

Study Guide

for use with

EIGHTH EDITION

Adolescence



John W. Santrock

Prepared by
Elaine Cassel

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Study Guide

for use with

Adolescence

Eighth Edition

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Study Guide for use with
ADOLESCENCE, EIGHTH EDITION
JOHN W. SANTROCK

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Preface

How to Use the Study Guide

You are about to undertake the challenging and exciting task of learning about biological, cognitive, and sociocultural influences on adolescents. This *Study Guide* will assist you as you read *Adolescence* by John W. Santrock. It will help you learn and test your understanding of key terms and key persons as well as facts and theories covered in the text. Do remember, however, that its use should supplement rather than substitute for a careful and thorough reading of the text. Each chapter of this *Study Guide* contains several features designed to help you master the content of the chapter in *Adolescence*:

- Learning Objectives with Key Terms in Boldface
- Key Terms
- Key People
- Section Guided Reviews
- Section Reviews
- Explorations in Adolescent Development
- Adventures for the Mind
- Adolescence in Research
- Comprehensive Review
- Adolescence in Books
- Adolescence in Movies
- Answer Key
- Cognitive Maps Exercise

Each chapter of the *Study Guide* presents a detailed set of learning objectives in which key terms designated by the author appear in boldface. I have organized these objectives by major chapter headings, and subheadings, and numbered them accordingly. For example, the first section after the Preview and Images of Adolescents in each chapter is numbered 1.0, and the associated objectives are numbered 1.1, 1.2, and so forth. These objectives cover all material in the chapter, including the Explorations in Adolescent Development and Adventures for the Mind features. The learning objectives

indicate as specifically as possible what you should be able to do after you have read and mastered the material in a chapter.

I recommend that you make extensive use of the learning objectives. For example, it is a good idea to review the key terms before and after you read each section, or subsection, of a chapter. In addition, you should review the learning objectives before you do the guided and section reviews. Consistent and extensive review of the learning objectives will help you better learn and remember the chapter content, and that in turn, will help you do your best on the examinations.

Key Terms

Devise your own definitions for these key terms based on your understanding of the text's definitions or on how you use the key terms in a sentence. This is important because you will not know whether you really understand a term until you can define it and use it in your own way.

Key People

This feature asks you to match the key person involved in adolescent research (related to the chapter's content) to the idea or concept with which they are associated. Some of these people will be featured in the margins of the main text with quotations about their theories and research. In all cases, the individual's research will have been discussed in the chapter.

Guided Review

Each chapter heading has its own Guided Review, a fill-in-the-blank activity that helps you review and study the material in the chapter. To benefit most from the Guided Review:

1. Review the Learning Objectives for the section of the chapter.
2. Reread the corresponding section, or subsection, of the chapter.
3. Complete the Guided Review for the section.
4. Check your answers in the Answer Key.
5. Review the learning objectives and textbook for questions that were difficult to answer.

Section Review

Most sections have their own Section Review consisting of a variety of exercises that help you review and study particularly important concepts and material in the chapter. The activities include matching, classifying, completing tables, and short-answer questions.

Explorations in Adolescent Development

Each chapter has one or more features about current research or programs related to adolescent development. The activity generally asks you to respond with short answers to general questions about the feature.

Adventures for the Mind

Each chapter has two or more exercises that ask you to think about specific concepts and principles and apply them to your own life and respond from your personal experience and opinion. For these activities there are generally no answers provided, since they will be unique to each student.

Adolescence in Research

We have chosen research discussed in the chapter and ask you to analyze the research hypothesis, methods, and conclusions and suggest the relevance of the findings for adolescent development.

Comprehensive Review

Each chapter contains a selection of multiple-choice questions that cover the main content of the chapter. They help prepare you to take a multiple-choice exam, as well as reviewing the entire chapters' content one last time.

Adolescence in Books and Movies

After the comprehensive review you will find suggestions for books and movies that explore or depict some facet of the chapter material.

Answer Key

At the end of each Study Guide chapter is the Answer Key. Keep in mind that the answers given for short-answer questions are merely as guide, as individual responses will vary. If you have any questions

about whether your answer is accurate after referring to the answer given, always refer to the text for conformation and clarification.

Cognitive Map Exercises

This feature is to reinforce what you have learned in the earlier Key Terms and Key People exercises. You are asked to fill-in the blanks. Answers are provided at the end.

Some Final Thoughts . . .

This *Study Guide* contains activities that will enhance your ability to learn and remember knowledge about *Adolescence*. However, effective studying involves more than the specific things you do to learn the material; it includes developing good general study habits, plans, and strategies... *about active learning*: The learning activities in the *Study Guide* are designed to encourage you to be an active learner. Research has shown that study activities not really help unless you use them in a very active way (e.g., working through the guided review and study on your own, and checking the material you could not remember). If you agree with us, I hope that all of the activities in this *Study Guide* will be useful both as ready-made suggestions for study and as models for activities that you invent on your own to help you achieve your own course goals and objectives.

Okay, so that's the structure of the chapters in the Study Guide. Now, let's talk about effective ways to study. As I mentioned earlier, you may already know some of these ideas, but oftentimes they can bear repeating because you say to yourself, "Oh, yeah, I knew that. I tried it before and it worked, but then for some reason I stopped. I think I'll try it again." Other ideas may be new to you, so you may want to give them a try. Remember that we are all unique, so some strategies work better for some people than for others--try out a suggestion for a fair period of time (only you can decide what "fair" is), and if it works, great--if it doesn't try something else. Read the next section, written by Anita Rosenfield of DeVry Institute of Technology, Southern California, for some more in-depth tips and suggestions on how to succeed in this and other courses.

Happy Learning!

Elaine Cassel

Being An Excellent Student

by Anita Rosenfield DeVry Institute of Technology, Southern California

Most students who are in college want to be good students, and most students have some particular goal in mind, which is probably why they chose the particular college or university they are attending. As you chose your college or university, and perhaps even an area of major interest or concentration, you had certain goals in mind, which likely included doing well in school, earning good grades, and graduating.

Unfortunately, many students do not do as well in college as they had hoped and expected. Let's examine some of the reasons for this disappointing outcome to see how to avoid them and to learn, instead, how to be a good student and guide your behavior to improve your chances of achieving your goals.

A common definition of education is that it is "how people learn stuff." For most of our history, educators have focused on the "stuff." Teachers were required to be masters of their respective academic fields. Even today, some states have requirements that speak only to the need to be qualified in the subject matter one teaches, not in the teaching methods themselves.

In the 1960s, we became more interested in the "people" part of the definition, which was evidenced by moving to strategies like open classrooms and free universities. The idea was that, given the opportunity to do so, people will naturally learn. Although these experiments were dismal failures, they taught us something.

The key to the definition of education is the word *how*. Today, thanks to a wealth of research on the principles that guide the phenomenon of learning, and on the nature of learning and memory, we know much more about how learning occurs and how we can make it better. By using these principles, we can become better students.

Formulating the Plan

Anything worth having is worth planning for. Whether you hope to learn to teach, to fly, to write for profit, or to change diapers correctly, you have in mind a goal. An everyday question from the first days

in elementary school is, "What do you want to be when you grow up?" The answer to this question is one way of formulating a goal. Now that you are a college student, many people will expect you to know what you want to do for a profession or career. Yet you may not have the foggiest notion, or you might have an idea that is still slightly foggy. That is OK. What is clear, however, is that you want to succeed in your college courses. This is a relatively long-range goal, and as such can serve a purpose in keeping you on track.

But our day-to-day behavior is often hard to connect to our long-range goals. We need short-term goals to keep us organized and to be sure that the flow of our activities is in the direction we want to be going. To accomplish our long-range goals, we need to focus on three types of short-term goals. First, we need goals for the day; second, we need goals for the week; and third, we need goals for the semester or term. Let's look at each of these separately.

Goals for Today

It is helpful to keep a daily checklist, diary, or schedule as a reminder of what must be done each day. Check off the things as you accomplish them. A pocket calendar is particularly helpful for this task.

Goals for the Week

Students who are successful in college also schedule their time weekly. Sometime during the course of registration, you made up a schedule showing your classes for the whole week. If you have a job, you must allow time for that, too. Also, many college or university students have family obligations that need to be considered as well. Finally, everyone needs some time for relaxing, eating, sleeping, and playing (even in graduate school we were advised that we needed to find some time to have fun in order to keep our balance). With all these things in mind, it is no wonder many students find little time to study.

But good students do all these things, too, yet they study. Do they have more time? No, we all have the same amount of time. But successful students schedule their time carefully. So, make up a weekly schedule and block off time for all these necessary events: classes, work, relaxation, eating, sleeping, playing, family, and studying. Students who actually schedule their time and keep to their schedules are amazed at how much time they find they have!

As you make up your weekly schedule, you may find your study time in a large block. If this is true, please remember to take a short break every twenty to thirty minutes. This is called distributed practice and is far more efficient than studying for hours on end. After the first twenty or thirty minutes, most of us become much less efficient anyway. When you take that break, reward yourself somehow; then get back to your studying. Something I always tell my students is never to try to read a whole chapter in one sitting. In fact, when I am preparing for a new class, or have changed texts in a class I have been teaching, I take that advice myself!

Goals for the Semester

At the beginning of each semester, we find ourselves immersed in many new courses. Often, you will be confronted by several new professors with whom you have never worked before. It is difficult to sort out the expectations and demands of these several courses. However, it is important to organize the information that will be needed for completing all of the course requirements in order to be successful in the courses.

If you can, obtain a large wall calendar, and mark on it all the dates of tests, exams, and term paper due dates, being sure to write on the calendar the course for which each date applies. Now, estimate how long it will take you to make final preparations for those exams, and mark those dates as warning or alert dates. Look over the dates on which papers are due, and see if they are bunched together. If your college is typical, they will probably be close. You can help yourself to avoid the last-minute all-nighters if you simply determine a spread of due dates for yourself, and mark those on the calendar too. As you do this step, please be sure to avoid any days that have personal significance for you, such as birthdays, anniversaries, and so on. This calendar gives you an overview of major dates in your semester.

If you have followed this carefully, you now have a large semester calendar plastered on your wall, a weekly schedule of major life events, classes, and study times taped over your desk, and a daily checklist of must-do items in your pocket or purse. **So, your scheduling is on its way. Let's look now at other important strategies.**

Attending Classes

Many students believe that, since they are in college, they can decide whether to go to class at all. This is true. Some students also believe that attendance in class is not important to their grade. This is not true!

Some colleges or universities have attendance requirements, so that if students miss a given number of classes it will either lower their grade a full letter grade, or the instructor may drop the student from the course; some instructors have in-class activities that count toward students' grades, so if students are not in class, they do not get credit for participating. Even without such strategies, students who do not attend class sessions almost always do more poorly on the tests and exams. Perhaps they were absent when a crucial item was discussed, or when the instructor lectured over the material this examination requires. Remember, that more often than not, instructors will include information in their lectures that is not in your textbook, and that information (whether from class lecture, videos shown in class, guest lectures, and so on) is fair game for tests. Moreover, if you are not there, the instructor cannot get to know you, and therefore cannot give you the benefit of the doubt on your answers. It should come as no surprise that in study after research study, the data clearly show that those students who attend class regularly receive the highest grades and actually learn more, too! So, the first rule of being an effective student is to attend classes. Besides, how else can you get your money's worth?

But okay, now that you've determined you will go to every class, what will you do?

Benefiting from Lectures

Sometimes students think that if they come to class and "pay attention," they will remember what the instructor talked about; they think that if they take notes, they will miss much of what the instructor says. But sitting and paying attention is difficult. For one thing, most people can think much faster than they can speak. While the instructor lectures at 80 words per minute, the student thinks at about 350 words per minute! If the student is using this extra "thinking capacity" to focus on what the instructor is saying, it is fine. This rarely lasts more than five minutes at a time, however. Most of the time, this extra "thinking capacity" is used in daydreaming!

Daydreaming can be helpful in resolving our emotional problems, planning the course of our lives, and avoiding work. Often, it is motivated by the desire to avoid work. For whatever motive, however, daydreaming is not compatible with attending a lecture. Human beings simply cannot attend to more than one stimulus at one time. And you have to admit, your daydreams can be ever so much more interesting than your professor's lectures.

Attending lectures is best done while. Use plenty of paper, and leave blank lines at regular intervals, or leave wide side margins. You will use these spaces later (they are not wasted!). If the instructor permits it, be brave and interrupt with questions if you do not understand what is being said. One thing I try to stress to my students is that I may know what I am talking about, but it may be unclear to them--and if it's unclear to one student, it may well be unclear to other students. So, for the sake of the other students who didn't understand what I was talking about, each student should take on the responsibility of asking me to clarify what I said, or to expand in a way that will help them understand. Remember that lectures have a way of progressing and building on earlier information. It is important to understand each point, or later points will be lost. (But please, DO NOT ask the person sitting next to you what the professor said--it disrupts the class, disturbs your neighbor, and you are likely NOT to get an accurate response!)

When you take notes, write out the major points, and try to just make simple notes on the supporting minor points. If you miss something, and you cannot ask a question about it, approach the instructor immediately afterward, when it is likely to still be fresh in both your minds. DO NOT try to write down every word, and DO try to use abbreviations or symbols, or, you could do what I did--learn shorthand! (Or, make up your own.)

Often my students will ask if they may tape record my lectures. Personally, I have no objection to having students do this. In fact, I did this my first term back in college but found it was terribly tedious trying to transcribe the lecture. The students for whom this may be particularly helpful are those who have visual, auditory, or motor impairments. However, do not ever tape record a lecture without first asking for and obtaining the professor's permission.

Within one or two hours after the lecture, on the same day, go back over your notes, and do two things. First, fill in the rest of the minor points. This often amounts to completing the sentence or other element. Second, write brief summaries and any questions that you now have in the blank spaces (lines or margins) you left earlier (clever of you to leave those spaces!). These few minutes spent reviewing and organizing your notes will pay off in greatly improved memory. The questions you have you can ask in class, or during the instructor's office hours, and reap two benefits. First, you will get the answers. Second, you will demonstrate that you are a serious student, and that will impress your instructor.

One other thing about going to class. While this is not always true, I have found that typically my best students sit in front. And most students seem to have a need to have “their seat,” while a few students have a need to move around, sitting in one seat one day and a different seat the next. It wasn’t until my graduate school days that I realized why I needed “my seat”--as a student, we are being overwhelmed with new information, a stressful experience; we need some structure we can count on to reduce that stress. So, if you are one of those who likes to wander, be considerate of your classmates’ needs for stress reduction.

By the way, to get the most out of the lectures, do complete the assigned reading BEFORE the class begins so you are familiar with the material. This will help you keep up with what the instructor is talking about, will reduce the amount of information you do not understand, but may also bring up important questions for you to ask in class if the instructor does not talk about them.

Reading For Learning

We all know how to read. You are proving it by reading these words. Hopefully, you are also realizing some ideas as a result of reading. If you are only reading words, please WAKE UP! STOP DAYDREAMING!

We can read a variety of things: newspapers, movie reviews, novels, magazines, and textbooks. Textbooks are unlike all the others, and must be read with a strategy all their own.

There are many reading and studying strategies, and all of them work to an extent. Perhaps you learned one or more in the course of going to high school. Perhaps you even took a how-to-study course when you entered college. If so, you probably learned one or two of these systems. If you have one you like, that works for you, keep it. If you are interested in learning a new one, read on.

The PQ4R Method

One of the most successful and most widely used methods of studying written material was the SQ3R method, first developed at The Ohio State University. Researchers had noted that students who were more successful were more active readers. More recently, this method has been updated to the PQ4R Method, which adds an additional step. This method teaches you the same skills that have made many

thousands of students successful. If you use this method when you read and study, you will be more successful, too. I have outlined the steps below and the text describes this method in Chapter 13.

The P stands for PREVIEW. After you have read the overview or chapter outline, and the list of learning objectives, you should survey the chapter in the text. This is also called skimming. Look at the headings and subheadings, and get the gist of the major points in this chapter. Check off each point in the outline of this Study Guide as you pass it in the pages of the text.

The Q stands for QUESTION. Reading is greatly enhanced if you are searching for the answers to questions. For this text, the Student Study Guide provides learning objectives that can serve as questions. For other texts, make up questions for yourself, based on the chapter overview or on your own survey of the chapter. Be sure that you have at least one question for each major unit in the chapter; you will be less efficient at studying those units for which you do not have questions.

The first of the four Rs is for READ. As you read, look for the answers to the questions you posed, or to the study or learning objectives furnished for you. When you find material that answers these questions, put a mark (X) or a "post-it" note in the margin next to that material. This will help now, since you are actively involved, and later, when you review. It is a good idea to wait to underline or highlight lines of text until after you have read the entire chapter at least once, so you will know what is and what is not most important. (In fact, while some "authorities" suggest you underline or highlight no more than 10% of what you are reading, I find that when most of us begin to underline or highlight, we wind up doing it to most of the chapter--I suggest not doing it at all because it becomes too passive, which counteracts your attempts to read "actively.")

The second R stands for REFLECT. As you are reading, stop every so often and reflect on the material to increase its meaningfulness. This includes analyzing the material, thinking about how to apply it to your own life, interpreting the information, and connecting it with information you already have in your long-term memory.

The third R is for RECITE. One of the oldest classroom techniques in the world (Aristotle used it) is recitation. In the classroom version, the teacher asks the questions and the students answer them. Unless you can get your teacher to study with you regularly, you'll have to play both roles. Periodically stop in

your reading and say aloud (if possible) what the author is telling you. Try to put it in your own words, but be sure to use technical terms as you learn them. If you are not in a situation where you can recite out loud, do it in writing. Just thinking it is not enough. When should you pause to recite? A good rule of thumb is that each time you come to the end of a major subheading, you should recite. One professor encourages his students to recite at least one sentence at the end of each paragraph, and two or three or more sentences at the end of each subunit (when you come to a new heading).

People who do not use recitation usually forget half of what they read in one hour, and another half of the half they remembered by the end of the day. People who use recitation often remember from 75 to 90 percent of what they studied. This technique pays off. By the way, if anyone questions why you are talking to yourself, tell them that a psychologist recommended it.

The fourth R is for REVIEW. You should review a chapter soon after you have studied it (using the PQ and first 3Rs). You should review it again the day or evening before a test. It is not usually helpful to cram the night before a test, and particularly not the day of the test! That type of studying does not produce good memory, and is likely to make you more anxious during the test itself.

Taking Tests

One of the things students fear most is failure. Failure signifies that things are not going well, and alerts us to the possibility that we may not achieve our goals. Unfortunately, many students see tests and exams as opportunities to fail. They prepare by becoming anxious and fearful, and trying to cram as much as possible right before the exam. These students rarely do well on the exam. They often fail, thus accomplishing just what they feared.

Taking tests requires strategy and planning. First, it is helpful to know what type of tests you will have. Your instructor probably told you during the first class meeting, or it may be in the class syllabus or course outline. If you do not know, ask.

If you are going to be taking essay exams, the best way to prepare is by writing essays. Before you do this, it is a good idea to find out what types of questions the instructor asks, and what is expected in a response. Again, it is helpful to ask the instructor for this material. Perhaps you can even see some

examples of essay questions from previous years--some instructors at some colleges have copies of their exams on file in the department office or in the library. By finding out what is expected, you can formulate a model against which you can evaluate your answers.

Now, using the learning objectives, or some essay questions you wrote, actually sit down and write out the answers. I have prepared at least two essay questions for each chapter in this text. HINT: If you usually feel more anxious during a test, it may help you to practice writing your essays in the room in which the test will be given. Simply find a time when the room is vacant, and make yourself at home.

If your instructor gives multiple-choice tests, then you should practice taking multiple-choice tests. For each chapter, either use questions provided in the Student Study Guide, or make up your own. You may find it helpful to work out an arrangement to pool questions with other students, thereby reducing the amount of work you have to do, and developing a network of friends. Or, you may ask your professor if he or she would entertain the idea of having students write some of the exam questions--some of my professors did that in my undergraduate classes, and it is something I sometimes have my students do.

Whichever way you do it, the important thing is to prepare for tests and exams. Preparation is about 95 percent of the secret to getting a good grade. (Yes, there is some actual luck or chance involved in test scores, as even your instructor will admit!) Preparation is not only a good study and review technique, but also helps to reduce anxiety.

Dealing With Test Anxiety

Anxiety can be a helpful response when it occurs at low levels. In 1908, Yerkes and Dodson showed that the amount of anxiety that could benefit performance was a function of the difficulty and complexity of the task. As the difficulty of the task rose, anxiety became less helpful and more likely to interfere with performance.

If you have ever been so anxious in a test situation that you were unable to do well, even though you knew the information, you have test anxiety. If you get your exams back, and are surprised that you marked wrong answers when you knew the correct answers, or if you can only remember the correct answers after you leave the examination room, you too may have test anxiety.

Strategy Number One: Effective Study

Use study habits that promote learning and make the best use of time. Strategies, such as scheduling your time and using the PQ4R system, reduce anxiety by increasing confidence. As you come to realize that you know the material, your confidence rises and anxiety retreats.

Strategy Number Two: Relaxation

Each of us develops a unique pattern of relaxation. Some people relax by going to a specific place, either in person or mentally. Others relax by playing music, by being with friends, by using autogenic relaxation phrases, or by meditating. Whatever you do, be aware of it, and try to practice relaxation techniques. If you are good at relaxing, try thinking about those situations that make you anxious, and relax while you think of them. To do this, allow yourself to think only briefly (fifteen to thirty seconds at a time) of the situation that makes you anxious, and then relax again. After a number of such pairings, you will find that thinking about that situation no longer makes you anxious. At this point, you may be surprised to find that the situation itself also no longer produces anxiety. You may find that it is helpful to think about these anxiety-provoking situations in a sequence from those that produce very little anxiety to those that are more anxiety-evoking. Such a list, from low to high anxiety, might look something like this:

1. Your instructor announces that there will be a test in four weeks.
2. Your instructor reminds you of the test next week.
3. As you study, you see on the course outline the word *test*, and remember next week's test.
4. One of your friends asks you if you want to study together for the test, which is the day after tomorrow.
5. You choose not to go out with your friends because of the test tomorrow.
6. As you get up in the morning, you remember that today is the day of the test.
7. You are walking down the hall toward the classroom, thinking about what questions might be on the test.
8. The instructor enters the classroom, carrying a sheaf of papers in hand.
9. The instructor distributes the papers, and you see the word *test* or *exam* at the top.
10. After reading the first five questions, you have not been able to think of the answer to any of them.