

Adolescent Development

Fall 2025, Room 430
Tue & Thu 2:45 – 4:00 PM (F)

Instructor: Yuh-Ling Shen
Office hours: By appointment

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Class Purpose: The purpose of the class is to examine the developmental processes focusing on adolescents. Adolescence is the time when individuals go through rapid changes in the process of becoming an adult. Various developmental aspects such as physiological, cognitive, and socio-emotional will be covered in the class.

Required Text: Santrock, J.W. (2023). *Adolescence*. (18th ed.) New York, NY: McGraw Hill.

Class Format: 1) Lectures from the instructor: questions and comments throughout the classes and outside the classes are welcomed and encouraged (and it helps with the impression and scores for the class participation part).
2) Group discussions: One or more topics will be given by the instructor for the students to discuss in class and the contents will be recorded and turned in for grading. This will be included in the class participation grades as well.

Quizzes: There will be periodic quizzes designed to help evaluate your understanding of the assigned readings and class lectures.

Exams: There will be two examinations during the semester. Each exam will consist of multiple choice, essay questions, and questions of other formats.

Final Project & Presentation: The purpose of the project is to give the students an opportunity to conduct a research in adolescent research. The students will work in small groups to collect data, write up a report, and give an oral presentation.

<i>Grades:</i>	Quizzes/Class participation	40%
	2 Exams	30%
	Final Project and Presentation	30%

**** Please update your email address in the school system. I will use that address to keep in touch with you.***

**** Do not make or acquire illegal copies of the required textbook. (請尊重智慧財產權，不得非法影印教師指定之教科書籍。)***

Tentative Course Outline

The instructor reserves the right to change the syllabus and will inform students of any changes.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading Assignment</i>
1	09/09/25	Introduction	
	09/11/25	Introduction: The Historical Perspective	Chapter 1: Introduction
2	09/16/25	Today's Adolescents/The Nature of Development	Chapter 1
	09/18/25	The Science of Adolescent Development	Chapter 1
3	09/23/25	The Science of Adolescent Development	Chapter 1
	09/25/25	Puberty & Health	Chapter 2: Biological Foundations
4	09/30/25	The Brain	Chapter 3: The Brain and Cognitive Development
	10/02/25	Cognitive Developmental View: Piaget and Vygotsky's theory	Chapter 3
5	10/07/25	Information Processing View	Chapter 3
	10/09/25	Social Cognition & Language Development	Chapter 3
6	10/14/25	Social Cognition & Language Development	Chapter 3
	10/16/25	The Self	Chapter 4: The Self, Identity, Emotions, and Personality
7	10/21/25	Identity	Chapter 4
	10/23/25	Emotional Development	Chapter 4
8	10/28/25	<i>Exam 1</i>	
	10/30/25	Personality Development	Chapter 4
9	11/04/25	Other Self Issues	Chapter 4
	11/06/25	Biological, Social, and Cognitive Influences on Gender	Chapter 5: Gender
10	11/11/25	Gender Stereotypes, Similarities, and Differences	Chapter 5
	11/13/25	Gender-Role Classification	Chapter 5
11	11/18/25	Developmental Changes and Junctures	Chapter 5
	11/20/25	Other Gender Issues	Chapter 5
12	11/25/25	Exploring Adolescent Sexuality	Chapter 6: Sexualities

	11/27/25	Sexual Attitudes and Behavior	Chapter 6
13	12/02/25	Problematic Sexual Outcomes in Adolescence	Chapter 6
	12/04/25	Sexual Literacy and Sex Education	Chapter 6
14	12/09/25	Domains of Moral Development: Moral Thought	Chapter 7: Moral Development, Values, and Religion
	12/11/25	Domains of Moral Development: Moral Behavior	Chapter 7
15	12/16/25	Domains of Moral Development: Moral Feeling/Moral Personality	Chapter 7
	12/18/25	Contexts of Moral Development: Parenting	Chapter 7
16	12/23/25	<i>Exam 2</i>	
	12/25/25	No Class	
17	12/30/25	<i>Presentations?</i>	
	01/01/26		
18	01/06/25	<i>Presentations?</i>	
	01/08/25		