

WE '01
Mrs

COURSE: PSY 304⁹⁰ Psychology of Adolescent Development

INSTRUCTOR: Mitzi Simonelli, Ph.D.

TEXT: Adolescence by Santrock, 8th edition

TERM: Winter, 2001

e-mail: doctormitzi@hotmail.com
This is for all papers and projects

FAX: 739-8328

Web Board: <http://acad.chaminade.edu:8080/~psy304>
This is for students' discussion with each other

INTRODUCTION TO COURSE - PSY 304 Adolescent Psychology

Please be aware of how you will send your papers and projects to me: send by straight e-mail - NO ATTACHMENTS - to doctormitzi@hotmail.com. Have a nice session.

Before we get into the course description, I'd like to introduce myself as you need to know my background, my perspective framework and my personality as all of this will come through in my teaching. I have been teaching for 40 years and am 62 years old. I love teaching - it has truly been my life. I have taught children ages 4-12, junior high school and high school, both in Michigan and California. I have been here in Hawaii for 31 years and have been the Dean of Girls at Mid-Pacific Institute, Head of the Counseling Department at Kamehameha Schools and now a full professor of psychology at Chaminade University - in both the undergraduate and the MSCP program for 29 years. My past 10 years have also included teaching for the State of Hawaii Department of Public Safety at Halawa, Waiawa, and the Women's Correctional Facilities. This work has helped me reshape my teaching experience and has given me new paradigms for the teaching of college students.

Hopefully we will gain from each other and find that learning on-line can truly be anything you want it to be.

PSY 304 ADOLESCENT DEVELOPMENT

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 adolescents 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:

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

COURSE: PSY 304 Adolescent Psychology

TEXT: *Adolescence* by Santrock, 8th edition

INSTRUCTOR: Mitzi Simonelli, Ph.D.

TERM: Winter, 2001, Jan. 8 – March 21, On Line Course

Send all writings on regular e-mail (No attachments please) to: doctormitzi@hotmail.com

Web Board: <http://acad.chaminade.edu:8080~psy304>

TOPIC

Jan. 8-13 1 st week	Introduction to course Introduce yourself on web-board (web address on front page of syllabus)	
Jan. 15-20 2 nd week	Read Ch. 1-2	Nature of Development
Jan. 22-27 3 rd week	Read Ch. 3-4 Paper #1 due by 12:00 , Saturday, Jan. 27	Biology & Cognition
Jan. 29-Feb. 3 4 th week	Read Ch. 5-6 Paper #2 due by 12:00 noon, Saturday, Feb. 3 Web board discussion also due same time	Families & Peers
Feb. 5-10 5 th week	Read Ch. 7 & 8 Paper #3 due by 12:00 noon, Saturday, Feb. 10	Schools & Culture
Feb, 12-17 6 th week	Read Ch. 9-10 Paper #4 due by 12:00 noon, Saturday, Feb. 17	Self & Gender
Feb. 19-24 7 th week	Book analysis due by 12:00 noon, Sat. Feb. 24 Web board discussion also due same time	
Feb. 26-Mar. 3 8 th week	Read Ch. 11 & 12 Project #2 due by noon Saturday, March 3	Sexuality & Morality
Mar 5-10 9 th week	Read Ch. 14 paper 6 due by 12:00 noon Saturday, March 10 Web board discussion due also same time	Problems

Mar 12-17
10th week

Final over text

ASSIGNMENTS: NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Papers are due by noon, Saturday. Be sure to e-mail your papers and project at doctormitzi@hotmail.com - simple, straight e-mail only - NO ATTACHMENTS. Do not send your papers or project to the web board address - that is for discussion purposes only. You will need to e-mail your papers & project only once - please do not send me your work several times. Also, I will reply to your every week. I probably will talk with you by e-mail a couple times each week - but I will contact you once a week - to comment on your papers.

Papers: Each paper will be approximately 500 words.

Each week's readings will be covered in your paper/writing. You will use the questions I have enclosed and relate these questions to the chapters assigned. You may also give a brief personal interpretation of the chapters/questions in your paper but the major portion of your paper (and what you will be graded on) will be how you answer the given question, how you bring in the readings, how you interweave the readings with the question and how well you write/express yourself. **Remember** that I am only going to know if you are doing the readings and understanding the readings by your writings. These papers are reflective in nature.

All papers and projects will be evaluated by the following criteria:

- Knowledge of the material
- Critical thinking skills
- Creativity
- Writing ability

Paper #1 - due Jan. 27

Explain /discuss how adolescents biological development interrelates with their cognitive development. How is this adolescent developmental different from adult development in these 2 areas of growth.

Paper #2 - due Feb. 3

Families and peers help shape adolescent development. Discuss 4 specific ways the author discussed this "shaping" – use 2 examples from Ch. 5 and 2 examples from Ch. 6. Select examples that you feel are the most important aspects and defend why you selected these examples.

Paper #3 - due Feb. 10

Schools and the cultural tone of the community either assist or hinder adolescent growth and development. Discuss what the author thinks would help adolescents grow in a healthy manner in relation to these 2 areas.

Paper #4 – due Feb. 17

Discuss why adolescents can (potentially) have difficulty developing a positive sense of both self and their gender.

Paper #5 – due March 3

Our society still seems to “struggle” with the sexually developing adolescent. What does the author feel needs to be accomplished in this difficult transition – the transition from being a child to becoming an adult (in the area of sexuality). Why do many parents still seem to have difficulty relating to their sexually developing adolescent.

Paper #6 – due March 10

Adolescents in our culture are faced with any “problems.” How could adults assist adolescents in turning these “problems” into challenges for growth.

Book Analysis - due Feb. 24

You will select a book of your choice, relating to the following chapters in the text:

Ch. 5 – 10

The book must have a print date in the last ten years – preferably a print date of the last 5 years. You will read the book and analyze the book – in relation to this course. An analysis is different from a summary. Your analysis may include a brief summary but the main part of the paper must be analysis. If you are unclear of this meaning, check with the dictionary or the Learning Center at Chaminade.

Your analysis will be printed/sent to the web board and also sent to me, direct 3-mail at my address. Everyone will read your book analysis and comment on your writing/topic (on the web page). Your comments on each analysis will be given throughout the week of Feb. 24 – March 3 – so plan time during that period to read each analysis. Simply make your comment and sign your name on each analysis. This way, each student will have feedback on the book analysis from each student in the class.

Final

Your final will be taken from all of the text. I will ask you to personally relate your experience of adolescent growth and development to the sections of the text. (Example question: Explain how your high school assisted your cognitive development; or discuss how your family structure compares to the family structures in the text - in order to provide a fairly healthy framework for development). If you have read all this material and given thought to your writings, you should have no trouble with the final. (Finals will be at Chaminade University; if you are not taking the final here at Chaminade, you must have an excused permission, and you are responsible to contact Donna Yoshimura at Chaminade. This is the same place you registered for this class. You will need 1) have permission from Donna Yoshimura to take the final elsewhere; 2) hire your accredited proctor; 3) have your final submitted immediately after administered to:

Dr. Mitzi Simonelli
3140 Waiālae Ave.
Honolulu, HI 96816

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.