Course Description
Introduces concepts and theoretical positions underlying adolescent personality traits, stages of growth development, learning development, and cultural, family and peer relationships. Develops psychological perspectives in adolescent behaviors, motives and values.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course role in the program/major:
This course is not required by any Ottawa University degree program. However, it serves an elective for students majoring in psychology or health care management.

Course Prerequisites
No prerequisites for this course

Course Objectives
Upon successful completion of this course, students will be able to:
1. Describe the developmental processes, periods, transitions, and issues related to adolescence.
2. Identify the determinants, characteristics, and psychological dimensions of puberty and explore the attitudes, behavior, and problems in sexual development of adolescents.
3. Describe the developmental changes in the brain during adolescence and discriminate between the cognitive developmental, information-processing, social cognition and psychometric/intelligence views of adolescence.
4. Explain the process of identity, emotional, and personality development in adolescence.
5. Differentiate the biological, social, and cognitive influences on gender and discuss gender-role classification, stereotypes, similarities and differences.
6. Evaluate the impact of culture, socioeconomics, ethnicity, media and technology in the development of adolescents.
7. Differentiate the roles of values, religion, parenting, and schools in the moral development of adolescents.
8. Analyze the nature of family processes in adolescence and characterize the impact of parental and sibling relationships in adolescence.
9. Compare and contrast the role of peer relations, friendship, loneliness, dating, and romantic relationships in adolescent development.
10. Appraise the role of schooling, achievement, work, and career development in the lives of adolescents.
Required Text and Additional Materials
ISBN: 9780073370675

For an assignment due in Week 6, you will need to have access to one of the following films:

- Rebel Without a Cause (1955)
- West Side Story (1961)
- Grease (1978)
- The Breakfast Club (1985)
- Never Been Kissed (1999)
- Hairspray (2007)
- High School Musical 3 (2008)

Each of these films can be found at Netflix.com, Blockbuster.com, and Amazon.com’s Video on Demand.

Course Assignment Descriptions
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Course Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

Discussion contributions (160 points)

Initial Substantive Posts: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

Required Replies: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

Posting Guidelines: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.
(Please review the Policies section of Blackboard for further details.)

**Application Assignment: Careers Working with Adolescents (20 points)**
Review the Careers in Adolescence page associated with your textbook, found at http://highered.mcgraw-hill.com/sites/0073370673/student_view0/careers_in_adolescence.html. Choose 3 or 4 of the careers listed here that you think would particularly interest you. Write a brief description of each career (be sure to cite this website and any other sources you use for information), and discuss why you think would be interested in such a career option.

**Application Assignment: Peer Relationships (20 points)**
Compare and contrast two friendships in a two-page paper. (Remember to use Times New Roman 12 point font, and use double spacing.) Describe the first friendship that you can remember and a more recent friendship. What did you do with your first friend? What did you know about that friend? What about your recent friend? How does the intimacy in the two friendships differ? How does this difference confirm or deny the developmental data presented in the text? Are there general characteristics for earlier or later friendships?

**Application Assignment: Motion Picture Depiction of Adolescents (20 points)**
View one of the following motion picture films and write a two-page analysis of how the adolescents are depicted in the film. What stereotypes are supported in the film? How different from the stereotypes do you believe the average youth were during that decade? (Remember to use Times New Roman 12 point font, and use double spacing.)

- Rebel Without a Cause (1955)
- West Side Story (1961)
- Grease (1978)
- The Breakfast Club (1985)
- Never Been Kissed (1999)
- Hairspray (2007)
- High School Musical 3 (2008)

**Video Exploration (4 @ 20 points each = 80 points)**
View provided videos related to course content. Write a one page report on what you learned from the video clips and what further questions the video clips raised for you. These videos will directly relate to the materials in the readings and course discussions for the given week. A rubric will be provided for you in the weekly materials.

**Chapter Quizzes (6 @ 10 points each = 60 points)**
These assessments are Open Book quizzes that have no time limit for completion and may be taken only one time. Answers will be found in readings and resources provided for the specified chapter.
Adolescent Interview – Final Project (200 points total)

Please interview a non-family member (someone you are not related to) parent of an adolescent using the interviewing outline. Remember to interview the parent in a solitary place away from the adolescent or other family members. You will be provided with interview questions that reflect subject matter from the course content. Please have the parent sign the permission form provided for interview, and protect the identity of the parent and adolescent by creating a fictitious first name for each. Please do not video or audio tape the interview in order to protect the privacy of the interviewee.

After completing your interview, write a 3-5 page paper revealing what you learned from the interview. Consider how the information you learned from the interview relates to what you have read and discussed in this course. What similarities have you found between the information acquired through the interview and what is considered typical for adolescents? What differences have you found?

Your paper will be completed in the following steps:
- By the end of Week 5, you will need to submit your interview permission form by uploading it to the link provided in our cyberclassroom.
- Final Paper (200 points) – You will submit your final paper by midnight, CT on Saturday of Week 8.

Course Schedule At-A-Glance*

Please refer to the Term Calendar in our cyberclassroom for specifics regarding dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Date/Time Due**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1: Introduction Appendix: Careers in Adolescent Development Chapter 2: Puberty, Health, and Biological Foundations</td>
<td>• Discussion forum postings • Application Assignment: Careers Working with Adolescents • Quiz Chapters 1-2</td>
<td>• Midnight CT on Weds/Sun. • Sunday at midnight.</td>
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<td></td>
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<td>Sunday at midnight.</td>
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<tr>
<td>Week 2</td>
<td>Chapter 3: The Brain and Cognitive Development Chapter 4: The Self, Identity, Emotions, and Personality</td>
<td>• Discussion forum postings • Video Exploration 1 • Quiz Chapters 3-4</td>
<td>• Midnight CT on Weds/Sun. • Sunday at midnight. • Sunday at midnight.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 5: Gender Chapter 6: Sexuality</td>
<td>• Discussion forum postings • Video Exploration 2 • Quiz Chapters 5-6</td>
<td>• Midnight CT on Weds/Sun. • Sunday at midnight. • Sunday at midnight.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 7: Moral Development, Values, and Religion Chapter 8: Families</td>
<td>• Discussion forum postings • Video Exploration 3 • Quiz Chapters 7-8</td>
<td>• Midnight CT on Weds/Sun. • Sunday at midnight. • Sunday at midnight.</td>
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**Assignments At-A-Glance**

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td>-</td>
<td>20</td>
<td>160</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Quizzes</td>
<td>6</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Video Exploration</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Interview Project</td>
<td>1</td>
<td>200</td>
<td>200</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
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<td><strong>560</strong></td>
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*Please refer to the Policies menu for more information about our Course Discussions.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>504-560</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>448-503</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>392-447</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>336-391</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 336</td>
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</tbody>
</table>

To access your scores, click on My Grades in the My Tools area in Blackboard.

**Important Policies**

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.
Editorial Format for Written Papers
All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

Ottawa Online Late Policy
With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Saving Work
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

Academic Integrity
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

Student Handbook
Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.
**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.

**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.