

EPSY 311  
EDUCATIONAL PSYCHOLOGY 311  
Adolescent Psychology

PREREQUISITES

Education 202 or equivalent

COURSE DESCRIPTION

Credit 3 hours. A Study of physical, mental, social, and personality development occurring during adolescence. The needs of special populations such as students with mild/moderate impairments will be considered.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (sb), knowledge of the learner (kl), best pedagogical practices (pp), and content knowledge (ck). These components are based on current research about effective teaching and learning for novice and accomplished teachers. Our program reflects these critical components in order to prepare our teacher candidates from the beginning teacher education course through the student teaching experience and into a successful career.

RECOMMENDED TEXTBOOKS

Santrock, J.W. (2000). *Adolescence*. (8th ed.). Iowa: McGraw Hill.

Garrod, A., Powers, S., Smulyan, L. & Kilkenny, R. (1999). *Adolescent portraits: Identity, relationships, and challenges*. Massachusetts: Allyn and Bacon.

Publication manual of the American psychological association (4th ed.) (1997). Washington, DC: American Psychological Association.

Peden, B. & Keniston, A. (1998). *Student study guide (for Santrock)*. Iowa: McGraw Hill.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. describe the course of cognitive development according to Piaget, and to give appropriate examples of the major concepts involved in his theory; (kl, ck)
2. explain essential differences in child and adolescent thought, including the effects these differences may have upon the adolescent's learning; (kl, pp, ck)
3. describe the general features of physical growth during adolescence, the genetic influences and the individual's adaptation to the changes that occur; (kl, ck)
4. describe the stages of personality development (according to theorists such as Freud and Erikson) and to relate the significant concepts of each theory to the understanding of emotional and personality development in adolescents; (kl, ck)

5. explain external influences, such as culture, peers, media, early and late maturation, and cultural norms on the adolescent's personality; (kl,ck)
6. describe the effects of schooling on students from lower socioeconomic classes, and different ethnic and cultural backgrounds; (kl,ck)
7. describe contemporary approaches to understanding a youngster's motivation, such as locus of control orientation, and achievement motivation; (kl,pp,ck)
8. describe the process of sex-role development and the effects it has upon personality and behavior of adolescents; (kl,ck)
9. relate self-concept development and the practices of teachers to improved self-concepts in adolescents; (kl,pp,ck)
10. explain the modeling process as a part of the adolescent's experience in and out of school and to describe the possible positive and negative effects of modeling on students; (kl,pp,ck)
11. explain Kohlberg's theory of moral development, and to explain the effects that moral education may have upon the adolescent in the classroom; (kl,pp,ck)
12. describe socialization processes and the development of pro-social behavior in adolescents; (kl,pp,ck)
13. describe child-rearing practices and toe effects upon the personality and social development of adolescents; (kl,pp,ck)
14. recognize the signs of special adolescent problems (such as substance abuse, depression, eating disorders, delinquency, suicide, and dropping out) and to describe appropriate ways to handle these problems. (kl,pp,ck)

#### COURSE EVALUATION

Students will be evaluated through written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

#### ACCOMMODATIONS

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room #203 Student Union.

#### WRITING STYLE

Written work in this course must be completed in APA style.

#### REFERENCE LIST

Anderson. J.R.(1985) Cognitive psychology and its implications. (2nd Edition )  
New York : W.H. Freeman

Bolles. E.B.(1988) Remembering- and forgetting : inquiries into the nature of memory.  
New York: Walker, Company.

Brehm, S.S,Kassin S.M., Gibbons. F. X. (Eds.). (1981). Development social psychology.

New York :Oxford University Press.

Damon, W.(1983). Social and personality development. New York: W. W. Norton.

Newel I. A. ,& Simon, H. A. (1972). Human problem solving. Englewood Cliffs, NJ:Prentice-Hall.

Pascuale-Leone,J., & Ribauoierre, A. (1979). Formal operations and M power: Aneo-Piagetian investigation. In D. Kuhr, (Ed.), Intellectual development beyondchildhood (pp. 1 -43). Washington: Jossey-Bass.

Piaget., Jean.(1932). The moral judgment of the child. New York: Harcourt.

Piaget, Jean.(1952). The origins of intelligence in children. New York: International Universities Press.

Plato. (1968).(Plato's Republic) (B. Jowett, Trans.) Bridgeport, CT: Fairmont.

Santrock, John W. (1987). Adolescence. Dubuque, Iowa: Wm. C. Brown Publishers.

Skinner, B.F.(1957). Verbal behavior. New York: Appleton-Century-Crofts.

Witkin, H. A.,Moore, C. A., Oltman, P. K., Goodenough, D. R., Friedman, F., & Owen, D. R.(1977). A longitudinal study of the role of cognitive styles in academic evolution during the college years. GRE Board Research Report GREB No. 76-10R.Educational Testing Service.

Wolman, B.B.(Ed.). (1982). Handbook of developmental psychology. Englewood Cliffs, NJ:Prentice Hall.