

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: PSYC207**

**Year: 2024-2025**

**Course Title: Adolescent Psychology**

**Credit Hours: 3**

**I. Course Description:** Physical, cognitive, and social-emotional development of the adolescent (age 12 through 17) and emerging adult (age 18-20) are studied from multiple psychological and developmental perspectives. Emphasis is placed on normative experiences, cultural differences, as well as problems adolescents and emerging adults face as they mature in today's rapidly changing society. Methods of research in the field and concepts such as intellectual development, identity formation, moral development, gender roles, gender and sexual development, and family and peer relations are discussed. Special attention is given to recent developments in research and theory in the field. PSYC207 fulfills the SUNY General Education Social Sciences Knowledge and Skills Area. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL101; PSYC103. 3 Cr. (3 Lec.) Fall and spring semesters

**II. Additional Course Information:**

1. Students should check their Tompkins Cortland email accounts regularly for messages from the instructor. Failure to read email may result in missed class information.
2. Required readings may be from the assigned textbook, supplemental articles, or web resources.
3. This course can be used to fulfill a liberal arts, social science, or unrestricted elective requirement.
4. Students will need basic computer skills and access to a reliable computer with high speed internet access. Mobile devices are typically not compatible with uploading assignments and viewing materials such as videos in various formats.
5. This course may be offered using various teaching modalities (in-class, hybrid, asynchronous).
6. This course is required in the Liberal Arts and Sciences: Adolescent Education A.S. program.
7. This course or PSYC208 is required in the Chemical Dependency Counseling A.A.S. program.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of how major psychological theories and concepts apply to adolescent psychology
2. Demonstrate understanding of the research methods used in adolescent psychology
3. Locate, evaluate, and apply peer-reviewed research information relevant to adolescent psychology
4. Demonstrate understanding of how privilege and inequality shape developmental psychological processes in adolescence

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

### **Tompkins Cortland ILOs – N/A**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Liberal Arts and Science - Social Science A.S.**

**PLO 2:** Locate, evaluate & apply relevant information

**SLO 3:** Locate, evaluate, and apply peer-reviewed research information relevant to adolescent psychology

**PLO 3:** Investigate a question using the research process of at least one Social Science discipline

**SLO 2:** Demonstrate understanding of the research methods used in adolescent psychology

**PLO 4:** Use evidence to describe (1) how privilege & inequality are socially and/or historically constructed and (2) how these shape [students'] lives.

**SLO 4:** Demonstrate understanding of how privilege and inequality shapes developmental psychological processes in adolescence

### **SUNY General Education Competencies– N/A**

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Social Sciences

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

**SUNY Outcome:** Describe major concepts and theories of at least one discipline in the social sciences.

**Course SLO:** 1: Demonstrate understanding of how major psychological theories and concepts apply to adolescent psychology

**SUNY Outcome:** Demonstrate an understanding of the methods social scientists use to explore social phenomena.

**Course SLO 2:** Demonstrate understanding of the research methods used in adolescent psychology

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics/Themes

1. Scientific approach and research methods
2. Overarching themes, theories, persistent questions, and enduring conflicts
3. Puberty, health, and biological development of adolescents
4. Brain and cognitive development
5. Self, identity, emotion, and personality development
6. Gender, gender roles, and sexuality
7. Moral development
8. Family processes
9. Peers and romantic relationships
10. School, achievement, and career development
11. Culture
12. Problems, prevention, and intervention

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Tests (includes in-class and take home quizzes & exams) and/or	0-80%
2. Written Assignments (may include in-class writing, research papers, journal article annotations, journal entries, and on-line discussions)	20-60%
3. Attendance and/or participation	0-20%
4. Individual or group projects and presentations	0-20%
Instructors are strongly encouraged to create and use grading rubrics for assignments.	

**VII. Texts – ☐ Required      ☒ Recommended      ☐ Used for more than one course (list courses)**

*High school instructor consult with staff in the CollegeNow office for additional information and guidance.*

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1. <i>Adolescence</i> . John W. Santrock. 18 <sup>th</sup> Edition, McGraw Hill. ISBN: 978-1260245837	<input type="checkbox"/>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VIII. Bibliography of Supplemental Materials**

1. Brewer, C.L., Hopkins, J.R., Kimble, G.A., Matlin, M.W., McCann, L. I., McNeil, O.V., Nodine, B.F., Quinn, V.N., & Saundra. (© 1993). Curriculum. In T.V. McGovern (ed.), Handbook for enhancing undergraduate education in psychology (pp. 161-182). Washington, DC: American Psychological Association.
2. Ware, M.E., & Johnson, D.E. (© 1996). Handbook of demonstrations and activities in the teaching of psychology. Mahwah, NJ: Lawrence Erlbaum Associates.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**IX. Other Learning Resources**

**Audiovisual:**

Some videos are owned and housed in the TC3 Media collection, others are available through BOCES loan library, or rental is possible. A list of videos is available through the Media Desk.

**Electronic:**

- American Psychological Association (APA): <http://www.apa.org>  
The largest psychology-related organization in the world, with links to many resources.
- American Psychological Society (APS): <http://www.psychologicalscience.org/>  
A society dedicated to research-oriented psychology, with lists of psychology resources, tutorials, and more.

**Other:** None specified

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in*

*performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*