



Syllabus



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PSY 511: School Age and Adolescent Development

Credits: 4, CRN #: 40188

Summer Term 2008, July 12th - September 5th

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Course Description

Overview

This course focuses on the developmental processes of school age children and adolescents. Grounded in theoretical perspectives of development, children's physical, cognitive, social and emotional growth is examined. The study of adolescents is framed by the study of intrinsic factors (e.g., genetic factors) and external factors such as family, school, socio-economic status, and culture that influence development. Attention is given to the role of parents, peers, community organizations, teachers, schools and other institutions in fostering the healthy development of young people.

Prerequisites

None.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to view our new [Online Orientation with audio](#) at your own convenience.

Required Resources

Textbook:

- Santrock, J.W. *Adolescence: An Introduction*, 11th ed. ISBN#: 0073133728.

The textbook is available online at MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 40188). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Learning Outcomes

Upon completion of this course, learners will:

1. Identify and explain the major issues addressed by developmental theories, e.g., the role of biology vs. the environment, the nature of change (qualitative vs. quantitative), and the role of the individuals in their own development (active vs. passive).
2. Compare and contrast the historical world views from which developmental theories arise.
3. Outline major developmental perspectives including ethological, psychoanalytic, psychosocial, behaviorist, social learning, and cognitive theories and compare them in light of their basic principles and tenets.
4. Identify and describe the major milestones in the physical, cognitive, social, and emotional development of adolescents.
5. Summarize current research findings on factors that impact development, e.g., genetics, nutrition, environmental stimulation, and human interaction.
6. Analyze the dynamic interaction between biological, psychological, sociocultural and ecological factors and explain how they affect development.
7. Apply principles of development in analyzing selected adolescent behaviors.
8. Apply knowledge of adolescent development in making recommendations for enhancing development in various situations (e.g., family, child care, education, community).
9. Evaluate the effectiveness of various learning and/or social environments for adolescents in promoting development.

Methods of Achieving Outcomes

We achieve our objectives through reading the text and dialoging with one another about the issues on the Discussion Board Forums, learning the vocabulary and the content of the reading material, creating a project to put what we learn into action, and keeping an assignment journal of the process of meeting our objectives.

Evidence of Accomplishment

Learners will demonstrate their learning through the following:

Participation - 20%

Participation means being online and active on the Discussion Board Forums and in Chat Sessions, if you choose to use them. The Chat Sessions are in real time, i.e. we will be communicating with each other as needed to answer questions, explore ideas, clarify issues, etc. These sessions are available to all students at any time during the course. The Discussion Sessions are asynchronous (not in real time.) The questions will be posted on the Discussion Board. You can read the questions, pick at least one that has meaning for you, and then post your opinion, ideas, and reactions for everyone to see at his or her convenience. Each of you is also asked to respond to at least two other students who have already posted thoughts. The key to making this interaction meaningful is not how many times you post something; it's the quality of your thinking and reflection that count the most. So we want to be able to show signs of critical thinking and articulation of ideas.

Assignment Journal - 20%

An Assignment Link Journal question will be required for each Module. The question will be supplied and you are asked to write a one page, single-spaced response to the question. The response will be assessed based on these characteristics: 1. clear

connection with an idea or theory from the chapter; 2. relating a personal experience from your life to that idea/theory; 3. exercising critical thinking; 4. following the writing rubric located elsewhere on this site. Students will always have the opportunity to rewrite if s/he would like additional points.

Quizzes - 20%

Each student will be asked to complete an assigned quiz for each required reading chapter in our text. The quizzes are open book. The quizzes are designed to familiarize you with content, as well as terminology. If you are not satisfied with your score, you will have an opportunity to improve your grade; information on this will be on the Main Discussion Board Forum.

Project - 40%

Each student will be asked to complete a research project. The project topic will need to be approved by the instructor. Project directions and sample projects will be posted on the Main Discussion Board.

Performance Evaluation

Grades for the course will be based upon the following:

Activity	% of Final Grade
Participation	20%
Journal	20%
Quizzes	20%
Project	40%
Total	100%

Course Grading Scale: The letter grade is representative of Granite State College's grading system.

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

NOTE: Students must receive a grade of "C" or better for all courses in their major.

Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://granite.edu/library/citing.htm>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see pages 65 of the college catalog.

Grading Criteria

"A" Range: Outstanding Work

Thoroughly demonstrates all of the course learning goals, the learner:

- Supports their positions in discussions and writing with many examples and illustrations from the readings, personal experiences, and course events.
- Accurately uses much of the vocabulary and concepts introduced.
- Completes written work that is exemplary in conceptualization, organization and mechanics.

"B" Range: Superior Work

Demonstrates in a better than average manner the course learning goals, the learner:

- Supports their positions in discussions and writing with some examples and illustrations from the readings, personal experiences, and course events.
- Uses some of the vocabulary and concepts introduced.
- Completes written work that is proficient in conceptualization, organization and mechanics.

"C" Range: Acceptable Work

Beginning to engage, recall, and demonstrate the course learning goals, the learner:

- May supply an example or illustration from the readings, personal experiences, or course events when asked to do so.
- Ventures to employ the vocabulary and concepts introduced with encouragement.
- Submits written work that is acceptable in conceptualization, organization and mechanics.

Outline of Course Structure & Content

This course is organized in 4 two-week modules. Below you will find the general framework of the topics and readings for each module. See Course Contents for more details of the assignments.

Module	Readings and Topics
Module 1: Looking Back July 12 - 25	<ul style="list-style-type: none"> • Week 1 Readings: Chapter 1 • Week 1 Topics: Introduction • Week 2 Readings: Chapter 2 • Week 2 Topics: Adolescent Development
Module 2: Developing Within and Without July 16 - August 8	<ul style="list-style-type: none"> • Week 3 Readings: Chapter 4 • Week 3 Topics: Cognitive Development • Week 4 Readings: Chapter 9 • Week 4 Topics: Families
Module 3: Self and Others August 9 - 22	<ul style="list-style-type: none"> • Week 5 Readings: Chapter 5 • Week 5 Topics: Self and Identity • Week 6 Readings: Chapter 7 • Week 6 Topics: Sexuality
Module 4: Morals and Problems August 23 - September 5th	<ul style="list-style-type: none"> • Week 7 Reading: Chapter 8 • Week 7 Topics Moral Development • Week 8 Reading: Chapter 14 • Week 8 Topics: Adolescent Problems

Note: The content of this syllabus is subject to change as needed.

ADA

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a reasonable accommodation to remove the barrier. If you need assistance, it is important that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the dean of learner services in the Administration Offices in Concord. See ADA in the college catalog for details.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) or call 1-888-372-4270 (Hours: M-F, 8:30-5:00, on weekends messages are checked daily)

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