

- I. 422 Development of the Young Adolescent
- II. 2 Credit Hours
- III. Course Description:

This course focuses on the unique development of the young adolescent as they are transformed from children to adolescents. Because this time in life, generally encompassing ages 10 – 15, is thought to be an important formative period, it warrants the special attention and training of educators committed to ministering to young adolescents. Targeted areas are physical/sexual development, social development, spiritual/moral development, and cognitive development. The student is expected to conduct practical/action research in two of these areas as a personal response to the lecture information presented.
- IV. Place of the Course in the Curriculum: This course is designed to be taken by sophomores and above as an introduction to the developmental needs of the 10 – 15 year old. Middle School Endorsement teacher candidates and Director of Christian Education students pursuing a youth ministry minor are required to take this course, but it is open to any students interested in this age level, including pastors, counselors and social workers.
- V. Goals and Objectives of the Course:

Goals:

The purpose of this course is to give the prospective middle level teacher, DCE, social services worker, counselor or pastor specialized instruction in the development of the young adolescent. To facilitate such knowledge, this course will:

- 1. Describe and appreciate the formative nature of this period of development in a child's life. (T6)
- 2. Approach the preadolescent period as an entity within itself. (T6, LR7)
- 3. Provide an overview of the physical/sexual, social, cognitive and spiritual/moral developmental processes most young adolescents must experience in order to successfully move out of childhood and into adolescence. (T6, LR4)
- 4. Involve the student in action research and a review of the literature specific to young adolescent development. (T8,9, LD8)

Objectives:

In order to meet the above stated goals, the following objectives will be pursued throughout the course of the semester. The student will:

- 1. Identify the personal characteristics of young adolescence. (T6)
- 2. Understand that the formation of self-concept during the young adolescent years as a search for identity. (T6)
- 3. Describe the physical transformation process of pre-puberty and puberty. (T6)

4. Be able to discuss this process using appropriate language for a young adolescent. (T6)
5. Understand the connection between physical and sexual and social development processes. (T6)
6. Relate this connection to the attitudes, interests and activities of young adolescents. (T6)
7. Possess an awareness that the academic achievements of young adolescents may rise or fall due to the perceived quality of their social life. (T6, LD8)
8. Develop sensitivity to the effect of family relations, acceptance by peers, search for independence on the social development of each student. (T6, LR4)
9. Investigate classroom practice that will facilitate maturing social development(T6,8,9).
10. Understand and apply Piaget's stage theory of mental development. (T6)
11. Be able to detect the differences between concrete reasoning and formal abstract reasoning in the work and thought processes of a student. (T6,8)
12. Understand that the students' new powers of reasoning affect the way they think about their environment and themselves as they form their identity. (T6, LR4)
13. Become aware of the spiritual/moral formation occurring during young adolescence (T6).
14. Develop a sensitivity to the often unasked questions regarding the students' faith walk and relationship with the Lord. (T6, LD8)
15. Understand and apply Fowler's stage theory of spiritual development (T6)

VI. Course Content:

1. Development of young adolescents (T6,LD8,LR7)
2. Application of developmental levels to practice; connecting theory and practice (T8,9,LR4)

VII. Methodology: Primarily lecture and small group case-study application of lecture material. One action activity projects designed, conducted and presented to peers. (T5, 6; LD 2, 5, LR2)

VIII. Student Roles: In-class instruction consists primarily of lecture and discussion. Students develop an after school activity project based upon interest, then design and conduct the activity at the local youth center. After conducting the activity a response and reflection presentation is prepared, to be presented to peers.(T5, 6; LD 2, 5, LR2)

IX. Evaluation: (T5, 6, 9; LD 1, 2;LR 2, 7)

Evaluation will be based on completed and successful completion of projects/activities and the final examination. Weights have been assigned as follows:

• After School Activity project/presentation	25%
• Article annotations, movie review, parent interview	25%
• Attendance & contributions made when in class	25%
• Final exam over class lecture material	<u>25%</u>
	100%

X. Bibliography:

- Carnegie Council On Adolescent Development. Great Transitions: Preparing Adolescents For A New Century. New York: Carnegie Corporation, 1996.
- Elkind, David. All Grown Up and No Place to Go: Teenagers in Crisis. Reading, Massachusetts: Addison-Wesley, 1998.
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- Garvin, James P. Learning How To Kiss A Frog. Newburyport, MA: Garvin Consultant Association.
- Giannetti, Charlene C. & Margaret Sagarese. The Roller-Coaster Years: Raising Your Child Through the Maddening Yet Magical Middle School Years. New York: Broadway Books, 1997.
- Hechinger, Fred M. Fateful Choices: Healthy Youth For The 21st Century. New York: Carnegie Corporation, 1992.
- Hersch, Patricia. A Tribe Apart: A Journey Into The Heart of American Adolescence. New York: Ballantine Book, 1998.
- Safe Passages Through Adolescence: Communities Protecting the Health and Hopes of Youth. Battle Creek, MI: W.K. Kellogg Foundation, 1998.
- Stepp, Laura Sessions. Our Last Best Shot: Guiding Our Children Through Early Adolescence. New York: Riverhead Books, 2000.
- Totten, Samuel & Jon Pedersen. Social Issues and Service at the Middle Level. Allyn & Bacon, 1997.

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