

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: PSYC 207**

**Course Title: Adolescent Psychology**

**Year: 2023-2024**

**Credit Hours: 3**

**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 accommodations. All course materials are available in alternate formats upon request.*

### **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. PSYC 207 fulfills the SUNY General Education Social Science requirement. .Prerequisites: RDNG 116 if required by placement testing; PSYC 103; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.)  
Fall and spring semesters.

### **Course Context/Audience**

PSYC 207, a required course in the Liberal Arts and Sciences Adolescence Teacher Education Transfer A.S. degree program, is part of the Liberal Arts Social Science curriculum. Students can use the course to fulfill a social sciences elective requirement for the Liberal Arts and Sciences-Social Science A.S. degree. It will transfer to four-year programs as a social science or psychology elective. The course is also appropriate for parents and those currently in or planning to pursue a career with adolescents.

### **Basic Skills/Entry Level Expectations**

<b>Writing:</b>	WC	College level writing skills are required. See course co-requisites or pre-requisites.
<b>Math:</b>	M0	Course requires very little or no math.
<b>Reading:</b>	R4	Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

Revised Spr 14

This course will survey the major areas of adolescent psychology. The student, upon completion of the course, will be able to:

1. Describe history and research methodologies in the field of developmental psychology
2. Describe major theories of adolescent development
3. Identify the biological and cognitive foundations of adolescent development.
4. Understand the development of self-concept, moral reasoning, personality, gender and sexuality in adolescence and emerging adulthood.
5. Understand how families, peers, schools and work influence development in adolescence and early adulthood
6. Understand the interaction with and influence of culture on development in adolescence and emerging adulthood.
7. Describe some of the most common problems which can arise in adolescence and emerging adulthood and some methods of addressing these problems

### Course Objectives/Topics

Objective/Topic	# Hours
Topic 1 (goal 1 and 2): History and Science of Adolescent Development: The most important concepts from these two topics is the understanding of the brief history of the field of adolescent development, the differences between the theoretical orientations and an understanding of how research is conducted in the field of adolescent development.	4-6 Hours
Topic 2 (goal 3): Puberty, Health and Biological Development of Adolescents: Determinants of puberty and trends in puberty, psychological dimensions of puberty, effects of early and late maturation, health concerns for adolescents and emerging adults, the influence of genetics and the environment on adolescent behavior.	4-6 Hours
Topic 3 (goal 3): Brain and Cognitive Development: The brain and brain development in adolescence and emerging adulthood, psychometric, information processing, cognitive developmental (Piaget and Vygotsky) and social developmental approaches to the study of adolescence and emerging adulthood.	4-6 Hours
Topic 4: (goal 2, 4 and 6) The Self, Identity, Emotion, and Personality: Development of self-understanding, self-esteem and the self-concept. Erikson's and Marcia's approach to identity development in adolescence and related research. Family and cultural influences on identity development, emotional development. The five-factor theory of personality development and research on the five factors in adolescence and early adulthood. Development of temperament in adolescence and early adulthood.	4-6 Hours
Topic 5: Gender and gender roles (goal 3, 4 and 6): Biological, social, and cognitive influences on gender in adolescence and emerging adulthood. Gender stereotyping and gender roles. The influence of context and culture on gender stereotyping and gender roles. Developmental changes in gender across adolescence and early adulthood.	2-3 Hours
Topic 6: Sexuality: (goal 3, 4 and 6) The nature of adolescent sexuality: normal aspects of adolescent sexual development, the sexual culture, development of sexual identity, researching adolescent sexuality. Sexual attitudes and behavior, both heterosexual attitudes and behavior and sexual minority attitudes and behavior. Negative sexual outcomes in adolescence: adolescent pregnancy, sexually transmitted infections, forcible sex and sexual harassment. Sexual literacy and Sex education.	2-3 Hours
Topic 7: Moral Development, Values and Religion (goal 4 and 6): Domains of moral development: moral thought, behavior, feelings and personality. The influence of parenting and schooling on moral development. The role of values, religion and spirituality in adolescence and early adulthood.	3-4 Hours
Topic 8: Families (goal 5 and 6): Family processes and family systems: the role of maturation in adolescence and early adulthood. Adolescents' and emerging adults' relationship with parents; parenting styles, co-parenting, parent-adolescent conflict, autonomy and attachment, emerging adults' relationships with parents, intergenerational relationships. Sibling relationships: birth order and sibling roles. The changing Family; Divorce, stepfamilies, working parents, adoption, gay and lesbian parents, the role of culture and ethnicity. Social policy, adolescents and families.	3-4 Hours
Topic 9: Peers and Romantic Relationships (goal 4, 5 and 6): Peer relationships, friendships, loneliness. Adolescent groups: cliques, crowds, youth organizations. The role of gender and culture on relationships with peers and romantic relationships. Dating and romantic relationships: functions of dating and developmental changes across adolescence and emerging adulthood. The construction	2 Hours

of romantic love. The role of gender and culture. Emerging adult lifestyles: single, cohabiting, married and divorced emerging adults. Gay and lesbian emerging adults.	
Topic 10: Schools. Approaches to education (goal 5 and 6). Accountability, Transitions: transition to middle or junior high school, transition to high school . Middle schools and improving middle school. The American high school. High school dropouts. Transition from high school to college. Transition from school to work. The social context of schools: changing social-developmental contexts, classroom climate and management, person-environment fit, teachers, parents, peers and extra-curricular activities, the role of culture. Adolescents who are exceptional; learning disabilities, Educational issues for adolescents with disabilities, Adolescents who are gifted.	2 Hours
Topic 11. Achievement, Work and Careers. (goal 5, 6 and 7) Achievement and achievement processes, social relationships and contexts for achievement, motivational obstacles to achievement in adolescence and emerging adulthood. Work: work in adolescence, work during college, work/career-based learning, work in emerging adulthood. Career development: Developmental changes, cognitive factors in career development, identity development and careers, the role of social context and culture.	2 Hours
Topic 12: Culture (goal 6, goal 7); The relevance of culture in studying adolescence and emerging adulthood. Cross cultural research. Rites of passage in different cultures. The role of socioeconomic status and poverty on development in adolescence and emerging adulthood. The role of media and technology on development in adolescence and emerging adulthood.	2 Hours
Topic 13: Problems in Adolescence and Emerging Adulthood (goal 7): Different approaches to problems: bio-psychosocial approach, developmental psychopathology. Stress, coping and resilience. Problems/Disorders: Drug use, juvenile delinquency, depression and suicide, eating disorders, adolescents with multiple problems. Prevention and Intervention.	2 Hours

#### General Education Goals - Critical Thinking & Social/Global Awareness

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will be asked to read and critically evaluate at least one research article.</p> <p>In class discussions and written assignments, students will be asked to consider how findings about adolescent development should affect social policy and how theories of adolescent development relate to their own experience of adolescence and the experience of others.</p>

<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will begin to understand how their lives are shaped by the complex world in which they live.</p> <p>Students will understand that their actions have social, economic and environmental consequences.</p>	<p>This course has a large component (an entire chapter of most textbooks) devoted to cultural differences in adolescent development. Coverage of differences between cultures and subcultures is also included in many of the other topics (for example education, peers and romantic relationships, gender and sexuality).</p> <p>Social policy related to adolescent development, adolescent education and adolescent problems will also be discussed.</p>

### Instructional Methods

On-line course: Reserve Readings (recent research) and written responses; Mini-lectures on difficult concepts; Many writing assignments; Discussions

On campus: Lecture; Small group work; Discussions; Case studies; Research project or summary of a primary research article

APA writing style should be required for all assignments.

If the summary and evaluation of a research article is conducted, the following guidelines may be used:

The Summary and Evaluation of a primary research article and the posting of a briefer report and subsequent participation in a class discussion should make up 25% of the final grade. Each student selects a primary research article in one of the following journals: Child Development, Developmental Psychology, The Journal of Adolescent Research or Journal of Research on Adolescence. The research must have been conducted with adolescents, not children or adults. It must be an empirical research article and not a summary or case study. The instructor must approve the article. The assignment must include the following:

#### I. Bibliographic Information (use APA style)

#### II. Purpose

What is the purpose of this research effort? Summarize and comment on the literature review. Is the literature of previous studies adequately reviewed or taken into account? Mention a few of the previous studies that the researchers write about and state why these previous works are important to the current effort.

#### III. Research Data

##### A. Subjects

Describe the sample in some detail, then comment on the following issues: Is the number adequate? Is the sample clearly described as to age, sex, socio-economic status, education, race and so on? Why or why not? Remember that in different studies different things are important. The two criteria here are whether the sampling is good and whether the sample is representative of the group of people the researchers want to generalize their results to.

##### B. Apparatus and Procedure

Briefly summarize how this study was conducted. How was it designed and carried out? Describe the methodology in some detail. Is it a longitudinal, cross-sectional or sequential design? Experimental? Quasi-experimental? Were the techniques of measurements or observations adequately described? Are factors controlled that might affect the results? Give a brief description of any special apparatus, tests, questionnaires or observation techniques used by the researcher(s). Explain clearly how the researchers operationalized the psychological constructs under study. Define the important or main variables; Are the terms well defined? Identify the independent and dependent variables.

### C. Results

What did the investigator(s) find? Summarize and describe the major results. Were there any unexpected findings? Do the results bear any relation to the stated purpose of the investigation?

D. Conclusions - How does the author interpret his/her findings? Does the author think his/her hypotheses are substantiated? Do you believe these conclusions are clearly supported by the data (results)? Are limitations of the study clearly stated? Has the researcher overlooked important aspects of the results? What additional questions or new hypotheses can be generated from the study and are they stated?

### IV. Remarks

Is this a good study? Are there any points on which you disagree? Can you offer any interpretations of the results other than those given by the author? What are the theoretical implications of the results of this study? Are there implications for practice, that is, answer the question of how these results can be used to improve the quality of life for adolescents who are similar to the sample? Who can use the results and how? Be very specific on this point. What contributions if any, have been made to current theory as a result of this study?

### Methods of Assessment/Evaluation

Method	% Course Grade
Evaluation and critique of a primary research article or research paper	5-25%
Midterm essay exam	0-20%
Final essay exam	0-20%
Written assignments	15-40%
Observations	10-30%
Quizzes	10-30%
Class Discussion and Projects	10-30%

### Text(s)

Adolescence, Santrock, John W., Latest Edition, McGraw-Hill, Inc.

Any science based adolescent development textbook is acceptable.

### Bibliography

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

Vygotsky, L.S. (©1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (©1977). Toward an experimental ecology of human development. American Psychologist, 32, 513-531.

Bandura, A., Ross, D., & Ross, S. (©1961). Transmission of aggression through imitation of aggressive models. Journal of Abnormal and Social Psychology, 63, 375-382.

Gilligan, C. (©1982). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.

R. Lerner's goodness-of-fit model: Lerner, R. M. (©1993). Early adolescence: Toward an agenda for the integration of research, policy, and intervention. In R.M. Lerner (Ed.), Early adolescence. Hillsdale, NJ: Erlbaum.

Heredity-environment interaction and development is where the field of human development is right now. A good overview of this work conducted with Plomin and others is:

Scarr, S. (©1992). Developmental theories for the 1990's. Development and individual differences. Child Development, 63, 1-19.

## Other Learning Resources

<b>Audiovisual</b>
Adolescent segments from Worlds of Childhood collection. Adolescent films on many topics available through Films on Demand
<b>Electronic</b>
No resources specified
<b>Other</b>
No resources specified