

MURRAY STATE UNIVERSITY COURSE SYLLABUS

I. TITLE: PSY 681 - ADVANCED ADOLESCENT PSYCHOLOGY

II. COURSE DESCRIPTION:

Analysis and appraisal of scientific studies dealing with the problems characteristic of the adolescent period. Observations and library research projects supplement class assignments.

III. COURSE OBJECTIVES:

Students will examine a variety of contexts (i.e. gender, ethnicity, media, family processes that may affect an adolescent's normative developmental process. Students will be expected to learn how to recognize, describe, and apply developmental issues, theories, methods, and/or approaches in analyzing various readings relating to adolescent development. Students will determine how these relate to classroom instruction, climate, management and assessment. Students will reflect upon their own classroom situations and teaching. (Experienced Teacher Standards 3-7)

IV. PLAN FOR ACHIEVING OBJECTIVES/INSTRUCTIONAL ACTIVITIES:

The above objectives will be achieved through: a) "brief" lecture reviewing key issues, methods, or theories pinnacle to the study of adolescent development; b) class discussion and analysis of various reading assignments (referred to as "article analyses") from various chapters in the assigned texts and/or outside articles assigned in class; c) students' in-class oral presentations.

V. FIELD AND CLINICAL EXPERIENCES: none

VI. GRADING PROCEDURES:

EXAMS

The midterm and the final exam will be in essay form, with each worth 50 points. In general, each exam will require students to integrate theories, methodologies, and developmental issues, concepts, etc. and speculate on their implications for adolescent development.

ARTICLE ANALYSIS:

Students will be assigned article readings (from the Adolescent Portraits: Identity, Relationships, & Challenges) from which they will analyze their content based on the following areas.

1) Attempt to identify one or more of the major developmental theories, developmental frameworks, and/or developmental concepts or models that may be relevant to the article and explain/discuss how it/they seem to be related, supported or not supported. Furthermore, students may be required to attempt to explain the relevance of one or more research studies and discuss whether the experiences or issues described in the article support or challenge those data.

2) Indicate whether issues pertaining to the adolescent's sociohistorical/cultural contexts (e.g., ethnicity, gender, culture, race, and/or SES) are factors in the themes of the articles and discuss how they are relevant.

The analyses are worth a total of 20 points each. Papers/analyses must be stapled and typed (double-spaced). Students should also prepare to discuss their analyses in class the week that they are due.

ORAL PRESENTATIONS:

Students will be required to do an oral presentation on a controversial issue being currently debated in the "real-world" or academic arenas. Topics will be randomly assigned during the first day of class. Oral presentations will be no more than 15 minutes with a 5-minute Q-A period (in which both myself and/or other students may ask questions). Presenters will be expected to present both "pro" and "con" sides of the issue, as well as discuss its direct or indirect relevance to adolescent development and its potential impact on the adolescent educational experience. The presentations will be graded on the following:

- 1) Their ability to adequately yet succinctly cover key issues pertaining to the topic. Students should not necessarily cover all or tangential areas seemingly related to the topic;
- 2) Their degree of organization in structuring the issues and their presentation of the material;
- 3) Their ability to link key developmentally-based issues, theories, processes, and research findings with the topic, as well as demonstrate the ability to make appropriate speculations about the future directions the research in that area may be headed (and why);
- 4) Their discussion of the topic's relevance to adolescent development and its possible implications for adolescents in the educational context.

Oral presentations will be worth a total of 40 pts.

GRADING

Analysis

1st half of class (5 AA's @ 20 pts. per wk) = 100 pts. X .15 = 15.0
2nd half of class (6AA's @ 20 pts. per wk) = 120pts. X .25 = 30.0

45.0

Midterm and Final Exam (2 X 50 pts) 100 pts. X .40.....= 40.0

Oral Presentation.....40 pts. X .20.....= 8.0

Weighted Point Total.....93 points

GRADE DISTRIBUTION FOR COURSE:

(90% - 100%) 84-93 A

(80% - 89%) 74-83 B
(70% - 79%) 65-73 C
(60% - 69%) 56-64 D
(59% and less) 55 and below E

VII. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU Graduate Bulletin.

VIII. ACADEMIC HONESTY:

Cheating, plagiarism, (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term paper, or the presentation of unacknowledged material as if it were the students' own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

ADDITIONAL POINTS:

This syllabus serves as a general guideline for instruction and organization for this class. In order to meet the needs of the class, I reserve the right to deviate from this outline for the purposes of necessary adjustments. Any such adjustments will be based on fairness and the reasonable discretion of this instructor.

The nature of understanding human psychological processes, issues, and development require the use of very diverse and, occasionally, controversial examples, philosophies, experiences, and discussion. The nature of the learning experience, particularly in the classroom, requires that students be intellectually challenged in the context of class discussion or assigned readings. The goal of this learning process is to not necessarily change students' minds but to expose them to alternative viewpoints, facts, philosophies, etc. so that they may, more critically, evaluate their current understandings of psychological issues (as well as those of the American culture and the world, in general). In many cases, this process strengthens (or modifies) students' beliefs. Thus, any "intellectual discomfort" students may experience is usually temporary and is intended to promote and enhance their intellectual reasoning and critical thinking skills which promotes their intellectual maturity.