

**Loyola University Chicago**  
**CPSY 337-001: Adolescent Development and Implications for Education**  
**Spring 2011**

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### **Required text**

Rice, F.P. & Dolgin, K.D. (2010). *The Adolescent: Development, Relationships, and Culture*.  
 Boston: Allyn & Bacon.

### **Course description**

This course will include an overview of normal adolescent development in different contexts, such as biological occurrences in adolescence, social and cognitive development, and identity development. The course will touch on many of the issues which adolescents face today (sexual attitudes and behavior, family issues, romance, alienation and teen violence, and popular culture). Finally, the course will explore the various contexts in which adolescents normally function, including work, school, and family.

### **COURSE OBJECTIVES**

1. To increase students' knowledge of basic adolescent development theories (i.e., cognitive, social, physical, and identity changes)
2. To increase students' awareness of current issues facing adolescents from diverse backgrounds
3. To facilitate critical thinking/problem-solving about issues facing adolescents in society today
4. To enhance students' ability to think about their personal and professional roles in promoting the well-being of adolescents

### **COURSE REQUIREMENTS**

#### **Assignments**

I have rigorous standards for writing assignments. All papers must be written according to the American Psychological Association's (APA) Publication Manual (6<sup>th</sup> edition). As students are preparing for professional careers, papers must be grammatically correct and reflective of this level of education. Please consult the writing tips sheet on the website for more specific recommendations. Papers will only be accepted if stapled or clipped in the left hand corner. Please do not place papers in folders or binders.

1. ***Peer-Reviewed Journal Article Summaries (20%)***: You will be required to write and submit 3 peer-reviewed journal article summaries (1-2 typed pages each). Each article summary should include a brief description of the purpose and results of the study, and **most importantly**, include a paragraph describing what implications you can draw from

the findings regarding adolescent development (i.e., based on the findings, what conclusions can you draw about adolescent development, the treatment/education/parenting of adolescents, etc). See the course schedule for due dates. Files must be submitted through Assignments of Blackboard. Please submit the file with the following file name: LASTNAMEF.Summary1(2, or 3).

3. **Exams (40%):** There will be three exams and your lowest exam grade will be dropped. (So, two exams will count for 20% each). The exams will contain a variety of questions, including multiple choice and short-answer questions. Some exams may contain an essay question. Make-up exams **will not** be given. If you miss one exam **for any reason**, that exam grade will be dropped and your other two exam grades will count. If you take all three exams, your two best scores will be counted.
  
3. **Final Paper (30%):** You will be responsible for a final paper in which you will explore an area of interest to you which pertains to adolescence. Topics may be chosen from those covered in the book or different topics pertaining to adolescence may be chosen with instructor approval. American Psychological Association (APA) style is expected and will be a part of your grade. A handout on this style will be provided and expectations will be explained in class. Late papers will be accepted at a penalty of 10 points per class period.
  
4. **Class Presentation (10%)**  
 You will do a group presentation on a topic of your choice. This presentation should be 15 minutes in length, and you are encouraged to (1) use Microsoft powerpoint and (2) create a separate informative handout for your classmates. If you go over the time limit, points will be deducted from your grade, so it is advisable to practice and time your presentation ahead of time. A handout detailing the requirements of this presentation will be provided at a later date. You must e-mail your selected topic choice to the instructor by  
 Due Date: You will be assigned a presentation date at the beginning of the semester.

\*Examples of topics previously chosen by students include:

- Self-esteem in Adolescents
- Eating Disorders in Adolescents
- Effects of Divorce on Adolescents
- Effects of Alcoholic Parents on Adolescents
- High School Dropouts
- Autism in Children & Adolescents
- Adolescents & Learning Disorders
- Adolescent Pregnancy
- Lawrence Kohlberg & Adolescent Moral Development
- Homelessness, Substance Abuse & Suicide in LGBT Adolescents
- Prevalence of Mental Illness among Adolescents in the Juvenile Justice System
- Video Game Violence – Implications for Adolescents

- ***At Home Quizzes (optional; no credit):*** An online quiz is available for each chapter. Take the quiz at: [http://wps.ablongman.com/ab\\_rice\\_adolescent\\_12/](http://wps.ablongman.com/ab_rice_adolescent_12/). No credit will be given for taking the online quizzes, but they will be helpful in preparing for the exams.

**Grading Scale**

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-70	C
69-60	D
Below 60	F

**COURSE SCHEDULE\***

Tuesday January 18	Introduction & Review of Syllabus	
Thursday January 20	APA style review, research prep	
Tuesday January 25	Adolescents in Social Context	Chapter 1
Thursday January 27	Adolescents in Theoretical Context	Chapter 2
Tuesday February 1	Physical Development	Chapter 4
Thursday February 3	Sexual Development	Chapter 11 <b><u>SUMMARY #1 DUE</u></b>
Tuesday February 8	Case Analyses	<b>***last day to email paper topic for instructor approval</b>
<b>Thursday February 10</b>	Freshmen conference	
<b>Tuesday February 15</b>	<b>Exam 1</b>	<b>Chapters 1, 2, 4, 5, 9</b>
Thursday February 17	Cognitive Development	Chapter 5
Tuesday February 22	Adolescent Ethnic Diversity	Chapter 3
Thursday February 24	Culture, Gender, and Identity	Chapter 6
Tuesday March 1	Moral Development	Chapter 7
Thursday March 3	Adolescents and Their Families	Chapter 8
Thursday March 8	<b>Spring break- No class</b>	
Thursday March 10	<b>Spring break- No class</b>	
Tuesday March 15	Adolescents & Diverse Families	Chapter 9- <b><u>SUMMARY #2 DUE</u></b>
Thursday March 17	Case Analysis	
Tuesday March 22	<b>Exam 2</b>	<b>Chapters 3, 5- 9</b>
Thursday March 24	Adolescent Sub-Culture	Chapter 10

Tuesday March 29	Education and the schools	Chapter 12
Thursday March 31	Work and Career Development	Chapter 13 – <b><u>SUMMARY # 3</u></b> <b><u>DUE</u></b>
Tuesday April 5	Adolescent Alienation	Chapter 14
Thursday April 7	Substance Abuse and Addition	Chapter 15
Tuesday April 12	Case analysis	
Thursday April 14	<b>Exam 3</b>	<b>Chapters 10, 12-15</b>
Tuesday April 19	Presentations	
Thursday April 21	Presentations	
Tuesday April 26	Presentations	
Thursday April 28	Presentations / Course Evaluations	

\* Please note that this class schedule is tentative and the instructor reserves the right to make necessary changes. Supplemental readings will be assigned periodically.

## **School of Education's Conceptual Framework**

*Professionalism in Service of Social Justice:* As a future professional, you will be able to facilitate justice in your work setting and may have unique opportunities to apply your knowledge of social justice in an ethical and reflective manner. This class is designed to help you consider social justice as a critical aspect of your professional work.

*Technology:* In this course you will use technology as an aid in your location of class resources. You will obtain course documents by using Blackboard at [www.luc.edu/blackboard/](http://www.luc.edu/blackboard/). You will locate journal articles by using the library's access to PsycInfo, ERIC, and other online databases. You will create a presentation using Microsoft PowerPoint.

*Diversity:* Your department and program are committed to issues of diversity including, but not limited to race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse people.

## **University Policies**

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to

fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>