EDUC 565 – Adolescent Psychology, Spring 2014

Description: This course is designed to introduce students to the major theories of adolescent psychological, social, and cognitive development and engage students in applying these theories to understanding adolescent issues and behaviors. Students will become aware of the critical issues and problems associated with adolescence in current times, and of the ways “adolescence” is socially constructed. Students will explore the diversity of adolescent identities, the varied pathways to identity development, and ways educators can help to provide safe spaces for identity development/exploration. A variety of strategies for meeting the social and academic needs of adolescent learners in educational settings will be discussed.

Instructor: Jackie Visser, Office: AB 130C
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Classroom Environment: SOE faculty and staff are committed to serving all enrolled students. We intend to create an intellectually stimulating, safe & respectful class atmosphere. In return we expect each of you to honor and respect the opinions and feelings of others.

Accommodations: If you are a student with a disability and wish to request accommodations, please notify me by the second week of class. You are encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686 (LH-B51). This office makes recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities.

Blackboard: Course handouts and information will be posted on Blackboard (BB). A significant portion of the course will be conducted on-line and Blackboard will be used for that part of the course.


There will also be additional readings posted on Blackboard and aligned to weekly topics.

Course Goals:

- Students will become aware of the critical issues and problems associated with adolescence in current times.
- Students will understand the major theories of adolescent development, and be able to apply these theories to understanding adolescent issues and behaviors.
- Students will develop and understanding of the diversity of adolescent identities, the varied pathways to identity development, and ways educators can help to provide safe spaces for identity development/exploration.
Students will understand a variety of strategies for meeting the social and academic needs of adolescent learners in educational settings.

Students will develop and/or refine a personal philosophy of working with adolescents.

Students will be reflective learners, aware of the connections they are making across class tasks and materials and between course content and their own knowledge and experiences.

**Course Expectations:**
During the first class we will discuss your expectations of this course and of me. My expectations of you are as follows:

1. Participation in Blackboard discussions and assignments is critically necessary for the completion of the hours required for this course. You are expected to be a thoughtful participant in this on-line component.
2. Assignments are expected to be submitted on time. If a problem occurs that will prevent you from turning in an assignment on time, please talk to me and we can negotiate a new date.
3. Assignments that are not completed satisfactorily may be marked “Redo” with the expectation that you will revise your work after discussion with me.
4. Students are expected to maintain high levels of academic standards. Unethical behaviors such as plagiarism will result in severe penalties.

**COURSE ASSIGNMENTS – Please see Blackboard for details**

<table>
<thead>
<tr>
<th>Points</th>
<th>Due</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>50</td>
<td>Weekly</td>
<td>On-Line Discussion of Reading Assignments</td>
<td>By Sunday of each week, students will respond to prompts listed on Blackboard which are designed to generate a discussion of the assigned readings. You are required to supply to the class an additional reading twice during the term and take additional responsibility for facilitating the on-line discussion with questions, prompts, personal remarks, challenges to our thinking.</td>
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<tr>
<td>50</td>
<td>April 11</td>
<td>Paper</td>
<td>This is your opportunity to put it all together and explore a topic of interest to yourself. You will be given three choices for the paper’s focus but may propose an alternative.</td>
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**Websites of Interest:**
“Preventing Plagiarism” - [http://library.lib.binghamton.edu/instruct/plagfaculty.htm](http://library.lib.binghamton.edu/instruct/plagfaculty.htm)

“Graduate Level Writing Skills and Tasks” - (a tutorial with 21 modules - 6 hrs.)
[http://gradschool.binghamton.edu/ps/orientation/writing.asp](http://gradschool.binghamton.edu/ps/orientation/writing.asp) ID: guest@binghamton.edu
Password: guest