

**COLLEGE OF EDUCATION
Seattle University
901 - 12th Avenue
PO Box 222000
Seattle, WA 98122-1090**

Winter Quarter, 2009

The College of Education's Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

COURSE INFORMATION

EDUC 512

Adolescent Psychology and Learning (3 Credits)
Loyola #301
Thursdays, 4:15-6:55 p.m.

INSTRUCTOR

Amy Eva, Ph.D.
Office: Loyola #317
Office Hours: Thursdays, 3-4 p.m. (by appt.)
E-mail: evaa@seattleu.edu
Phone: (206) 296-5778

TEXT and MATERIALS

Required Texts:

- Santrock, John W. (2006). *Adolescence*. (11th Edition). New York: McGraw-Hill.
- Selected readings with links posted on Angel (See article references on p. 8.)

Optional Texts:

- Simmons, R. (2002). *Odd girl out: The hidden culture of aggression in girls*. New York: Harcourt.
- Canada, Geoffrey. (1998). *Reaching up for manhood: Transforming the lives of boys in America*. Boston: Beacon.

COURSE DESCRIPTION

Survey of the major theories and issues in adolescent development and learning with the primary focus on how the theories and issues apply to adolescent psychology.

This is a College of Education Core Course, representing the Psychology Core. Please refer to the College of Education Core Knowledge Base Document for additional information.

COURSE GOAL

The goal of the course is to foster student learning of adolescent psychology and its relationship to education and counseling.

COURSE OBJECTIVES

At the conclusion of the course, EDUC 512, students will:

1. *Describe how major developmental tasks of adolescents, using one or more life span developmental theories from current literature and examples from personal experience,, apply to analyzing adolescent development.*
2. Describe the ethical issues related to working with adolescents in diverse settings.
3. Describe the socio-cultural, ethnic, linguistic and family influences on adolescent psychology.
4. Give examples of current dilemmas—including demographics, globalization, and technology—facing contemporary adolescents.
5. Analyze how the knowledge of adolescent psychology affects professional role interactions with adolescents.

COURSE INSTRUCTIONAL METHODS

This course will include a variety of instructional strategies and techniques including lecture, large and small group discussion, focused activity groups, and student presentations with peer response. Other strategies will be introduced as appropriate.

COURSE REQUIREMENTS

1. Regular attendance and informed class participation:
 - Completion of **all assigned readings** prior to each class.
 - Bring in **examples** of adolescent development/learning from literature, the media (e.g., newspapers, internet, television), or recent professional/personal experience to share at the beginning of each class.
2. Successful completion of the following assignments (more detailed explanations of each assignment follow at the end of the syllabus):
 - **Jigsaw Project:** Read one chapter from *The World's Youth*, prepare **handouts** that summarize each chapter for group members, and communicate your findings in a 5-6 minute **presentation** to group members.
 - **Research paper:** A four to five page paper in which you **either** pose a question and provide an answer as a result of your review of the pertinent literature, **or** select a focused topic in the field of adolescent development and summarize your findings.

- **Personal development paper:** A four to five page paper in which reflect on and describe your own adolescent development, **applying** developmental theory and other concepts discussed in class and discovered in your readings.
- Participation in a small group **video analysis and presentation** incorporating central themes presented in the readings and class discussions.
- **Adolescent Issue:** Select and study a topic of interest related to adolescent development; synthesize and share key findings in a brief presentation.

All written assignments need to be typewritten, carefully proofread (without spelling and grammatical errors), in correct APA format, and turned in on time. Papers that do not meet these criteria will receive reduced points.

GRADING CRITERIA

	<u>Points</u>
Participation	10
Jigsaw Project	10
Personal Development Paper	15
Research Paper	25
Video Analysis: Group Presentation	20
Issues in Adolescent Psychology: Handout/Presentation	20

GRADING SCALE

<u>Points</u>	<u>Grade</u>
100-95	A
94-92	A-
91-89	B+
88-85	B
84-82	B-
81-79	C+
78 (or below)	C (or below)

SCHEDULE OF COURSE ACTIVITIES

Dates & Themes	Topics	Readings & Assignments
January 8: Foundational theories	Introductions/Syllabus Overview History of “Adolescence” Small group activity: Defining Adolescence	
January 15: Foundational theories	The Science of Adolescent Development Psychoanalytic Theories of Development: Freud & Erikson	—Santrock, Ch. 1 & 2 —Arnett (2004): G. Stanley Hall & Emerging Adulthood
January 22: Foundational theories	Cognitive Theories of Development: Piaget & Vygotsky Research in Brain Development Video: “Inside the Teenage Brain”	—Santrock, Ch. 3 & 4 —Price (2005) — Due: Research Paper
January 29: Foundational theories	Behavioral and Social Cognitive Theories Ecological, Contextual Theory Cultural Contexts of Development Case Study: Understanding Street Culture	—Chapters from <i>The World’s Youth</i> —Santrock, Ch. 13 —Fest (2001) — Jigsaw Project (I)
February 5: Cultural contexts	Cultural & Family Contexts The Self & Identity	—Santrock, Ch. 9 & 10 —Osato Lundsten & Ishisaka (2006) — Jigsaw Project (II)
February 12: Cultural contexts	The Self & Identity (continued) Ethnic Identity Development Peer Contexts & Moral Development	—Santrock, Ch. 5 & 8 —French, Seidman, Allen, & Aber (2006) — Due: Personal Development Paper
February 19: The adolescent at risk	Gender/Sexuality: Guest Speaker Video/Discussion: “Dying to Be Thin”	—Santrock, Ch. 6 & 7 —Simmons (2006) —Canada (1999)
February 26: The adolescent at risk	Emotional & Behavioral Disorders Video: “Medicating Kids” Case Study Discussion re: ADHD	—Santrock, Ch. 11 & 14 —Connor (2002): Aggression & antisocial behavior in youth
March 5: Special topics & synthesis	The adolescent at risk (cont.) Synthesis activity	Due: Group Video Presentations
March 12: Synthesis	Video Presentations	Due: Group Video Presentations
March 18: Synthesis	Finals Week: Presentations	Due: Individual Project & Presentations

This syllabus is subject to alteration based on the needs of learners.

COURSE ASSIGNMENTS

Assignment 1: Research Paper

In a four to five page paper, pose a question or select a specific topic in the field of adolescent development. Investigate your topic by reviewing the published research literature, using at least five citations. Your sources must include no more than one review article and the majority should have publication dates no earlier than 1993. In your review, clearly state the question/problem/topic, summarize the contributions of the researchers, evaluate the sources, and conclude with a brief discussion of the major points learned and possible future directions.

Evaluation Criteria:

- ✓ Clarity of question or topic
- ✓ Incorporation of developmental and psychological concepts
- ✓ Relatedness of references to topic
- ✓ Use and evaluation of sources
- ✓ Success in bringing information to bear on topic and arriving at coherent, defensible conclusions
- ✓ Quality of written expression

Assignment 2: Jigsaw Project

As a member of your jigsaw group, carefully read your assigned chapter from *Adolescence* or *The World's Youth* (to be distributed). Prepare a 1) a one-page handout summarizing the main points of the chapter for group members/classmates and 2) communicate your findings in a 5 minute, small-group presentation with 3) one or more visual aids. Be prepared to answer questions and clarify concepts. Your group members and I will evaluate your presentation based on the following:

Evaluation Criteria:

- ✓ Clearly identify central issue/s.
- ✓ Describe central issue/s in an accurate, organized, and visually appealing handout for group members/fellow classmates.
- ✓ Prepare at least one visual aid that illustrates a key concept, significant data, or theory/model.
- ✓ Communicate central issues clearly, make eye contact, and integrate visual aid in 5-6 minute presentation.
- ✓ Be prepared to respond to questions from your listeners.

Assignment 3: Personal Development Paper

In four to five pages, discuss your own adolescent development as it relates to the developmental concepts discussed in class. **Be certain to integrate your personal experience with terms and concepts discussed in class and found in the readings.** This paper should be an analysis: your personal experience is the **focus** of the analysis; the concepts discussed in class are the **tools** for your analysis. Organize your paper in a way that works best for you. You may choose to analyze a certain period of your adolescence as an illustration of specific concepts or you may select particular themes and concepts from class using examples from your adolescence as an illustration of those concepts. For example, an analysis of Erikson's stage, "Identity vs. Role Confusion" could be explored using examples from your personal adolescent experiences.

Evaluation Criteria:

- ✓ Demonstrate an understanding of at least two developmental theories as they relate to your personal experience (6 pts.)
- ✓ Include some discussion about the role of at least two of the following concepts: developmental context (family, peers, schools, culture), gender, sexuality, adolescent achievement, adolescent problems (2 pts.)
- ✓ Indicate depth of understanding and analysis (5 pts.)
- ✓ Quality of written expression (2 pts.)

Assignment 4: Video Analysis and Group Presentation

As a class, select five videos that reflect significant themes covered in the course. Determine five individuals to be assigned to each video. Once groups are formed, each group will need to decide when and where they will meet to analyze the video and begin planning and preparing for group presentations. This process works best if each group member has previewed the movie before the meeting takes place.

Individual student tasks

- ✓ Preview the video.
- ✓ Write a one-page analysis of your contribution to the project. Include a brief explanation of what worked well and what could have been improved.

Group Tasks

- ✓ Preview the video individually or collectively.
- ✓ Discuss themes and/or adolescent issues and identify the "significant theme" or issue your group will present to the class.
- ✓ Determine how your group will present your findings to the class. Will you use skits, scenarios, a roundtable discussion? You are not limited to these options: be creative.
- ✓ Prepare a hand-out that describes the issue and distribute to each member of the class at

the time of your presentation.

- ✓ Select and record no more than three brief video clips to supplement your presentation.
- ✓ Assign specific responsibilities for completion of the presentation to each member of the group.
- ✓ Each group will have 20-25 minutes to present.

Video Possibilities

Boys 'n the Hood	Stand and Deliver
Breakfast Club	Real Women Have Curves
Life as a House	Mean Girls
Say Anything	City of God
Welcome to the Dollhouse	Thirteen
Stand by Me	Sisterhood of the Traveling Pants

Evaluation Criteria:

- ✓ Effective identification, analysis, and discussion of central theme and or adolescent issues with reference to at least two applicable theories of adolescent development (10 pts.)
- ✓ Visually appealing and user-friendly handout to summarize key points (5 pts.)
- ✓ Interesting, informative, and entertaining group presentation (3 pts.)
- ✓ Evidence of shared responsibility (2 pts.)

Assignment 5: Issues in Adolescent Psychology (Handout and Presentation)

Select and study a topic of interest related to adolescent development and/or learning. Design a handout in which you 1) synthesize relevant literature, facts and/or statistics regarding your topic, and 2) apply the knowledge you have obtained to a real or hypothetical work, home, school, or community scenario.

Evaluation Criteria:

Handout:

- ✓ Identification and synthesis of key ideas regarding an adolescent issue (6 pts.)
- ✓ User-friendly, visually appealing format with a maximum length of two pages (2 pts.)
- ✓ References to relevant literature in APA format (2 pts.)

Presentation:

5-minute oral presentation includes:

- ✓ framing of the topic/issue with reference to resources (7 pts.)
- ✓ specific, practical applications to your professional life and/or general discussion of the topics' relevance to your profession (3 pts.)

REQUIRED COURSE READINGS: ANGEL WEB SITE

Arnett, J. J. (2006). G. Stanley Hall's Adolescence: Brilliance or nonsense. *History of Psychology, 9*(3), 186-197.

Arnett, J. J. (2000). Emerging Adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469-480.

Canada, G. (1999). Raising better boys. *Educational Leadership, 14-17*.

Connor, D. (2002). Aggression and antisocial behavior in youth. *The Brown University Child and Adolescent Behavior Letter, 18*(9).

Fest, J. (2001). Understanding street culture: A prevention perspective. *The Prevention Researcher, 8*(3), 8-10.

French, S. E., Seidman, E., Allen, L., & Aber, J. L. (2006). The development of ethnic identity during adolescence. *Developmental Psychology, 42*(1), 1-10.

Osato Lundsten, T. & Ishisaka, N. (2006, January). Culture Clash. *Colors/NW Magazine*.

Price, L. P. (2005) The biology of risk taking. *Educational Leadership, 62*(7), 22-26.

SUPPLEMENTARY BIBLIOGRAPHY

Arnett, J.J. (2002). Adolescent storm and stress, reconsidered. In J.J. Arnett (Ed.) *Readings on adolescence and emerging adulthood*. New Jersey: Prentice Hall (pp. 6-14).

Berndt, T.J. (1996). Transitions in friendship and friends' influence. In J.A. Graber J. et al. (Eds.) *Transitions through adolescence: Interpersonal domains and context* (pp. 57-84).

Bingham, C.R., & Crockett, L.J. (2000). Longitudinal adjustment patterns of boys and girls experiencing early, middle, and late sexual intercourse. In G. Adams (Ed.) *Adolescent development: The essential readings* (pp. 106-133).

Brown, B. B., Larson, R. W., & Saraswathi, T. S. (Eds.) (2002). *The world's youth: Adolescence in eight regions of the globe*. Cambridge: Cambridge University Press.

Brown, L.M., & Gilligan, C. (1992). *Meeting at the crossroads: Women's psychology and girls' development*. Cambridge, MA: Harvard University Press.

Buchanan, C.M., Eccles, J.S., Flanagan, C., Midgley, C., Feldlaufer, H., & Harold, R.D.

(1990). Parents' and teachers' beliefs about adolescents: Effects of sex and experience. *Journal of Youth and Adolescence*, 12, 363-394.

Bumpus, M.F., Crouter, A.C., and McHale (2001). Parental autonomy granting during adolescence: Exploring gender differences in context. *Developmental Psychology*, 37 (2), 163-173.

Collins, W.A. (2003). More than myth: the developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13 (1), 1-24.

*Damon, W., (1988). *The moral child*. New York: Free Press.

Deak, J., (2002). *Girls will be girls*. New York: Hyperion.

Eccles, J.S., Midgley, C., Wigfield, A., Buchanan, C.M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.

Elkind, D. (1967). Egocentrism in adolescence. *Child Development*, 38 (4), 1025-1034.

Eisenberg, N. (1991). Prosocial development in adolescence: A longitudinal study. *Developmental Psychology*, 27 (5), 849-857.

*Erikson, Erik. (1968). *Identity: Youth and Crisis*. New York: Norton.

*Feldman, S.S. & Elliot, G.R. (1990). Progress and the promise of research on normal adolescent development. In S.S. Feldman & G. Elliot (Eds.). *At the threshold: The developing adolescent*. Cambridge, MA: Harvard University Press.

Galambos, N.L., Almeida, D.M., & Peterson, A.C. (1990). Masculinity, femininity, and sex role attitudes in early adolescence: Exploring gender intensification. *Child Development*, 61, 1905-1914.

Garland, A.F., & Zizler, E. (1993). Adolescent suicide prevention. *American Psychologist*, 48, 169-182.

*Gibbs, J.T. & Huang, L.N. (Eds.) (1989) *Children of color*. San Francisco: Jossey-Bass.

*Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Gilligan, C. & Attanucci, J. (1988). Two moral orientations: Gender differences and similarities. *Merrill-Palmer Quarterly*, 34, 223-237.

Harter, S., Bresnick, S., Bouchey, H.A., & Whitesell, N.R. (2002). The complexity of the self in adolescence. In J.J. Arnett (Ed.) *Readings on adolescence and emerging adulthood*. New Jersey: Prentice Hall (pp. 111-118).

Horst, E. (1995). Reexamining gender issues in Erikson's stages of identity and intimacy. *Journal of Counseling and Development, 71*, 271-277.

*Huff, C.R. (1990). *Gangs in America*. Newbury Park, CA: Sage Publications, Inc.

Jessor, R. (1993). Successful adolescent development among youth in high-risk settings. *American Psychologist, 48*, 117-126.

Linn, M.C. & Songer, N.B. (1991). Cognitive and conceptual change in adolescence. *American Journal of Education, 22*, 379-417.

*Marcia, J. (1987). The identity status approach to the study of ego identity development. In T. Honess & K. Yardley (Eds.), *Self and Identity: Perspectives Across the Life Span*. London: Routledge & Kegan Paul.

*Matson, J.L. & Ollendick, T.H. (1988). *Enhancing children's social skills*. New York: Pergamon Press.

*Muus, R. (1988). *Theories of adolescence*. New York: Random House.

Nicholi, A.M., (1999). The adolescent. *The Harvard guide to psychiatry*, (3rd edition). Belknap (pp. 611-630).

Offer, D., & Schonert-Reichl, K.A. (1992). Debunking the myths of adolescence: Findings from recent research. *Journal of the American Academy of Child and Adolescent Psychiatry, 31* (6), 1003-1014.

Perlmutter, R. & Shapiro, E.R. (1987). Morals and values in adolescence. In V.B. Van Hasselt and M.Hersen (Eds.) *Handbook of Adolescent Psychology*. New York: Peramon Press (pp. 184-201).

Peterson, A.C., et al. (1993). Depression in adolescence. *American Psychologist, 48*, 155-168.

Phinney, J.S., Cantu, C.L., & Kurts, D.A. (1997). Ethnic and American identity as predictors of self-esteem among African American, Latino, and white adolescents. *Journal of Youth and Adolescents, 22*(2), 165-185.

Phinney, J.S. and Devich-Navarro, M. (2002). "Variations in bicultural identification among African American and Mexican American adolescents." In J.J. Arnett (Ed.), *Readings on adolescence and emerging adulthood* (pp. 120-130).

Phinney, J.S., Lochner, B.T., & Murphy, R. (1990). Ethnic identity development and psychological adjustment in adolescence. In A.R. Stiffman & L. Davis (Eds.), *Ethnic issues and adolescent mental health*. Newbury Park, CA: Sage Publications.

Pleck, J.H., Sonenstein, F.L., & Leighton, C. (1994). Problem behaviors and masculinity ideology in adolescent males. In R.D. Ketterlinus and M.E. Lamb (Eds.) *Adolescent problem behaviors: Issues and research* (pp. 165-186).

Rotheram-Borus, M.J., Dopkins, S., Sabate, N., & Lightfoot, M. (1996). Personal and ethnic identity, values, and self-esteem among black and Latino adolescent girls. In B.J. Ross Leadbeater and N. Way (Eds.) *Urban girls: Resisting stereotypes, creating identities*. New York: New York University Press (pp. 35-50).

Savin-Williams, R.C, Dube, E.M. (1998). Parental reactions to their child's disclosure of a gay/lesbian identity. *Family Relations: Journal of Applied Family & Child Studies*, 47(1), 7-13.

Schiedel, D.G. & Marcia, J.E. (1985). Ego identity, intimacy, sex role orientation, and gender. *Developmental Psychology*, 21, 149-160.

Spencer, J.B., Swanson, D.P., & Cunningham, M. (1991). Ethnicity, ethnic identity, and competence formation: Adolescent transition and cultural transformation. *Journal of Negro Education*, 60, 366-387.

Stabiner, K. (2002). *All Girls. Single-Sex Education and why it is important*. New York: Penguin Putnam.

Steinberg, L. (1988). Reciprocal relation between parent-child distance and pubertal maturation. *Developmental Psychology*, 24 (1), 122-128.

Takanishi, R. (1993). The opportunities of adolescence: Research, intervention, and policy. Introduction to the special issue. *American Psychologist*, 48, 85-87.

Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science*, 11 (1), 24-28.

Wiseman, R. (2002). *Queen bees and wannabes*. New York: Three Rivers Press.

Wolfson, A.R. & Carskadon, M.A. (1998). Sleep schedules and daytime functioning in adolescents. *Child Development*, 69 (4), 875-887.

Zimmerman, M.A., Copeland, L.A., Shope, J.T., and Dielman, T.E. (1997). A longitudinal study of self-esteem: Implications for adolescent development. *Journal of Youth and Adolescence*, 26 (2), 117-141.

*References indicated by * can be found in the School of Education Knowledge Base Document. Please refer to that document for a complete listing.*

CACREP Standards:

3. Human Growth and Development:

- (a) theories of individual and family development and transitions across the life-span;
- (b) theories of learning and personality development;
- (d) strategies for facilitating optimum development over the life-span; and
- (e) ethical and legal considerations

WACs

1. Knowledge of the Field:

- (d) Human growth and development (P)

WAC 180-79-131:

Partial emphasis on the general knowledge and skills requirements

- 1. (c) i

Primary emphasis on the general knowledge and skills requirements

- 2. (a)
- (b) i, ii, iii, iv
- (c)

WAC 180-78-310:

Partial emphasis on the specific knowledge and skills requirements

- 1. (g)
- (h)
- (l)

Primary emphasis on the specific knowledge and skills requirements

- 1. (f)

Successful completion of this course will constitute meeting the WACs requirements addressed by this course.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University **Student Handbook** which can be found on the web site of the Division of Student Development at the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

Grading Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

*A copy of the fair process policy can be found in the **SU Student Handbook**, pp. 27-30, and it is available for download as a pdf file from the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

The following URL directly downloads the policy document in a text format:

<http://www.seattleu.edu/registrar/page.aspx?ID=185>