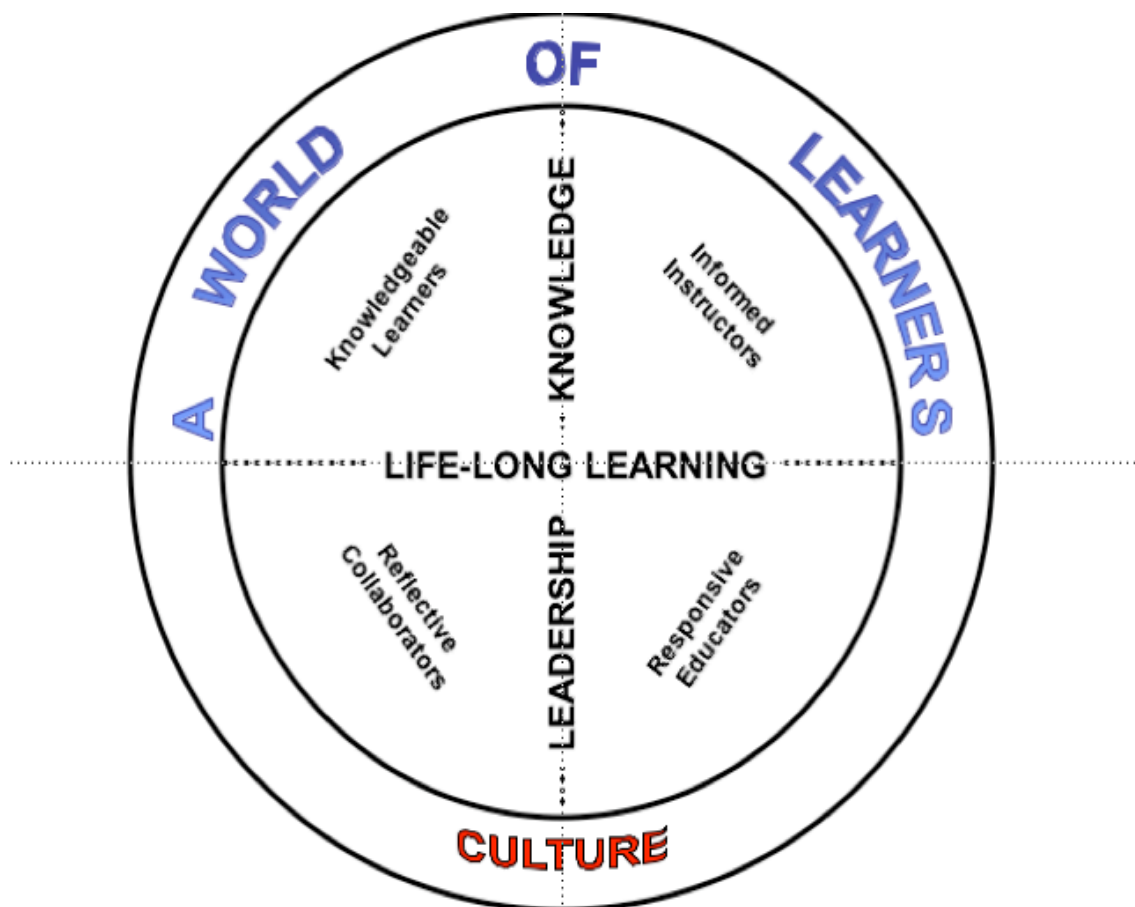
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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).