ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

COURSE SYLLABUS

PSYCHOLOGY OF ADOLESCENCE

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

**Course Prefix, Section #:** DEP 3305 Section 4446 (online)

**Credit Hours:** Three Credit Hours

**Co-requisites:** None

**Pre-requisites:** PSY 1012 or PSY 1020H

**Day, Time and Campus:** Online (weekly participation required)

**Professor:** Pamela Wilkins M.S.

**Office Hours:** Web-based

**Office Location:** Web-based

**Office Phone:** 727-712-5888

**Email Address:** wilkins.pamela@spcollege.edu

**Academic Department:** College of Education

**Dean:** Kimberly Hartman, Ph.D.

**Office Location:** Tarpon Springs

**Office Number:** BB-101

**Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.**

1. **COURSE DESCRIPTION**

This course is designed to focus on the various theories regarding the physical and psychosocial development of children ranging from pre-adolescence to adolescence. The course follows the social, emotional, cognitive, moral, and physical development of youth during this critical time and will consider the influences of biology, family, culture, school, and peers. Significant issues facing adolescents today are addressed. Emphasis is placed on the interaction between the role of the teacher and the needs and learning styles of students at these various developmental ages and stages. A minimum of 5 field-based or school-based hours of observation specifically are required. 47 contact hours.

1. **MAJOR LEARNING OUTCOMES**
	1. The student will explain the issues related to the social, emotional, cognitive, moral, and physical development of children ranging from pre-adolescence to adolescence.
	2. The student will evaluate the principles and contributions of major psychological theories related to adolescence.
	3. The student will evaluate issues facing adolescents today such as drug use, eating disorders, suicide, violence, and teen pregnancy.
	4. The student will synthesize knowledge of adolescent development to teaching and learning situations.
2. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
3. **Required Textbooks**

Santrock, J.W. (2015). *Adolescence* ( l5th ed.). NY: McGraw-Hill.

APA style: <https://owl.english.purdue.edu/owl/section/2/10/>

Students using **eBooks** must have access to the **eBooks** during class sessions.

ISB-13: [9780078035481](http://www.alibris.com/search/books/isbn/9780078035487)

ISB: [0078035481](http://www.alibris.com/search/books/isbn/0078035481)

1. **Supplemental Material**

Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: W.W. Norton and Company.

Bronson, P., & Merryman, A. (2009). *NurtureShock: new thinking about children*. New York: Twelve.

Pickhardt, C. E. (2007). *The Connected Father*. Palgrave Macmillan.Pollack, W. (1998).

Pipher, M. (1994). *Reviving Ophelia*. New York: Grosset/Putnam.

Real Boys: Rescuing Our Sons from the Myths of Boyhood. New York: Henry

Holt and Company. Simmons, R. (2002). Odd Girl Out: The Hidden Culture of Aggression in Girls. New York: Harcourt, Inc. Library: <http://www.spcollege.edu/libraries/>.

1. **Technology**

See College’s e-campus requirements

1. **IMPORTANT DATES**

**1/12/2015 – class start date, 5/8/2015 – class end date**

1/12/2015 –1/16/2015 – add/drop week

3/25/2015 – last day to withdraw with a “W” grade

5/4 – 5/8 - FINAL EXAM WEEK

1. **COURSE ASSIGNMENTS & EXPECTATIONS**

**Required Assessments**

|  |  |
| --- | --- |
| Weekly Discussion Postings & Responses | 30% |
| * Four Reflection Papers (10 pts each)
 | 40% |
| Final Exam | 20% |
| Field Experience Project | 10% |

**A**. **Discussion Postings & Responses: (30%)**

Each week, you must answer 1 question related to the required chapter reading(s) and post your answers to the class using the discussion board. You must then read and respond to other learner's postings (with a minimum of 2 responses a week). Discussion postings and responses must be substantive as you are expected to contribute to the class discussions in meaningful ways. This means:

* contributing new and relevant (relevant means directly related to the subject we are studying) information to the course discussion
* commenting substantially in a positive manner
* building substantially on the remarks of your fellow students
* posting questions to your fellow students that spark substantial and relevant discussions
* sharing quotes, websites, and other supplementary information that is substantial and relevant to the subject being studied.

Your discussion postings should be between 300-350 words for each question. Your response postings should be a *minimum* of 100 words for each response to other learners. You must include your word count.

“Good job!” and “I agree!” responses to other learners **will not fulfill** the requirements of substantive postings. However, these types of messages and replies are wholeheartedly encouraged to add to the positive atmosphere of the class.

All discussion questions are located under the **Discussion** tab with detailed instructions.

(Refer to the course information tab for details on assigned readings and postings.) (Refer to the course information tab for details on assigned readings and postings.) (Refer to the course information tab for details on assigned readings and postings.)

**B. Reflection Papers: (40%)** You will be responsible for reading assigned chapters and articles throughout the semester. Hence, these papers will focus on your readings related to the biological, social, and cultural changes that accompany adolescence and the effect of these changes on emotional, intellectual and social development. Details of this assignment are located under the **c*ourse content tab.***

**C**. **Final Exam: (20%)** There will be a midterm and final in this course. This will be a *cumulative* exam will consisting of fill-in the blank and essay questions.

**D. School Based/Field Experience Hours Course Requirements: (10%)** This course requires 5 hours of observation /field-experience hours in an ADOLESCENT setting (e.g., 5th grade and up, an afterschool program, the YMCA or RCLUB, church youth group, etc.). This is a **three part** assignment. Details are located under the **content/lesson’s** tab..

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUSSTATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

[**www.spcollege.edu/addendum/index.php**](http://www.spcollege.edu/addendum/index.php)

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

**Note: It is expected that chapters are read *prior* to the week that assignments are due.**

**DEP 3305 Spring 2015 CALENDAR AND COURSE OUTLINE**

| **Dates** | **Weeks** | **Topics** | **Readings & Assignments** |
| --- | --- | --- | --- |
| **1/12** | **Week 1** | Introduction | Chapter 1 Answer 1 of the weekly questionsPost 2 responses to other learners |
| **1/19** | **Week 2**  | Puberty, Health and Biological Foundations | Chapter 2Answer 1 of the weekly questionsPost 2 responses to other learners |
|  1**/26** | **Week 3**  | The Brain and Cognitive Development *Part I* | Chapter 3 Answer 1 of the weekly questionsPost 2 responses to other learners |
| **2/2** | **Week 4** | The Brain and Cognitive Development *Part II* | Chapter 3 (con't)  Answer 1 of the weekly questionsPost 2 responses to other learners***First Reflection Paper Due Sunday 02/08/2015*** |
| **2/9**  | **Week 5**  | The Self, Identity, Emotions and Personality | Chapter 4 Answer 1 of the weekly questionsPost 2 responses to other learners |
| **2/16**  | **Week 6**  |  Gender | Chapter 5 Answer 1 of the weekly questionsPost 2 responses to other learners |
| **2/23**  | **Week 7**  |        Sexuality | Chapter 6  Answer 1 of the weekly questions.       Post 2 responses to other learners |
| **3/2**  | **Week 8**  | Moral Development, Values and Religion  | Chapter 7 Answer 1 of the weekly questionsPost 2 responses to other learners***Second Reflection Paper Due Sunday 03/08/2015***  |
| **3/9**   | **Week 9** | NO ASSIGNMENTS DUE | SPRING BREAK!! |
| **3/16**   | **Week 10**  | Families | Chapter 8Answer 1 of the weekly questionsPost 2 responses to other learners |
| **3/23**   | **Week 11**  | Peers and Romantic RelationshipsSchools | Chapter 9 Answer 1 of the weekly questionsPost 2 responses to other learners |
| **3/30**  | **Week 12**  | Schools | Read Chapter 10Answer 1 of the weekly questionsPost 2 responses to other learners***Third Reflection Paper Due Sunday 04/05/2015*** |
| **4/6**  | **Week 13** | Achievement, Work, and Careers | Read Chapter 11Answer 1 of the weekly questionsPost 2 responses to other learners |
| **4/13**  | **Week 14**  | Culture | Chapter 12Answer 1 of the weekly questionsPost 2 responses to other learners |
| **4/20** | **Week 15** | Problems in Adolescence and Emerging Adulthood | Chapter 13Answer 1 of the weekly questionsPost 2 responses to other learners***Fourth Reflection Paper Due Sunday 04/26/2015******3-part Field Experience Assignment Due Sunday 4/26/2015*** |
| **4/27** | **Week 16** | Problems in Adolescence and Emerging AdulthoodFinal Exam Opens this week on 4/27 until 5/6/2015  | Chapter 13 (Con’t)Answer 1 of the weekly questionsPost 2 responses to other learners**Chapters 1 through 13**  |
| **5/4** | **Week 17** | **Final Exam Closes on Wednesday 5/6/2015 at 11:30 pm.** | **Chapters 1 through 13**  |

**Important Information:**

All work is due on Sundays by 11:55pm (EST), unless otherwise designated in the syllabus. Late discussion posting will not be accepted..

Assignments are considered late if submitted after 11: 55pm (EST) of the due date and will result in a 10% reduction in grade for each day late. This policy does not apply to the midterm or final exam (no late submissions will be accepted).

* ***We will use the MyCourses timer for the exact time and date*!**

One of the benefits of an online course is that learners tend to have more flexibility than the "traditional" offline course. Sometimes, learners like to work ahead and can even finish a course in a shorter amount of time. Due to the interactive nature of this course, students will not be permitted to submit their discussion postings or responses more than one week ahead.

1. **Uniform Core Curriculum Assignments**

There are no UCC assessment points/assignments in this course.