

FD '01

Desk

PSY 304 ADOLESCENT DEVELOPMENT - *Mitz, S. monelli*

Our young people are our nation's most important resource. They are the future of our society. In this course, we will explore how learning and development interact. We explore ways that will assist adolescents develop, and interact. We explore ways that will assist adolescents develop their full potential and grow into productive young adults. The course interweaves physical, cognitive, and socioemotional development of adolescent with an emphasis on this culture's conceptual framework – but compares/contrasts our perspectives cross- culturally. Five themes are woven throughout the text: 1) health and well-being; 2) families and parenting; 3) education; 4) culture and ethnicity; and 5) gender.

OBJECTIVES

The student will learn:

- How to evaluate physical, cognitive, and socioemotional development of adolescents in these cultures compared to children in other cultures.
- How their own development in adolescence relates to young adulthood and beyond.
- How theories relate to understanding the field of growth and development.
- How much the field of adolescent development has changed in the past 20 years.
- To develop critical thinking skills in relation to adolescent growth and development.
- How to integrate personal bias, values and concepts into their new research of adolescence.
- How to demonstrate their new learning by writing papers, taking quizzes and discussing concepts in small groups.
- How to utilize and integrate this course into their educational process.

COURSE: PSY 304 Psychology of Adolescence  
 TEXT: Adolescence by Santrock, 8<sup>th</sup> edition  
 INSTRUCTOR: Mitzi Simonelli, Ph.D.  
 TERM: Fall Day, 2001, August 27 – December 13, 2001  
 FAX: 739-8328, Tel: 735-4714

SYLLABUS TO CHANGE WITH NOTICE. SESSIONS INCLUDE A COMBINATION OF LECTURE/DISCUSSION, SMALL GROUPS, VIDEOS, IN-CLASS WRITINGS, EXPERIENTIAL WORK AND QUESTIONS/ANSWERS.

		<u>TOPICS</u>
Aug.	28	Introduction to course Pre-test
	30	Collage/writing
Sept.	4	Discuss Ch. 1
	6	Interview/discuss
	11	Discuss Ch. 2 ( <i>Bombing</i> )
	13	Article due/discuss <i>Discuss ch 2 also</i>
	18	Discuss Ch. 3
	20	<u>VIDEO</u>
	25	Discuss Ch. 4 Review for Quiz
	27	<u>QUIZ</u> – Ch. 1-4
Oct.	2	Discuss Ch. 5
	4	Reflective writing/discuss
	9	Discuss Ch. 6
	11	<u>VIDEO</u>
	16	Discuss Ch. 7
	18	<u>Paper due/discuss</u>
	23	Discuss Ch. 8
	25	<u>Video</u> or in-class work Review for Quiz
	30	<u>QUIZ</u> – Ch. 5-8
Nov.	1	Discuss Ch. 9
	6	<u>Video</u>

8	Discuss Ch. 10	Gender
13	<u>Video</u> Video Assignment #1 due	
15	Discuss Ch. 12	Moral Development
20	<u>Video</u>	
22	<b>Thanksgiving</b>	
27	Discuss Ch. 11 Career paper due (Ch. 13)	Sexuality
29	Discuss Ch. 14 Review for Quiz, Ch. 9-14	Problems
Dec. 4	<b>QUIZ</b> - Ch. 9-14	
6	<u>Video</u> Video Assignment #2 due	

FINALS: Experiential

**ASSIGNMENTS – NO LATE ASSIGNMENTS ACCEPTED**

1. Quizzes will be essay and short answer. If you miss a quiz or wish to take a re-take of a quiz, this will be scheduled only during the final time period. You will be given a review for each quiz.
2. Interview due Sept. 6. You will interview your parent, guardian, aunty, uncle about adolescence (what their adolescent development with today's experience of adolescent development. What are the similarities, differences, was their development more difficult/stressful than today's adolescent development. We will discuss this in small group.
3. Article due Sept., 13: This may be a journal article or a chapter from a text. You may use the web if the material is from a journal or a book review. Your article will be on adolescence (in general). How does your article relate to our text/our course. We will discuss articles in small group. List resources. Typed. doubled spaced, 3-4 pages.
4. Reflective writing due Oct. 4: This will be done in class – explained in class.
5. Paper due Oct. 18: You will make an appointment to visit a junior or senior high school and talk with a counsel, teacher, or teacher's aid. Your paper will be on "school" in relation to school climate, morale, safety, offerings for life skills, uniforms, do kids like coming here, etc. (You may get ideas for content from Ch. 7). ~~Your~~ visit/interview will be typed, double spaced, 4-5 pages in length with resources listed.
6. Career paper due Nov. 27. You will need to plan in advance – make an appointment with Chaminade's Career Center and take the career tests offered. You will need to discuss your career tests with someone at the Career Center. Bring your tests and any notes you have (from the discussion) to class on Nov. 27. We will use these as a basis for the career paper (to be done in class).
7. Video assignment due #1 Nov. 13; #2 Dec. 6. You will select 2 videos to rent and view (outside of class time) from the following areas.
  1. Family/family relationships
  2. Peers
  3. Schools/culture
  4. Self/Identity
  5. Sexuality/sexual development/gender
  6. Adolescent problems

You will view two videos of choice, form topic areas listed by Nov. 13 #1. For this assignment you will select the 2 videos from two different areas in topic areas #1-3. For the Dec. 6 (#2 assignment) video

assignment, you will view <sup>one</sup> two videos of choice from topic areas #4-6. Your analysis of the videos will show your critical thinking skills and how your video choice relates to the text/course. Your typed one page writing will be single spaced and discussed in small groups. Note: an analysis is not a summary – check the dictionary if you are not clear on what “analysis” means.

8. Final – your final will be experiential.

GRADES

93 – 100 = A  
84 - 92 = B  
73 - 83 = C

GRADE BREAKDOWN

Quizzes (3)	45
Interview	4
Article	8
Reflective Writing	8
Paper	10
Career paper	10
Final	5
Attendance, involvement In class, in class writing, Attitude	10

\* get grade add-  
for Videos

## TEACHING PHILOSOPHY

I feel it important that I explain how I see and interpret my role as your professor. By explaining my perception - at the beginning of the course - I am hopefully allowing you the freedom to select this course and go along the path of your learning - aware of my style and expectations. Learning is an interplay - a "dance" so to speak. We both learn from each other and from all others in this class. Therefore, if you have not experienced this framework before - in my personal learning environment - you may feel uncomfortable with my class. That's fine. Don't despair! Being uncomfortable isn't a bad thing - its simply a message to you saying "this isn't something I am familiar with and I feel uneasy about it! To me - that's called growth.

I do not "lecture" to you in the "traditional" sense of the professor being the "giver of all information." That is not my perception of the professor role. I do what I consider to be "lecture-discuss" which, to me, means - we talk and discuss, and we "dialogue" together about the readings, videos, etc. I see myself as a person who facilitates your learning experience - as to me - learning is an experience - that takes place not only in class - but at "breaks" at work, on the freeway, with life!!

Students sometimes say "Mitzi is not clear - she doesn't tell me exactly what I am to know." I understand their comment. I feel I am unable to "tell you what you need to know" because if I would to that - it would only be my "assumption" - as we are all different and are taking courses for different reasons, and will use the material from this specific class in different ways. Plus, we all know that to "assume" something makes an "ass out of you and me." I will, however, give you guidelines as to what I consider to be important aspects within the framework of this course. I will give you criteria to follow in relation to your reading, projects or discussions. But the actual "learning" and what you choose to learn - comes from you.

I, hopefully, create an environment that allows you to learn in your best "style" - whether you are a visual or auditory learning - or a person who best "unfolds" while doing a hands-on activity.

Your comments, suggestions, expectations are always welcome. Together we all grow - and "unfold" - and learn.

# Pre-test adolescent psychology

1. Compare + contrast adolescent development in America with other cultures. Do all cultures have an adolescent developmental period.
2. How will gaining an understanding of your adolescent development help you in future adulthood.
3. How much has the field of adolescent development changed over the past 20 years low ~~+++++~~ high
4. Discuss the meaning of utilizing critical thinking skills in relation to the field of adolescence.