

MISSOURI VALLEY COLLEGE

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MARSHALL, MISSOURI 65340
660-831-4000

COURSE SYLLABUS CORRESPONDENT COURSE

COURSE PREFIX & NUMBER: PY 275

COURSE TITLE: Adolescent Psychology

SEMESTER CREDIT HOURS: 3

CLASS DAY & TIME: Schedule Attached

INSTRUCTOR: Lawrence G. Lent, Psy.D.
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CATALOG DESCRIPTION: Human growth and development through adolescence; physical traits; learning and intelligence, social and emotional growth, personality, and adjustment.

PREREQUISITES: PY 100

TEXTBOOK: At Risk Youth
AUTHOR: McWhirter, Jeffries
EDITION: 4th Edition, 2007
PUBLISHER: Brooks Cole, ISBN#: 9780534272364

TEXTBOOK: Young Man Luther
AUTHOR: Erikson, Erik
EDITION: 1958
PUBLISHER: Norton & Company, ISBN#: 0-393-31036-1

TEXTBOOK: Tally's Corner
AUTHOR: Elliott Liebow
EDITION: 2003
PUBLISHER: Rowman Littlefield Publishing Group,
ISBN#: 9780742528963

MISSION AND PHILOSOPHY: The mission and purpose of Missouri Valley College are to provide a Baccalaureate education committed to Christian values, life-long learning, and service to the community. As a career oriented, liberal arts institution, Missouri Valley College equips students to confront the challenges of the future by careful preparation for an involved responsible life. As a God-centered community, Missouri Valley is committed to fostering the dignity and positive self-concept of individuals as they pursue their personal life objectives through this four-dimensional vitality:

1. knowledge and understanding
2. social and leadership development
3. physical well-being
4. ethical values

The Missouri Valley College faculty and staff are committed to the mission and purpose of the College and to serve as moral, ethical and academic role models for the College community.

MISSOURI VALLEY COLLEGE ADA STATEMENT: If you have special needs as addressed by the Americans with Disabilities Act, please contact your instructor immediately. After you have presented documentation, reasonable efforts will be made to accommodate your special needs.

STUDENT CODE OF CONDUCT: It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution. This applies to personal honesty in all aspects of collegiate work, all student records and all contacts with faculty and staff. Academic dishonesty will not be tolerated.

It shall also be the responsibility of every student enrolled at Missouri Valley College to be respectful of the right of other students, staff and instructors to ensure a safe, peaceful atmosphere conducive to the educational goals of an institution of higher learning. Rude or disruptive behavior will not be tolerated.

Student actions that do not adhere to the MVC Student Code of Conduct will be addressed according to College policies regarding academic dishonesty and disruptive behavior. Students who exhibit dishonest, disruptive, or disrespectful behavior risk suspension or expulsion from the institution.

RATIONALE: This course will examine adolescent development from the perspective of scientific theory and research. Basing your knowledge on empirical results and supported theories will allow one to better understand today's youth and make informed decisions pertaining to young people.

GOALS OF THE COURSE: This course will survey and carefully examine scientific approaches to adolescent development. We will examine adolescence from a cultural and interdisciplinary approach. This survey will explore the foundations common to the adolescent experience (biological, cognitive, cultural influences, gender, and self), the contexts in which adolescence and young adulthood emerges (family relations, friends/peer relations, dating/ love/

sexual relations, and school/work), and problems (risks and dangers associated with adolescence.)

COMPETENCIES AND PERFORMANCE INDICATORS: The competencies listed below shall be demonstrated and assessed through reading the chapters, final examinations, and successful completion of assigned projects.

1. Understand the scientific methods as applied to adolescent development
2. Be familiar with developmental norms and stage theories of development (e.g., Piaget, Kohlberg, Erikson, etc.)
3. Demonstrate application of your knowledge of adolescent development to your own life (through real or hypothetical examples).

METHOD OF INSTRUCTION:

1. Assigned reading of text and research
2. Projects with individuals in students vicinity
3. Written APA style papers
4. Application of theory to projects

COURSE REQUIREMENTS:

Reading assigned material

Research papers on assigned projects

Integration of theory on projects

Final examination

GRADING:

A	-	90-100%
B	-	80-89%
C	-	70-79%
D	-	60-69%
F	-	59% and below

All assignments must be typed and in APA format. They are to reach the instructor at Missouri Valley by the Friday of the week shown due in the syllabus. The final exam will cover the assigned text; students should pay particular attention to the summaries at the end of the chapters.

DESCRIPTION OF METHODS OF EVALUATION:

Total points possible:	1000
Project 1	100 points
Project 2	200 points
Project 3	200 points
Project 4	200 points
Project 5	200 points
Final Examination	100 points

WEEKLY ACTIVITIES & ASSIGNMENTS: (Topics, Assignments, Tests, Projects)

Projects can be turned in sooner if done by then

NOTE: correspondence class taken during the summer goes twice the pace as regular semester

Week 1:	Intro to At Risk Issues	1	
Week 2:	Environment & Societal Factors	2	
Week 3:	Family Problems	3	Project I Due
Week 4:	School Issues	4	
Week 5:	Individual Characteristics	5	
Week 6:	School Dropouts	6	Project II Due
Week 7:	Substance Use & Addiction	7	
Week 8:	Teen Pregnancy & Sexual Behavior	8	
Week 9:	Delinquence/Problems of Violence	9	Project III Due
Week 10:	Youth Suicide	10	

Week 11:	Prevention, Intervention, Treatment	11	
Week 12:	Core Components of Programs	12	Project IV Due
Week 13:	Peer Interventions	13	
Week 14:	Family Interventions	14	Project V Due
	Educational Interventions	15	
Week 15:	Legal	16	
Final Due To Instructor 1 week by then end of the semester			

PROJECTS: As a means to understand the concepts involved in the field of psychology you will be expected to do the following: Due date reflects when students are to have the project completed and turned into Missouri Valley for the instructor to grade.

COURSE #: PY 275
SESSION: CORRESPONDENT / SPRING 2008
PROJECT #: I
DUE DATE: See weekly assignment sheet
INSTRUCTOR: Dr. Lawrence Lent

PROJECT I: Reaction Presentations, The process for developing this is as follows:

1. Go to a library or computer that has research journals
2. Make copies of five journal articles or abstracts that have to do with adolescence.
3. 3. Read the article and then write the paper in the following manner

This should be a two paragraph paper that has your name, the title of the research article, the journal it was from and the date of the journal. The paragraphs would be as follows: paragraph 1 should be a brief description of the information you obtained or learned from this article. The second paragraph would be your reaction to reading this, what you learned, what you agreed with and what you disagreed with.

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COURSE #: PY 275
SESSION: CORRESPONDENT / SPRING 2008
PROJECT #: II
DUE DATE: See weekly assignment sheet
INSTRUCTOR: Dr. Lawrence Lent

PROJECT II:

1. Obtain a copy of Young Man Luther by Erik Erikson
2. Obtain an overview of Erikson's developmental theory
3. Keeping this in mind, read Young Man Luther
4. At the conclusion of reading Young Man Luther write a concise, well thought, thorough, non-laborious paper that demonstrates your clear understanding of the process of adolescence that Erik Erikson presents. Identity vs. role confusion.
5. This paper is expected to be not longer than three pages in length, typed and double spaced. The intention is that you think through clearly before you start writing, but say something.

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SESSION: CORRESPONDENT / SPRING 2008
PROJECT #: III
DUE DATE: See weekly assignment sheet
INSTRUCTOR: Dr. Lawrence Lent

PROJECT 3:

Go and watch a group of adolescents for two hours. Make notes of what you saw that dealt with resolving identity; as well as examples of ongoing role confusion. Present your findings in a 3 page typed paper.

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SESSION: CORRESPONDENT / SPRING 2008
PROJECT #: IV
DUE DATE: See weekly assignment sheet
INSTRUCTOR: Dr. Lawrence Lent

PROJECT 4:

Read Tally's Corner. As you read the book make a list of five positive influences on identity and five negative influences on identity. Next, find and observe a unique, special subculture of adolescents (i.e., cultural, intelligence, deviance, economic, religion, etc.) for 3 hours or more. Compare and contrast the 10 influences chosen in Tally's Corner with this population. Present findings in a 3 page typed paper.

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PROJECT #: V
DUE DATE: See weekly assignment sheet
INSTRUCTOR: Dr. Lawrence Lent

PROJECT V: Adolescents fit into 4 universal groups. These may get fancy new names each year or so, but basically they remain the same. People try to fit into these in a hierarchy. If they can't fit one, they drop to the next in the hierarchy. These groups are:

1. Preps – Smart, have money, social skills, live on the upper side of town
2. Jocks – Athletic, often smart or at least make grades enough to play sports
3. Stoner – Angry, for some reason can't be prep or jock, wears clothes, jewelry, expressions that say, "To hell with you world", can do drugs but don't have to fit in this group
4. Nerd – What is left, loner, misfit, solitary

Obtain the movie, "The Breakfast Club", watch it then type a 4 page paper describing the four groups above as seen in that movie.