

Chaminade University
Spring, 2001
Kaneohe Marine Corp Base

SF '01
Pns

Caren Gaud
Adolescent Psychology
Mondays, 5:30 - 9:40 p.m.
Ph. 952-7175 (work)
841-4572 (home)

PSY 34020

30420

Text: *Adolescence, eighth edition*
By John W. Santrock
McGraw Hill

Description of Course:

Adolescent Psychology is an exciting field that constantly challenges both young people and adults. Adolescents 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 members of society.

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

I would like you to leave this course excited about the prospect of working with teens and ready to experience the joy and enthusiasm of your own teens.

Students are responsible for:

- Keeping up with the text readings,
- Being active participants in class discussions,
- Attend class regularly,
- Take tests on scheduled dates, and
- Obtain a copy of the class notes from another student when absent.

A note on attendance:

Each of you brings a rich history and unique perspective to the class that can be shared in activities and class discussions. This course has been designed to maximize class activities and discussions. It is difficult to duplicate these discussions in a classmate's notes. Therefore, regular attendance is highly recommended. Your participation is an important part of this class and some of the information covered during class may not be in the text and may appear on a test.

It is also highly suggested that you read the chapters prior to class. Reading the material will allow you time to ponder what you have read, reflect on how the information may have affected your life and bring any questions to class.

Grading:

We will have 3 tests throughout this course. The tests will be essay questions and graded using the attached rubrics. The questions will be taken from the reading assignments, lectures, and/or any class activities. Each test will be worth 100 points. The total number of possible points you can earn for this course is 300.

If you take an exam after the scheduled date, you could be penalized up to 10 points.

<i>270 - 300 points</i>	<i>90%</i>	<i>A</i>
<i>240 - 269 points</i>	<i>80%</i>	<i>B</i>
<i>210 - 239 points</i>	<i>70%</i>	<i>C</i>
<i>180 - 209 points</i>	<i>60%</i>	<i>D</i>
<i><180 points</i>		<i>F</i>

Extra Credit will be assigned on an individual basis as needed and at the discretion of the instructor.

*Psychology
Spring, 2001
Calendar*

- April 2* *Introduction to Course*
Chapter 2 *The Science of Adolescent Development*
Chapter 3 *Biological Foundations, Puberty, and Health*
- April 9** *Chapter 1* *Introduction*
cont. Chapters 2 & 3
- April 16* *Chapter 4* *Cognitive Development*
Test (Chapters 1 - 4)
- April 23* *Chapter 5* *Families*
Chapter 8 *Culture*
- April 30* *Chapter 6* *Peers*
Chapter 7 *Schools*
- May 7* *Test (Chapters 5 - 8)*
- May 14* *Chapter 9* *The Self and Identity*
Chapter 12 *Moral Development, Values, and Religion*
- May 21* *Chapter 10* *Gender*
Chapter 11 *Sexuality*
- May 28* *Memorial Day*
- June 4* *Chapter 13* *Achievement, Careers, and Work*
Chapter 14 *Adolescent Problems*
- June 11* *Test (Chapters 9 - 14)*

Grading Rubrics

Possible Points	5	4	3	2
Organization	Extremely well organized logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the answer	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the reader	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience
Content Accuracy	Completely accurate; all facts were precise and explicit	Mostly accurate; a few inconsistencies of error in information	Somewhat accurate; more than a few inconsistencies of error in information	Completely inaccurate; the facts in this project were misleading to the reader
Research	Went above and beyond to add information; brought in personal ideas and information to enhance answer	Did a very good job of researching; utilized materials provided in their full potential; added some personal ideas	Used the material provided in an acceptable manner	Did not utilize resources effectively
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the answer	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
Written Mechanics	Was engaging, provocative, well written; captured the interest of the reader and maintained this throughout the entire answer; use of visual aids	Was well written and interesting to the reader; was presented in a unique manner and was very well organized	Was at times interesting and information presented clearly and precisely; minimal grammatical errors	Was not easy to follow and had many grammatical errors