

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Psychology
 Academic Unit

PSYCH

836

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn Winter **Spring XXX** Year 2007

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Psychology _____
2. Number: 836 _____
3. Full Title: Developmental Psychology _____
4. 18-Char. Transcript Title: _____
5. Level and Credit Hours _____
6. Description:
(25 words or less)

7. Qtrs. Offered : _____
8. Distribution of Contact Time:
(e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s):

10. Exclusion:
(Not open to....) _____
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: _____
13. Cross-listed with: _____
14. Is this a GEC course? _____
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series? _____
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course
available? Y N
17. Other general course information: _____

COMPLETE ONLY THOSE ITEMS THAT CHANGE

Changes Requested

1. _____
2. _____
3. Adolescence _____
4. Adolescence _____
5. G 3 _____
6. Comprehensive view of adolescence as a stage in human development; theory, methodology, research and application to family, school and community; relation to other developmental stages

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. Ltr _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?

2. Does this course currently satisfy any GEC requirement, if so indicate which category?

3. What other units require this course? Have these changes been discussed with those units?

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.

5. Is the request contingent upon other requests, if so, list the requests?

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn Brewer	
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	10-26-06
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Psychology 836
117 Psychology Building

ADOLESCENCE

Instructor: Raymond Montemayor, Ph.D.
Office: 247 Psychology Building
Office Hours: By appointment
Telephone: 292-3059
Email: montemayor.1@osu.edu

Readings

Readings for the course consist of recent significant literature reviews and empirical articles on adolescence. The articles sample a broad range of topics and provide examples of current research in the field of adolescence. Articles will be available online at E-Journals on the OSU library website.

Course Outline

March 30	Introduction and Orientation to the Course
April 6	Puberty and Brain Development
April 13	Parent-Adolescent Relations
April 20	Peer Relations
April 27	Self-Concept and Self-Esteem
May 4	Gender Role Development
May 11	Sexuality
May 18	Student Presentations
May 25	Student Presentations
June 1	Student Presentations
June 5	Presentations Due

Organization

We meet once a week for two and one-half hours. Class sessions consist of brief lectures by me on the background and context of the assigned readings, and class discussion and evaluation of the readings. I hope we have lively debates about the substance of adolescence psychology and much discussion about the methodology of research on adolescents.

Objectives

My objectives for students in this course are to: (1) have you become familiar with research on several important contemporary issues about adolescence; (2) improve your ability to critically read and evaluate research in adolescent psychology; and (3) have you develop a teaching module for one topic on adolescence for an undergraduate course in adolescent psychology.

The purpose of this course is to examine research and theory on normal adolescent development. Some attention will be given to adolescent behavioral problems, but this is not a course on adolescent psychopathology. The course is not specifically designed to develop clinical skills for directly working with adolescents in applied settings, but the material we study may be the basis for the development or improvement of clinical skills to work effectively with adolescents for those students who have clinical interests in teenagers. My objective is to provide you with a foundation of knowledge about the psychology of normal adolescents.

Evaluation

There are no exams in this course. Grades come from three sources. In-class participation counts 1/3 of your grade. Come to class prepared to discuss, debate, argue, and inform us all about the weekly readings.

The second assignment is to put together a lesson plan with materials for a presentation to a large undergraduate course in adolescent psychology. Your lecture may be based on material from the textbook, Adolescence (7th ed.) by Laurence Steinberg. I will make the text available to you. Your lecture should fit a 50-minute class period. Your teaching material counts 1/3 of your grade.

Your teaching material should include all of the following:

- A detailed lecture outline for the instructor

- PowerPoint slides for class

- Copies of the articles you used to write your lecture

- Handouts for students

- A list of further readings for students

- Several websites for students that contain interesting material on your topic

- Several in-class questions you might ask to elicit student comments and discussion

- A description of possible in-class activities for students

- One or two out-of-class assignments for students

To help students prepare for an exam on the material, you should prepare two student reviews:

- A review of your lecture

- A review of the corresponding text material

Three multiple-choice questions based on your lecture and three from the corresponding text material.

The third assignment is to present an abbreviated version of your lecture to the class. You will have approximately 30 minutes for your in-class presentation so you will have to decide what to leave out of your full presentation and what to condense. A good lecture fits the time available. Do not get into the situation of racing to cover 15 minutes of material in the last 5 minutes of your presentation. Be sure to leave some time for student questions. Your presentation counts 1/3 of your grade. Presentations will take place on the last three class meetings. Assemble all of your materials in a binder and turn it into me by the first day of final exam week, **Monday, June 5, before 5:00 PM.**