

**CHILD/ADOLESCENT DEVELOPMENT**  
**Counselor Education 610**  
**Dr. Mary Fawcett**  
**(3 semester credits)**

**Course Syllabus**

**Course Objectives:**

The purpose of the course is to provide an overview of perspectives on the normal development of children and adolescents. Class members will:

1. Increase their understanding of the basic theories, concepts, and principles of normal child and adolescent growth and development.
2. Increase their awareness of the assumptions and beliefs which they themselves have about children and adolescents.
3. Enhance their ability to work effectively as a helping person with children and adolescents, aware of the young person's individual needs.
4. Increase their understanding of special issues impacting children and adolescents, including gender, sexuality, schooling, and multicultural issues.

**Required Readings:**

Berk, L. E. (1996). Infants, children, and adolescents (5<sup>th</sup> Ed.). Boston: Allyn and Bacon.

**Course Requirements and Grading:**

1. Attend class sessions, participate in class activities, and complete assigned readings and in-class writing assignments. (10%)
2. Complete mid-term and final exams. (25% each = 50% total)
3. Complete three (3) theory papers, as described on a separate handout. (10% each = 30% total)
4. Complete child observation analysis assignment, as described on a separate handout. (10%)
5. Complete a course evaluation at the conclusion of the course.
6. All students will register for a letter grade for this course.

**COURSE STRUCTURE**

This course will consist of both lecture and experiential learning. Teaching methods will vary, including lecture, group discussion, small group or dyad work, group participation activities, presentations and guest speakers.

### Tentative Course Outline

1/12	Introductions, syllabus, readings, create groups based on parenting.
1/19	Theories of human development
1/26	Heredity and evolution
2/2	Environment and development
2/9	Physical Development, behaviors and factors affecting normal growth <b>First theory papers due</b>
2/16	Perception
2/23	<b>First test</b>
3/1	Cognition and Language
3/29	Learning and Information Processing
4/5	Mental Abilities <b>Child Observation Analysis Due</b>
4/12	Gender Roles and Sexuality <b>Second theory papers due</b>
4/19	Moral development and theories
4/26	Family systems and theory
5/3	Psychological disorders of childhood and adolescence <b>Third theory papers due</b>
5/10	Final Exam

### **Exams**

- 30 Matching terms and definitions (2 points each = 60 points)
- 8 short essay (choice of 6 = 30 points)
- 2 long essay (choice of 1 = 10 points)
- 1 Bonus (5 points)

### Definitions of Adolescence

- American College Dictionary - the transition period between puberty and adult stages of development (from about age 14-25 in men, and 12-21 in women).
- David Bakan - the period of time between pubescence (a concrete biological occurrence) and the ages specified by law for compulsory education, employment, and criminal procedure.
- Erik Erikson - adolescence as a period of psychosocial moratorium when individuals through free role experimentation may find a niche in society.
- G. Stanley Hall - a period of storm and stress, characterized by "antithetic impulses" including hyperactivity and lassitude, happiness and depression, egotism and self-abasement, selfishness and altruism, gregariousness and shyness, sensitivity and cruelty, radicalism and conservatism. (1904 book Adolescence: Its Psychology, and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education).
- Gisela Konopka (biological) - that span of a young person's life between the obvious onset of puberty and the completion of the bone growth.
- Gisela Konopka (cultural) - a period of life of younger people which ends at the age when rites of transition (rites of passage) mark the beginning of adulthood.
- Gisela Konopka (developmental) - One part of a total developmental process, and a period of tremendous significance distinguished by specific characteristics. Adolescents are growing, developing persons in a particular age group -- not pre-adults, pre-parents, or pre-workers, but human beings participating in the activities of the world around them. Key concepts of adolescence include (1) onset of physical sexual maturity, (2) withdrawal of and from adult benevolent protection, (3) consciousness of self in interaction, (4) reevaluation of values, and (5) experimentation.
- Erik Erikson - a time of universal normative crisis, a normal phase of increased conflict characterized by a seeming fluctuation in ego strength, and yet also by high growth potential. The primary task of adolescents is working to attain a sense of identity, resolving what they appear to be in the eyes of others as compared with what they feel they are.
- James Coleman - adolescence as a social system created by the societal phenomenon of extended schooling.
- Christopher Jencks and David Riesman - adolescence as a social phenomenon forged by a combination of precocity and forced dependence. It begins earlier, but continues longer, and forces young people to create an "as if we're grown up" world in which they organize their lives, set limits, define ideals, and deny (and defy) the authority and legitimacy of the adult society which they cannot yet join.
- Frank Musgrove (England) - adolescence as a demographically defined group whose status has fluctuated up and down depending on (1) societal population changes, (2) societal economic needs, and (3) the extent they are protected from adult society.

Talcott Parsons - adolescence as a societal peer group both compulsively independent regarding certain adult expectations and compulsively conforming within the peer group.

Kenneth Keniston - adolescence as a kind of waiting period whose pattern is not always or explicitly anti-adult, but is belligerently non-adult.

David Bakan - adolescence as a social fact based on the US. cultural "promise" of an adulthood of success, status, income, power, etc., as long as young people do what they are "supposed to do."

Edgar Z. Friedenberg (psychological) - a psychological process involving a search of a sense of identity.

Winston Churchill - A riddle hiding in a mystery wrapped up in an enigma (...well, he really was describing the Soviet Union, but this also may fit for some adolescents at some times.)

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**Theory Papers**

The goal of this 3-part assignment is to integrate learnings of child and adolescent theory with your experiences with interviewees/observees. As you are able to conceptualize a theory of development and attempt to apply it to a child or adolescent, you will be able to determine if you can provide support for that theory. **YOU SHOULD CHOOSE CHILDREN AND ADOLESCENTS TO WHOM YOU ARE NOT RELATED.**

**First Theory Paper:** this paper describes an interview/ conversation with one 5-11 year old child. How they think about their world, what is important to them, how they interact with their environment, their views about important relationships in their life, etc., all are potential subject matter for you as researcher.

Prior approval of your interaction with the child doubtless will be needed from their parent. You will need to make inferences from what the child says/does to translate that data into a coherent paper, and in some cases you may need to hedge the results (e.g., "she did this, which could imply that she/he... OR it could mean ....."). That's fine. The key issue here, in addition to your extracting as much meaning from the experience as possible, is that you work very hard to tune carefully into the world of this child.

Determine whether your theory of choice is supported by this interview or not, and WHY. Specific discussion of theory as it relates to the interview is essential. This paper should be 3 to 5 word processed, double-spaced pages in length. Correct APA style of referencing your theory is required.

**Second Theory Paper:** this paper describes an in-depth interview/conversation (or series of interviews) with an adolescent (aged 12-18). The kinds of issues to pursue with your interviewee could include 1) what does it mean to be an adolescent? 2) What are the important things that adolescents have to deal with? 3) What are the important issues that adolescents think about and talk about? 4) If adolescents could write a book about adolescent development to help grown-ups better understand adolescents, what should be covered in the book? Specific questions are up to you; go prepared with lots of them, but most importantly go prepared to listen carefully and non-judgmentally.

Determine whether your theory of choice is supported by this interview or not, and WHY. Specific discussion of theory as it relates to the interview is essential. This paper should be 3 to 5 word processed, double-spaced pages in length. Correct APA style of referencing your theory is required.

**Third Theory Paper.** this paper is the final integrative work (for this course, anyway) of your personal theorizing about *EITHER* child development *OR* adolescent development. Based on your best guess about your future professional direction (or based on your current work), you will write a paper about your personal theory of development for either children or adolescents. For it, you will be drawing from all of your thinking, reading, class discussions, interviewing, and learnings about formal theories. This paper should be 5 to 10 word processed, double-spaced pages in length, and should be handed in with your First Theory Paper and Second Theory Paper attached to it. Maintain correct APA referencing.

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**Child/Adolescent Observation Paper Guidelines**

The goal of this assignment is to integrate learnings of child and adolescent theory with your experiences with observees. As you are able to conceptualize a theory of development and attempt to apply it to a child or adolescent, you will be able to determine if you can provide support for that theory.

Select a site to observe children. You will need to obtain permission if it is a school site or if you will be engaged with the observees on any level. Try to make this true qualitative research, with no contact. Guess the ages of the child/adolescent or children/adolescents you are observing. Attempt to support a chosen theory of development. Describe behaviors and hypothesize. Be sure to integrate discussion of theory and observation. This is critical.

This paper should be 3 to 5 word processed, double-spaced pages in length. Correct APA style of referencing your theory is required.

### Some Highly Recommended Reading

Cloud, H. & Townsend, J. (1999). Raising great kids. Zondervan Publishing House: Grand Rapids, MI.

Gilligan, C. (1977). In a different voice: Women's conception of self and morality. Harvard Educational Review, 47, 481-517.

Herr, E. L. (1989). Growing up is a family affair. Moody Bible Institute: Chicago.

Huggins, K. (1989). Parenting adolescents. Navpress: Colorado Springs, CO.

Kohlberg, L. (1981). The philosophy of moral development: Essays on moral development (Vols. 1-2). San Francisco: Harper and Row.

Robinson, A. F. (1999). How to raise an MVP. Zondervan Publishing House: Grand Rapids, MI.

Sanders, B. (1992). School daze: Helping parents cope with the bewildering world of public schools. Flemming H. Revell Company: Terrytown, NY.

Severe, S. (2000). How to behave so your children will, too! Greentree Publishing, NY.

www.researchpress.com (Ann Vernon, The Passport Program: A Journey through Emotional, Social, Cognitive, and Self-Development Research Press.