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Chaminade University Syllabus

Adolescent Psychology *PSY304*
Spring, 1998
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Text: Adolescence: An Introduction
John W. Santrock, ~~sixth~~ ^{7th} edition, Brown and Benchmark

Adolescent Psychology is an exciting field that constantly challenges both young people and adults. Young people are full of energy and always experimenting with new ideas and things. They are on a quest to find out who they are as individuals and how they fit into society while working on their independence.

Each of you were teenagers at one time. For some it was a little more recent than others. Some of you may have teens in your homes or just on the brink of this wonderful time with your growing children. Whether you are just leaving this stage in your life, entering it for the second time with your children, or planning on teaching or working in the counseling field, this is your course.

The course will cover many different facets of adolescence. We will look at some developmental theories, delve into family and peer groups, and explore a variety of issues confronting young people in America today.

I would like you to leave this course excited about the prospect of working with adolescents and anticipating the opportunity when you can experience the joy and enthusiasm of teens with your own children.

Learning is a life-long process with so much to learn. Hopefully, by the end of the course you will have the desire to continue learning and experiencing what life and psychology have to offer.

Attendance:

Regular attendance is highly recommended because this course has been designed to maximize class activities and discussions that can not be duplicated in a classmate's notes. Each of you bring to class a rich history and unique perspective that can be shared in activities and discussions. Your participation is an important part of this class.

It is also **highly suggested** that you read the chapters prior to class. Although there are no quizzes attached to each reading assignment, it will allow you time to ponder about your own experiences going through adolescents, think about why incidents happened the way they did, and with these thoughts in mind, be able to participate in class discussions.

Grading:

Your final grade will be based on tests, homework and a project.

We will have 4 tests throughout the course. Two of the tests will be take-home and two will be in-class. The tests will be a combination of multiple choice and essay questions. The test items will be taken from the reading assignments, lectures, and/or any class activities. Each test will be worth 100 points. If you take an exam after the scheduled date you could be penalized by a drop in one letter grade or ten points for that test.

Homework assignments will be awarded points based on information provided and quality of write up.

Projects will be graded according to information and class presentation. Project details will be discussed in class.

4 tests = 100 points each = 400 points
3 homework = 15 points each = 45 points
1 project = 55 points
Total possible points = 500

A	>90%	450 - 500
B	80 - 89%	400 - 449
C	70 - 79%	350 - 399
D	60 - 69%	300 - 349
F	<60%	<300

Extra Credit:

Extra credit is given on an individual basis as needed.

Calendar:

- April 7 Chapter 1 - Introduction
- April 14 Chapter 2 - Theory and Methods
Chapter 3 - Biological Processes and Physical Development
Take home test
- April 21 Chapter 11 - Gender
Chapter 12 - Sexuality
Homework
- April 28 Chapter 6 - Family
Chapter 10 - Self Identity
- May 5 Test
Projects
- May 12 Chapter 4 - Cognitive Development and Social Cognition
Chapter 7 - Peers
Homework
- May 19 Chapter 5 - Information Processing and Intelligence
Chapter 8 - Schools
Take home test
- May 26 Chapter 9 - Culture
Chapter 13 - Moral Development, Values, and Religion
Homework
- June 2 Chapter 16 - Health, Stress, and Coping
Chapter 15 - Adolescent Problems
- June 9 Test
Projects