



IUB School of Education

P516: ADOLESCENT BEHAVIOR AND DEVELOPMENT

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Syllabus: Fall 2002

Section Number: 5994

Scheduled Time & Room: Monday and Wednesday 4:00 to 5:15 pm

Education 1250

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Course Description

Adolescence is a period of personal development during which a young person must establish a sense of individual identity and feelings of self worth which include an alteration of his or her body image, adaptation to more mature intellectual abilities, adjustment to society's demands for behavioral maturity, internalizing a personal value system, and preparing for adult roles. Central to this process of shifting from the status of child to the status of adult is the emergence of a new sense of self. As a stage of biopsychosocial development, it presents a unique set of developmental demands as they mature from childhood to adulthood.

P516 is a masters' level course meant to introduce and familiarize students with the period of human development known as adolescence. It is directed toward an understanding, partly of adolescence as a process, but more of adolescents as people and how they exist within their broader communities, particularly their community of learners. Since most students in the class intend to work with adolescents, the focus of the course is on practical issues in counseling and teaching adolescents. Perspectives on the adolescent as learner, social being, family member, and emerging citizen will be drawn from diverse disciplines including education, psychology, sociology, and medicine.

The primary focus of P516 is on normal adolescence and normal adolescents. There is, however, a need to deal at some level with abnormal or atypical development. Thus, some discussion of psychological and social problems of adolescence (delinquency, substance abuse, psychopathology) is included.

General Course Objectives:

- Participants will acquire an understanding of normal adolescent development from a psychosocial perspective.
- Participants will be able to identify school related issues of concern to contemporary adolescents.
- Participants will recognize the centrality of development of a sense of personal self worth during the adolescent transition.
- Participants will develop a questioning attitude about "truisms" relating to adolescence.

Text:

- Steinberg, L. (2002) *Adolescence* (6e). New York: McGraw Hill.

Class Bibliographies:

- Selected bibliographies for my class notes are all stored as html files and are accessible thorough the internet. You can access the files by going to the course syllabus at http://php.indiana.edu/~ingersol/p516_fall_2002.html.

Course Schedule

Tentative class topic schedule	
Monday	Wednesday
Sept 2: Introduction & Overview	Sept 9: Introduction & Overview Read Steinberg Introduction, pp. 1-18
Sep 9: Physical transitions Read Steinberg, Chapter 1, pp. 22-57 notes	Sep 11: Physical transitions
Sep 16: Cognitive and intellectual transitions Read Steinberg, Chapter 2 pp. 60-90 notes	Sep 14:
Sep 23: Social transitions Read Steinberg, Chapter 3 notes	Sep 25: Gender Roles Read Steinberg, Chapter 8, pp. 282-284 notes
Sep 30: Parents and family Read Steinberg Chapter 4 notes	Oct 2: Parents and family Read Steinberg Chapter 9, pp 288-304
Oct 7: no class	Oct 9: no class
Oct 14: Health Issues Read	Oct 16: Research with Adolescents Read

notes 1-3 Paragraph Statement of Intent Due	notes
Oct 21: Test #1 Previous questions	Oct 23: Peers and friendships Read Steinberg Chapter 5 notes
Oct 28: Schools and achievement Read Steinberg Chapter 12 notes	Oct 30: Self concept and identity Read Steinberg Chapter
Nov 4: Adolescent moral and spiritual development Read Steinberg Chapter 9, 305-313.	Nov 6:
Nov 11: Adolescent sexuality Read Steinberg Chapter 10	Nov 13:
Nov 18: Adolescent Risky Behaviors Read Steinberg Chapter 13	Nov 20: School violence and vandalism Read
Nov 25: World of Work Read Steinberg Chapter 7	Nov 27: Thanksgiving (No class)
Dec 2: Drugs and alcohol *** Paper due *** Remember: 2 copies Read	Dec 4: Depression and Suicide Read
Dec 9: Media, marketing, and hype Read	Dec 11: Exam # 2 Previous questions

COURSE EVALUATION

2 EXAMINATIONS: Short essay responses (4 of 8 alternatives).

Term (Research) Paper

*** 1-3 Paragraph Statement of Intent Due: October 14

*** Term paper due: December 2

*** Late responses will be penalized.

REQUIRED TERM PAPER

As a requirement of this course, you will write a term paper on a topic dealing with adolescent behavior and development. The purpose of the paper assignment is [at least] twofold. First, I want you to develop an in-depth understanding of some aspect of the adolescent developmental process and second, I want you to "translate" current literature in adolescent behavior and development into a set of researchable hypotheses or practical implications.

This paper will be a research paper since you will be required to research current sources of information related to adolescents and adolescence. You should select a topic that interests you. However, be sure not to choose a topic that is too broad.

- A "statement of intent" is to be submitted on (or before) **October 14.**
- **The paper is due on December 2, 2002.**
- **Please hand in 2 copies of the paper.**

Indiana Professional Standards Board Developmental Standards

Under the new [IPSB](#) licensing standards, individuals applying for licensure in Indiana will be required to document having demonstrated competence on specific content and developmental [standards](#) related to the content and level they intend to teach. P516 addresses several of the developmental standards for those entering middle school or high school teaching. Specifically, P516 addresses:

Standards for Early Adolescence Generalist Teachers

- **Standard 1: Young adolescent development**
 - **Performance Standards: All**
 - **Knowledge Standards: All**
 - **Disposition Standards: All**
- **Standard 2: Healthy development of young adolescents**
 - **Performance Standards: All**
- **Standard 6: Family involvement**
 - **Knowledge Standards: 1, 2, 3, 4**
 - **Disposition Standards: 4**
- **Standard 7: Community involvement**
 - **Performance Standards: 1**
 - **Knowledge Standards: 3**
 - **Disposition Standards: 1**
- **Standard 8: Teacher Roles**
 - **Knowledge Standards: 2, 4**
 - **Disposition Standards: 3, 4**
- **Standard 9: Collaborative behavior**
 - **Disposition Standards: 1**

Standards for Teachers of Adolescence and Young Adulthood

- **Standard 1: The development of adolescents and young adults**
 - **Performance Standards: All**
 - **Knowledge Standards: All**
 - **Disposition Standards: All**
- **Standard 2: Decision making**
 - **Performance Standards: 1, 2, 3, 4**
 - **Knowledge Standards: All**
 - **Disposition Standards: 3, 6, 8, 11**
- **Standard 3: The high school learning community**
 - **Performance Standards: 7, 11, 16**
 - **Knowledge Standards: 2, 3, 4, 6, 8, 9, 11, 12**
 - **Disposition Standards: 3, 6, 8, 11**
- **Standard 4: Curriculum**

- Performance Standards: 9
 - Knowledge Standards: 7, 10
 - Disposition Standards: 7
- Standard 5: Instructional strategies
 - Performance Standards: 2
 - Disposition Standards: 7
- Standard 6: The home-school connection
 - Performance Standards: 2, 5, 6
 - Knowledge Standards: 1, 2, 3, 4, 5
 - Disposition Standards: 1, 4
- Standard 7: Community and the transition to the future
 - Performance Standards: 1, 4, 6, 7
 - Knowledge Standards: 3, 4, 11
 - Disposition Standards: 1, 8

INTASC Principles Addressed

- **2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**
- **3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**
- **5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**
- **10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

Incompletes: Course grades of incomplete will be given only under the conditions spelled out in the *Academic Guide*. That is, "The grade of incomplete may be given 1) only when the completed work for the course is of passing quality, and 2) only upon showing such hardship to a student as would render it unjust to hold the student to the normal time limits. A student's desire to avoid a low grad is not a legitimate reason to award an incomplete."

If an incomplete is awarded, the remaining work will be completed in a timely schedule agreed upon by the professor and the student. Incompletes will thus be awarded only after consultation with your professor.

Academic Misconduct -- Cheating and Plagiarism. Except where team efforts are part of the learning process, assignments submitted in this class must be original and solely the work of the student. Cheating, [plagiarism](#), or other acts of student misconduct as defined in the [Indiana University Code of Conduct](#) will be punished by an appropriate sanction *including* but not limited to reduction of or awarding a grade of zero to the assignment grade, a failing grade for the course, and recommendation of dismissal from the university.