



## **PSYCHOLOGY OF ADOLESCENCE**

**PSYC 112-01**

**Spring 2026 SJSU**

**Dr. Robin Schulte, Psy.D.**

**Class Time: Mondays/Wednesdays 10:30-11:45**

**Office Hours (DMH 230) Mondays 1:15-2:45 pm and Wednesdays 1:15-2:15**

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4.0 hours lecture

### **Course Description:**

Psychological development of adolescence emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes.

### **Course Web Page**

### **Canvas**

Canvas will be used to post various files.

Logging Into Canvas Login URL: <https://sjsu.instructure.com/>

\*Please note that it should NOT have the "www" at the start of the URL like many other websites.

All students and faculty must first set up their SJSUOne account before accessing Canvas.

To do so, go to <http://its.sjsu.edu/services/sjsuone/>.

The Username for Canvas then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account.

You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas Students should go first to

<http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

*You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

## **Learning Outcomes :**

### **Course Learning Outcomes (CLOs)**

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

**CLO1:** Recognize normative (i.e., “average” or “typical”) and individual aspects of development.

This objective will be accomplished by discussion of such aspects in chapters 14-16 in the assigned textbook. The aspects will also be reflected in an interview of an adolescent in regard to selected developmental theories.

**CLO2:** Identify and describe psychological theories and concepts of cognitive, social, and emotional development.

This objective will be accomplished by discussing such theories as Freud’s Psychosexual Development, Erickson’s Psychosocial Development, and Piaget’s Cognitive Development.

**CLO3:** Have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status.

This objective will be accomplished by completing a research paper which explores described topics that affect development.

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements... PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

### **Prerequisites:** PSYC 001

### **Required Textbook:**

Childhood and Adolescence: Voyages of Development 7<sup>th</sup> ed. by Spencer A. Rathus

Free PDF of an earlier version, which will work as well (see Canvas homepage).

### **Participation Expectation:**

Please check e-mail daily and the schedule below for information regarding assignments. The expectation is for you to read the chapter before attending class. Please keep me informed if you will be late or absent.

### **Final Course Grade:**

Question of the Day 4 points possible

Video Reflections. 20 points possible

Exam 1 50 points possible

Exam 2 50 points possible

Exam 3 50 points possible

Paper 100 points possible

Option 5 points possible

Topic 5 points possible

Outline/Ques. 5 points possible

Discussions/Panel Questions 20

Your lowest test grade will be dropped. No make-ups exams will be given unless due to extenuating circumstances

\*Extra Credit Opportunities will be offered and a list of opportunities will be posted on your Canvas homepage

TOTAL POINTS POSSIBLE FOR THE COURSE = 249

## **EXAMS AND PAPER FURTHER EXPLAINED:**

### **Examinations**

**Exams** consist of 50 multiple-choice questions-worth 1 point each. There is 1 bonus question that will reflect a topic discussed in class or a video that we have watched. Make-ups exams will not be issued due to my “1 dropped exam policy,” unless due to extenuating circumstances.

### **Paper: Due May 11**

**Option 1:** (worth 100 points) Compare yourself or an adolescent to the theories below and write a paper integrating what you have learned from the major stage theorists in Developmental Psychology.

Discuss **all** of the following theories:

1. Psychosexual stages you have completed and are currently in, according to **Freud**.
2. Psychosocial stages you have completed and are currently in, according to **Erikson**
3. Cognitive stage you have completed or currently in, according to **Piaget**,
4. Describe your systems according to **Bronfenbrenner**.

How are those stages going for you? What is your insight into any problems or successes you may be having at this stage in your development? Write a minimum 3 page paper typed, double-spaced, font size of 12, and of college level. Please proofread, spell-check, and include citations in the body of your paper and a works cited page (using APA or MLA format) if applicable. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

**Option 2:** (worth 100 points) Choose a topic regarding adolescence of your choice that you can relate to and is either described in the book or approved by me. Discuss why you have chosen the topic in your paper and what research has been done on that topic (at least 3 scholarly sources). All papers should be 3 pages minimum, typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Please include

citations in the body of your paper and a works cited page (using APA or MLA format). Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references.

**Option 3:** (worth 100 points) Interview the parent of an adolescent and describe the triumphs and challenges he/she/they has/have encountered raising an adolescent in a 3 page Paper. Make reference to various topics that were discussed in the book or our lectures.

**Option 4:** (worth 100 points) Put together a presentation regarding a topic which you believe adolescents encounter today and was not mentioned in our book. Presentations will be presented on the last day of class.

Oral Presentation Requirements:

- 10-15 min powerpoint/visual presentation of content
- Provide information in a logical sequence
- Information should be clear and communicated well
- Provide good eye-contact and hold the attention of the class
- visual presentation is designed well and appealing
- Paper Handout or link to Handout provided
- Accurate Content regarding topic not discussed in class or a topic discussed more in depth
- Provide time for questions
- Use creativity

**Papers will be graded by the following criteria:**

Timeliness-5

Grammar-5

Editing-5

Citations-5

Works Cited Page-5

At least 5 pages-5

Why you chose the topic-5

Content-65

**Teacher's recommendation for success in this class:**

1. Read each assigned text chapter/chapters.
2. Review Lecture
3. Take Notes

4. Study "Review Sheet" and Complete Practice Test

5. Take Exam

***Approximate Weekly Schedule-Subject to Change***

<b>Date</b>	<b>Topic</b>
1/26	First Day-Introduction Review Syllabus
1/26 1/28	Chapter 1: History, Theories, and Methods
2/2 2/4	Adolescence Physical Development
2/9 2/11	Video 1
2/16 2/18	Discussion Paper Work Day-Option Due
2/23 2/25	Review Sheet/Practice Test Exam 1
3/2 3/4	Adolescence Cognitive Development
3/9 3/11	Discussion

3/16	
3/18	Paper Work Day-Topic Due Video 2
3/23	
3/25	Discussion 2 Review Sheet/Practice Test
3/30	
4/1	<i>Spring Break</i>
4/6	
4/8	Exam 2
4/13	Adolescence Social and Emotional Development
4/15	Paper Work Day-Outline/Questions Due Adolescent Panel
4/20	
4/22	
4/27	Video 3
4/29	<b>Discussion</b>
5/4	<b>Caregiver Panel</b>
5/6	<b>Presentation</b>
5/11	Paper Due
5/13	<b>Final 10:45-12:45</b>
5/17	<b>Extra Credit Due</b>

*The above dates are subject to change. Please attend regularly and keep yourself informed of any changes.*

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Grading Information**

Course Grading scale

A+ = 100%

A = 95-99%

A- = 90-94%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D = 60-69%

F = < 60%

### **University Policies/Resources Academic integrity:**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, please let me know. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

### **Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

#### **Psychology Librarian:**

Christa Bailey

[christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

408-808-2422

### **Student Technology Resources**

Computer labs and other technological resources for students can be found in various places on campus such as:

- [Student Computing Services \(MLK Jr. Library\)](#)
- [Associated Students Print and Technology Center](#)

### **ACCESS Success Center**

The [Academic Counseling Center for Excellence in Social Sciences \(ACCESS\) Success Center](#) “provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences.”

### **SJSU Peer Connections**

The [Peer Connections website](#) “offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.”

### **SJSU Writing Center**

The [SJSU Writing Center](#) “offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.”

### **SJSU Counseling and Psychological Services**

The [SJSU Counseling and Psychological Services](#) invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.”

