PSYC 231
Adolescence Psychology

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 6
I believe this course could be taken with one other course with an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 5
There is only one textbook required for this course. The textbook currently used is reader-user-friendly. This course relies on other learning activities in addition to reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 8
This course contains 14 online, narrated PowerPoint lectures averaging 30-45 minutes in length. In addition to the narrated PowerPoint lectures, this course requires the student to watch a movie and do some investigative work on the internet.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 8
This course contains four online multiple choice & true/false exams, fifty questions each. This course is rated higher in demand with regard to exams’ difficulty. This is due to the fact that most of the questions come from the textbook’s author & are somewhat difficult. Exam Study Guides are provided to the student for every exam. The exams are timed but open book.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 4
This course contains two online graded – Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 4
This course contains two written papers. The assignments relate to the theme of the course (Adolescence) and are not difficult. Namely, because the format is provided online for each paper, i.e., a summary/critique and the subject matter are not hard.

Additional comments:
This is a very well-organized course. The only real criticism I have received is that the exams are hard; however, the Textbook readings follow the PowerPoint lectures and students are given a comprehensive exam study guides to use before each exam.

The student will feel very connected to their fellow classmates as there is a healthy portion of interaction and encouragement among the class. There is usually consensus on the course discussion items and I seldom get irate students fighting with each other or me.

Regardless of academic pedigree or the spiritual caliber of the student, the student will be able to do well in the course academically and participate in every exercise without problems.

COURSE CHART

<table>
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<tr>
<th>PSYC 231</th>
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<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Begin Adolescence Lingo Exercise</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PowerPoint Lectures 1 &amp; 2</td>
<td>Begin Journal Article Summaries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Chapters 2–3  
PowerPoint Lectures 3 & 4 | Test 1 | 15 |
|---|---|---|---|
| 3 | Chapters 4–5  
PowerPoint Lectures 5 & 6 | Complete Adolescence Lingo Exercise | 0 |
| 4 | Chapter 6  
PowerPoint Lecture 7 | DB Form 1: Adolescence Lingo  
Test 2 | 10  
15 |
| 5 | Chapters 7–8  
PowerPoint Lectures 8 & 9  
Movie: *The Chosen* | Begin *The Chosen* Exercise | 0 |
| 6 | Chapter 9  
PowerPoint Lecture 10 | Test 3 | 15 |
| 7 | Chapters 10–11  
PowerPoint Lectures 11 & 12 | Complete *The Chosen* Exercise  
Journal Article Summaries (2) | 0  
20 |
| 8 | Chapters 12–13  
PowerPoint Lectures 13 & 14 | DB Forum 2: *The Chosen*  
Test 4 | 10  
15 |
| **TOTAL** | | **TOTAL** | **100** |

DB = Discussion Board

**LIBERTY UNIVERSITY**
**Distance Learning**

**COURSE SYLLABUS**
**COLLEGE OF ARTS AND SCIENCES**
**DEPARTMENT OF PSYCHOLOGY**

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**PSYC 231**
PSYCHOLOGY OF ADOLESCENCE

COURSE DESCRIPTION

An investigation of the psychological and environmental factors related to puberty, peer identification and identity conflict in the adolescent. Emphasis will be upon the development of self-identity and the problems faced by the American adolescent.

RATIONALE

This course is helpful if you hope to marry and have children someday, are planning to pursue a career in social or human services, work or are preparing to work with youth ministries, or just want a better understanding of how teenagers think. Besides providing you with a theoretical base in adolescent development, you will deepen your understanding of your own adolescent journey and be better prepared to interact with youth in various localities and contexts.

I. PREREQUISITES

PSYC 101 or 210

II. REQUIRED RESOURCE PURCHASES


NOTE: You can either rent or purchase this film on DVD or VHS for use in Modules 5–8.

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)
D. TV and VCR/DVD player
IV. **Learning Objectives**

Upon successful completion of this course, the student will be able to:

A. Know the historical reference point of adolescent development.
B. Identify and explain the different theories of child and adolescent development.
C. Explain the role heredity and environmental factors play in human development.
D. Understand developmental changes in information processing and intelligence.
E. Explain social context, family, race, and ethnicity in adolescent development.
F. Understand the role peers, friends, and groups play in adolescent thinking and behavior.
G. Define the influence school plays in adolescent behavior.
H. Know self-identity theories, gender role acquisition, sexuality and sexual behavior.
I. Summarize moral development theories, values, and religiosity in adolescent development.
J. Know competence, vocational concerns, and career issues important to adolescents.
K. Be aware of societal concerns regarding adolescent problems.

V. **Psychology Department Learning Outcomes**

A. Develop a conceptual framework that embraces relevant facts and concepts of human behavior as well as an understanding of the history of the discipline that goes beyond knowledge of major figures and their contributions and includes the socio-cultural context in which psychology emerged.
B. Develop familiarity with qualitative as well as quantitative methods leading to a disciplined curiosity about human behavior and experience.
C. Learn to think critically about themselves and their differences and similarities with others. Know how gender, race, ethnicity, culture, and class affect the human experience.
D. Comprehend the language of the discipline found in textbooks and scientific journal articles and be able to present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association.
E. Develop the skills of gathering information from a library including: computerized information sources, bibliographic systems, computerized literacy skills in word processing in APA format, conducting internet/electronic searches, and utilization of various statistical packages as well as other sources from which one can present a persuasive argument.
F. Develop growing sophistication about research strategies and their limitations, including such issues as the drawing of causal conclusions from experimental vs. correlational results within the context of the Ethical Principles of Psychologists (APA, 1990) and the desire to adhere to those principles in psychological theory, practice and research.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Discussion Board forums (2)

Students will have four weeks to actively participate in each of the two Discussion Board exercises. Assigned exercises will be completed and then posted to the Discussion Board for other students to see and comment on.

C. Journal Article summaries/critiques (2)

Students will summarize and critique two scholarly articles from a list of Professor-approved journals that address a topic related to adolescence. Each summary/critique must be written in APA format and include a title page, an abstract page, three full pages of text, and a reference page.

D. Tests (4)

Each of four (4) online tests will consist of 50 multiple-choice questions that cover the material presented in class notes and readings. Tests are not cumulative in their content. Each test will have a one and half hour time limit and a point will be deducted for every minute over the allotted time. Open book is allowed; however, students must complete the test within the time frame. Please note that to be successful with any of these open-book tests, students must study and prepare before attempting to take it.

VII. COURSE GRADING AND POLICIES

A. Weight

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board forums (2 at 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Article summaries/critiques (2 at 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Test 1 (Modules 1–2)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 2 (Modules 3–4)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 3 (Modules 5–6)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 4 (Modules 7–8)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 90–100  B = 80–89  C = 70–79  D = 60–69  F = 0–59

C. Plagiarism Policy

Students are expected to uphold the Academic Integrity Policy as stated in the About Your Course section (Student Expectations) of your Blackboard course.
D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.