



Course Syllabus

COURSE NUMBER: EPSY 5810.01	COURSE TITLE Adolescent Psychology	TERM: Summer 2007
SITE: WH 219	INSTRUCTOR CONTACT INFORMATION: Lucy Klostermann, Ph.D. lklostermann@yahoo.com	CREDIT HOURS: 3 credits

1. COURSE DESCRIPTION:

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.

2. LEARNING OUTCOMES:

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1. Identify key concepts in major theories and research pertaining to biological, cognitive, and moral development in adolescents.	SoE Goal 1 and MoSTEP Standard 2
2. Identify key concepts in major theories and research pertaining to psychosocial development in adolescents.	SoE Goal 1 and MoStep Standard 2
3. Develop an awareness of developmental level of ethnic perspective and diversity issues applicable to adolescents.	SoE Goal 4; So of E Dispositions 4; MoSTEP Standard 3.4 and 7.2
4. Identify psychological and social issues common to adolescents.	SoE Goal 1 and MoSTEP Standard 2.1

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

Week 1

Topics: Introduction to Course, How to Lie with Statistics, Biological Processes

Required reading: Santrock, Chapter 1 section 2, 3

Assignment: Reflection Paper

Week 2

Topics: Cognitive and Moral Development

Required reading: Santrock, Chapter 4 and 8; Sandowski, Chapter 4

Assignment: Reflection Paper

Week 3

Topics: Psychosocial Development

Required reading: Santrock, Chapter 5; Sandowski, Chapters 1 and 7

Assignment: Observation

Week 4

Topics: Adolescent Sexuality and Gender

Required reading: Santrock, Chapter 6 and 7; Sandowski, Chapter 6; D. Best handout

Assignment: Media Review

Week 5

Topic: Family, Siblings, and Helicopter Parents

Required reading: Santrock, Chapter 9; A. Maynard handout

Assignment: Compare and Contrast Music of Two Generations

Week 6

Topic: School, Peers

Required reading: Santrock, Chapter 10 and 11; Sandowski, Chapter 5

Assignment: Reflection paper

Week 7

Topic: Cross-Cultural Perspectives

Required reading: Santrock, Chapter 13; Sandowski, Chapter 3, 8, and 9; J. Gibbons handout

Assignment: Presentation of Case Studies; Panel Discussion

Week 8

Topic: Adolescent Issues

Required reading: Santrock, Chapter 14 and 15, section 4 and 5; handouts on body image

Assignment: Presentation of Case Studies

The instructor reserves the right to change the class schedule and/or assignments when necessary.

4. RESOURCES:

Required Text(s):

Santrock, J.W. (2007). *Adolescence* (11th edition). New York, NY: McGraw-Hill. and

Sadowski, M. (Ed.). (2004). *Adolescents at School: Perspectives on Youth, Identity, and Education*. Cambridge, MA: Harvard Education Press.

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
1. Reflection Papers	1, 2 and 3	30%
2. Lab Activities	2 and 3	30%
3. Panel Presentation	3	10%
4. Case Study and Presentation	1, 2, 3 and 4	30%
Late assignments will be penalized.		

6. GRADING SCALE

A= 90-100, B= 80-89, C= 70-79, D=60-69, F= Below 60

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

7. OTHER

Class attendance and participation are expected. If a student misses a class, he/she will write a 15-page paper on an assigned topic. No more than one make-up assignment will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

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.

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

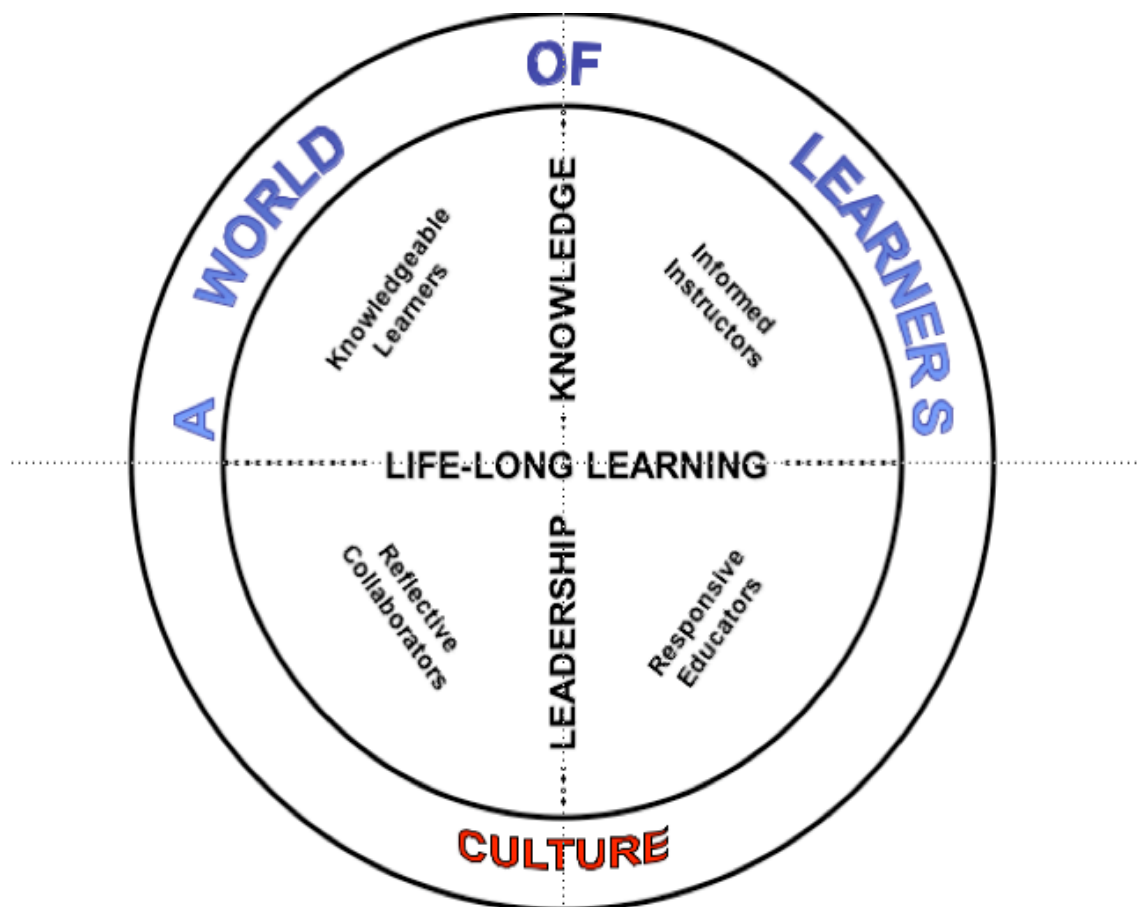
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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