

**Messiah College**  
**HDFS/PSYC 311: Adolescent Development**  
**Fall 2007**

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**Office hours:** MWF 8 –9 and 11 – 12; and by appointment

**Location:** B 274  
**Days:** MTW  
**Time:** 5:30 – 8:30

***Required Readings***

Arnett, J. J. (2007). Adolescence and Emerging Adulthood (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

***Required reading (attached)***

Chartier, M. B. (1996). Christian parenting: A stewardship responsibility. *Journal of Family Ministry*, 10 (2), 19-32.

***Course Description***

This course is designed to provide students with a general foundation in the field of adolescent development. Course content includes information regarding theoretical frameworks, research methodology, major contributions to the field, current research findings, and detailed information regarding physical, cognitive, social, emotional, and personal development during adolescence. The course aims to enable students to speak and write intelligently about adolescent development, drawing from a critical evaluation of theoretical and empirical knowledge bases.

***Course Objectives***

1. Examine the phenomenon of adolescence in the modern world, both through the study of it in mainstream Western society and other cultures.
2. Know the various methods used by developmental psychologists to learn about and study adolescence. (See “Research Focus” in each chapter.)
3. Understand the biological, cognitive, social, emotional, and spiritual-moral aspects of adolescent development.
4. Attempt to discover the myths regarding adolescence and to understand their origins.
5. Be sensitive to the special problems and needs of adolescents and youth.
6. Understand the developmental tasks of early through late adolescence.
7. Understand the concepts and implications of adolescent identity and autonomy.
8. Know and examine the major areas of disagreement regarding the adolescent experience today.
9. Raise significant questions of your own regarding the nature of the adolescent experience in America.
10. Seek answers to some of the questions you have raised through your student choice project.

***Class Format***

This class meets three times a week. Class time will consist of lectures, discussions, and activities based, in part, on the topics of your readings for that day. **Therefore, it is important that you read the assignments prior to class.** However, lectures will also cover material that is not presented in the textbook, therefore, it is important that you attended class. Please feel free to ask questions at anytime. ***It is important that if you have a question or comment, that you share it with the class, rather than ask the person beside you. Any question or comment you have will benefit all students!***

### **Course Requirements**

1. **Attendance/Participation (25 points):** Individual contributions to class discussion and group exercises are deemed important because different perspectives enhance the quality of class interaction. Class provides an opportunity to clarify one's understanding, as well as to project one's own critical evaluation and digestion of the material. By regularly attending class, students will also be at an advantage in overall understanding of course content relating to lectures, discussions, and other materials, which will be included in the examination process. In this class, students will be expected to attend classes regularly. In addition, students are expected to come to class prepared for the topic of that day, which includes reading all assigned material for that day. ***Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities.*** Students who simply attend class, but rarely participate will have class participation/attendance grades that reflect poor participation.
  
2. **2 Exams (150 points each):** Two exams will be based on material from the texts, class discussions, activities, lectures, films, and other assigned readings. They may include objective (multiple choice, true/false, matching, fill in the blank, etc.) and/or essay and short answer questions. Each exam is worth 150 points.
  
3. **Student Choice Project (125 points):** This part assignment allows you to choose an area of interest for a more in-depth look at some area of adolescence that interests you, however, student teachers (student concurrently registered for EDU 420) must “choose” option # 3 (this option was developed in order for you to apply the material in this class to your career as a teacher). In addition, those students seeking certification in special education must choose a topic related to adolescents and special education or adolescents with disabilities. You can follow your interests in one of several ways, **however, all papers must be written in APA format.** (1) You can do a traditional literature review using a minimum of 10 **professional** journal articles or edited book chapters on an approved topic in adolescence. (2) You may learn about an aspect of adolescence through a 15-hour Independent Learning Project that may involve a combination of research, observations, interviews, and/or on-site visits. (3) Student teacher assignment (student teachers only). **See Appendix A for requirements and detailed information about these choices.**
  
4. **5 ACT Assignments (20 points each).** These assignments are designed to enrich, illustrate, and reinforce what you are learning in the text and in the class. They should deepen your understanding of adolescents and help you to do better on your exams. They will consist of **Activities, Critical thinking exercises, and/or Theological reflections, or a combination thereof and must be completed for class on the date designated in the assignment.** These assignments will be completed outside of class.

There will be 6 ACT assignments given throughout the course, only five are required. Therefore, if you choose not to do one, are absent when one is assigned, or forget to hand one in, you will have the opportunity to make it up with the 6<sup>th</sup> assignment. Because there are six opportunities, ACT assignments are due on the date designated on the assignment sheet and will **not** be accepted late. Students who complete all six ACT assignments will have ½ of the points earned on the 6<sup>th</sup> assignment added to their final grades as extra credit (for a total possible of 10 points extra credit).

All will be recollected **the last class day**, so be sure to bring these to class on the last day.

5. **Movie Reaction (50 points):** We will be viewing a movie in class and you will be writing a reaction to the movie based on concepts you have learned in this class.

**Requirements for movie reaction:** This assignment needs to be typed in 12-point font and double-spaced, have 1-inch margins, and be no more than 3 pages long. See the course schedule for due date.

**Directions:** Students will view a movie, in class, focusing on adolescents. The paper will focus on analyzing the movie in light of the material you have learned from the text and class. That is, how does what you have learned in class, explain behaviors or occurrences in the movie. For this assignment, do NOT simply list a series of concepts and discuss how the movie addressed that concept in terms of adolescence. INSTEAD, **integrate** concepts you have learned in class and discuss how they apply to the adolescents in the movie by evaluating how the concepts are connected. The analysis should specifically include references from your textbook and incidents from the movie. My concern is that you are able to apply the theories and research from the text and class and INTEGRATE them in a “pseudo-real” situation. You may want to pick two or three chapters and focus on them (for example, focus on the topic of Identity and peer relationships, for example). There is no one correct way to do this paper. Do not waste time sitting around wondering what I want you to write about. Be creative. Grading will be based on how thoroughly you have covered and **INTEGRATED** different aspects of adolescence in your evaluation.

**NOTE:** Do NOT spend time summarizing the content or plot of the movie. Papers that summarize or critic the movie will receive a failing grade.

**NOTE: All written work submitted must be typed in 12-point font, and double spaced. Computer problems, printer errors, etc. are not valid reasons for late work; a late paper will not be excused due to technical difficulties. No work will be accepted more than 5 days late. A late day begins immediately after the work has been collected (normally the beginning of class). A 10% reduction per day is made on late papers and assignments. ACT assignments will not be accepted after the due date.**

#### **Course Grading**

Attendance/participation	25 pts.
Exams (2 @ 150 points each)	300 pts.
Student choice Project	125 pts.
Movie reaction and application	50 pts.
ACT Assignments (5 @ 20 points)	100 pts
<b>Total Points Possible:</b>	<b>600 pts.</b>

A 93% and above	C 73 – 76.99%
A- 90 – 92.99%	C- 70 – 72.99%
B+ 87 – 89.99%	D+ 67 – 69.99%
B 83 – 86.99%	D 60 – 66.99%
B- 80 – 82.99%	F 59.99 % and below
C+ 77 – 79.99%	

**NOTE:** Please be aware: Because students have access to extra credit in this course I do NOT round up with grades. For example, a 92.5 is an A- and an 89.75 is a B+.

### Schedule of topics, readings, and assignments

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Sept. 3	No Class	
Sept. 4	Course Introduction	A: Chapter 1
Sept. 5	Biological Transitions Eating Disorders (Guest Speaker)	A: Chapter 2 A: Pages 446-451
Sept. 10	Cognitive Transitions <b>Student Choose Proposals Due (1 paragraph, typed)</b>	A: Chapter 3
Sept. 11	Cultural Beliefs and Social Transitions	A: Chapter 4
Sept. 12	Identity, the Self, and Gender	A: Chapters 5 and 6
Sept. 17	Adolescents and their Families	A: Chapter 7 Chartier
Sept. 18	<b>Exam I</b> Video	
Sept. 19	Peers	A: Chapter 8
Sept. 24	Dating, Love, and Sexuality	A: Chapter 9
Sept. 25	Adolescents and School	A: Chapter 10
Sept. 26	Adolescents and Work	A: Chapter 11
Oct. 1	Adolescents and the Media <b>Student Choice Projects Due**</b>	A: Chapter 12
Oct. 2	Adolescent Problems Adolescence and the 21 <sup>st</sup> Century	A: Chapter 13 (416-446) A: Chapter 14
Oct. 3	<b>Exam II</b> Movie for Evaluation <b>NOTE: ALL ACT ASSIGNMENTS RECOLLECTED</b>	
Oct. 5	<b>Movie Evaluations Due by 5:00 PM</b>	

\* I reserve the right to change or modify this course schedule! Students who choose not to attend class are responsible for checking with the instructor for any changes.

\*\*NOTE: Student's may choose, instead, to hand in their Student Choice Projects after the course has ended, but no later than Mon. Oct. 8<sup>th</sup>, without penalty

### ***Students with Disabilities***

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5387.

### ***Policy Regarding Academic Integrity***

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, a will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.  
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.  
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.  
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.  
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.  
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.  
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

## **APPENDIX A: STUDENT CHOICE PROJECTS**

### **GENERAL GUIDELINES**

Below is a list of the options you may choose from to complete your student choice learning project. Students who choose not to carefully read this handout or choose not to follow the required criteria for their chosen project should be aware that their grade will reflect that choice. Make sure you are aware of all criteria well in advance.

All papers must be written in APA format – see the APA manual. You are strongly encouraged to come to my office hours or set up an appointment with me to discuss your proposal before your proposal is due.

Be sure you thoroughly understand plagiarism. For example, using another writer's exact words, even briefly without quotation marks, is plagiarism. You must always use your own words to express others' findings and ideas, unless it is an exact quote (which I require that you do not use). In any case, you must give appropriate credit to the source of your ideas, using APA format. If you have any doubts, check it out with me.

I strongly recommend that you come see me throughout the process or visit the Writing Center. You are more than welcome to show me a rough draft of your project at any point in the process (but no later than one week before the project due date). Students' who have taken advantage of showing me a rough draft almost always receive higher grades.

### Option 1: Research (Literature) Review on Some Aspect of Adolescence:

This is a choice for you to study in some depth an aspect of adolescence that interests you. Interest, focus, and timing are the keys to your success. Be sure to narrow your topic sufficiently to enable you to be focused and specific. “Juvenile Delinquency” is a book-length study, far too broad. “Drug-related gang activity among urban Korean adolescents” is much better. “Discipline Techniques” is a book, “The use of corporal punishment in urban African American families” is much better. You will need my approval and you will need 10 sources at a minimum, either edited book chapters or peer reviewed professional journal articles (**if you are unsure about what I mean, make sure you ask!**) Also, you must use APA format. You also need to make sure that your paper has a clear goal or point. Start early enough to get help from the Writing Center and/or myself. Your paper-and grade- will benefit.

Be careful of two things. First, do not equate an author’s theory of some aspect of adolescent behavior with empirically verified findings. In other words, do not report an author’s belief as if it were fact, e.g., “Anorexia and bulimia are caused by over-demanding, perfectionistic parents (Cameron, 1982).” Unless Cameron provided evidence, it is simply his or her theory. A more accurate way to write about the above is as follows: “Cameron (1982) believes that perfectionistic and over-demanding parents produces anorexia and bulimia, but Emerson (1997) points out that this connection cannot be proved on the basis of correlational data.” Second, give credit immediately to any ideas or facts that you have gained through your research, but do **not use direct quotes**. Finally, do not use abstracts of professional journal articles as primary sources. You **must** use each main article and turn in copies of all articles you used with the paper.

Finally, upon completion, this paper should be roughly 7 – 8 pages; it should be NO longer than 9 pages.

**The following is an outline (with grading criteria) that your literature review should follow:**

**Title Page in APA style (3 points)** – Includes your name, the title of your paper, running head, page header, page number, and date. (see APA manual for correct formatting, or ask me.)

**Abstract in APA style (5 points)** – Your literature review should include a summary, written in abstract form according to APA style. The abstract should be no more than 120 words and should highlight what you found in the literature.

**Literature Review (100 points)** – Your literature review should be no longer than 9 pages, double-spaced in 12-point font, with 1-inch margins. This section will include the information you have discovered from the literature you have reviewed. You will need to review a minimum of 10 scholarly research articles. **Articles from popular magazine, the internet, or other media are NOT considered scholarly.** You must **PROPERLY paraphrase and cite each article in APA style** in this section. **DO NOT use direct quotations.**

One of the main goals of this assignment is for you to ***integrate the information you have collected***. Do not simply present the information in a list-type format. That is, do not present the information from each article one at a time. Instead you should make connections between the research. Does the research support or contradict itself. Are there different results when different methods are used? Critically evaluate why different results were found in different studies.

Continue to integrate the articles in your concluding paragraphs by discussing general conclusion based on ALL the articles you reviewed. What does the research tell us, what does it not tell us?

This section will be graded on:

- a. the quality/significance of the topic/issue investigated (is it narrow enough) and your success in narrowing and focussing the topic appropriately for a paper of this scope: do you have a clear focus and point for your paper (a thesis)?
- b. the appropriateness of references (with a minimum of 10)and citations using APA style.

- c. Your ability **to clearly organize and integrate the information you have discussed** (very important) and the thoroughness, depth of your coverage of the topic while distinguishing fact from theory
- d. Presentation (free of typos, grammatical errors, etc.)

**References (12 points)** – using APA format, you must include a list of references that you cited in your literature review. **ONLY INCLUDE** those articles that you actually cited and discussed in your paper. In addition copies of **ALL** articles must be handed in with this paper.

**ORIGINAL Proposal handed in (5 points)** – you will need to include the proposal you wrote during the first week of class.

## Option 2: Independent Learning Project Option

**You may not begin collecting data for this project until I have okayed it. Some projects may need the approval of the Institution Review Board before you can begin collecting data.**

This option may be chosen in place of the traditional literature review. It gives you the opportunity to explore an area of adolescence that particularly interests or puzzles you, for example, what kinds of treatments are available to anorexics and bulimics in South Central Pennsylvania and how effective have the various treatments been? Or how much and what kind of conflict do church-attending young people report compared with non-church attending young people? The better or more significant your issue and information, the better will be your outcome.

You will be constrained by a number of realities: the quality of your original task or questions, your plan of attack, how soon you start, your access to young people, their willingness to cooperate with you, the nature of the information you seek, the amount of time, enthusiasm and persistence you bring to the project, and other seen and unforeseen variables.

You can learn and inform yourself in a number of ways. You can learn through interviewing experts on adolescence; You can learn through doing a content analysis. You will need to do some reading of scholarly journals about what the experts have to say about your subject, use at least 3 professional journal sources in your written paper, in addition to other sources including the people you interview, your textbook, websites, etc. You may also conduct this project by using a less traditional approach, such as reading and analyzing fiction that deals with adolescence –fiction written to, about, or by adolescence. You may also do a content analysis on any available media sources regarding different aspects of adolescence. The sky (or time constraints) is the limit. **Be sure to get approval from me to avoid potential pitfalls and keep in touch for feedback throughout the process.** Getting feedback in your process almost guarantees a better final product. You may not come into direct contact with adolescents (This would require consent by the adolescents parents, and possibly would be subject to IRB approval).

It will help you to look through the list below. Probably the most important predictor of success in an Independent Learning Project is to choose a significant aspect of adolescence which has the potential to capture your interest. Having an engaging topic means that you will be much more likely to start early, plan significant activities, interviews, observations, and readings; and persist through the occasional but inevitable setback which accompany projects like this.

### Past Independent Learning Projects

Here are some of the ILP topics which have been proposed or done in past semesters. *These can help you think* about the numerous possibilities which are available.

- In-depth interviewing of Mormon missionaries on growing up in the Mormon faith
- Sexual behavior and attitudes of Millersville University students versus Messiah College students
- Survey of handicapped versus non-handicapped adolescents, parents and therapists on self-esteem
- Impact of violent video games on aggression and arousal
- Content analysis for themes in early-adolescent fiction
- Thematic analysis of short stories in secular versus Christian magazines for teenage girls
- Attitudes toward dating and dating experiences
- Study of treatment programs for teen eating disorders in the Capital City area
- Interviewing therapists about teenage mental health
- Content analysis of the sex-role biases of two teen magazines
- An analysis of themes in teen fiction (five novels)
- A comprehensive description of the adolescent treatment program at Phil Haven Hospital
- Faith development in inner-city versus suburban church youth groups
- A description and analysis of 4 different teen pregnancy programs in the Harrisburg area

Other possible projects:

- Interviewing police, counselors, students about drug use, drinking, or antisocial behavior
- Interviewing psychiatrists and/or psychiatric social workers in psychiatric facilities about the etiology and Treatment of adolescent mental health clients
- Interviews with social workers, probation officers, and others who work with adolescents.

You will report what you have learned in your ILP by submitting a 6 - 8 page paper. You must also document your hours, activities and resources (at least 3 of them must be from professional journals) in APA style. In your 6 - 8 pager paper you will need to tie what you have found to some concepts, theories, facts, etc. you have learned about in class or in your textbook (be sure to use proper citation). **You need to invest at least 15 hours on your project NOT including the time it takes you to organize your information and write it up.** (These 15 hours include things like interviews, observations, interacting with people, or the actual process of doing a content analysis.) **You must turn in documentation of these 15 hours.**

**Pitfalls to avoid:** Remember there should be a point to your paper and it should be clear how your independent project ties to issues you have learned from class or from your library research. For example, if you choose to do a content analysis on movies geared toward adolescents, you need to explain to me why your study is important, why you are doing the study, and what implications your findings have for adolescents and the field of adolescent development. Just viewing 10 movies and reporting the content to me is not acceptable. You must be able to tell me why it is important to the field of adolescent study and what your finding mean.

**NOTE: Do NOT contact any schools for permission to visit or interview students.**

**ALSO NOTE: Be aware that you should NOT WAIT to begin this project. In order to complete this project successfully, start it soon and maintain contact with me for feedback throughout the semester.**

**You will approach this project as a mini-research paper therefore, it would be written as an APA style research paper with all four sections. Refer to the APA manual for correct formatting. If you have any questions about APA format, please come and see me. Below are the grading criteria.**

**Title Page (3 points)** – Includes your name, the title of your paper, running head, page header, page number, and date. (see APA manual for correct formatting, or ask me.)

**Abstract (5 points)** – Your paper should include a summary, written in abstract form according to APA style. The abstract should be no more than 120 words and should highlight information from all four sections of your paper.

**Introduction (no more than 2 pages) (20 points)** - Provide a background of your research topic including at least 3 scholarly journal articles and adequate information from the textbook and lecture about your topic that support the importance of your study. What is your research question and what are the goals of your study? Why is the information you attempt to gather important for adolescent development (use information from the textbook to support your position) The introduction section needs to be written in APA style. Be sure to correctly cite your sources in APA format. **Articles from popular magazine, the internet, or other media are NOT considered scholarly.** You must **PROPERLY paraphrase and cite each article in APA style** in this section. **DO NOT use direct quotations.**

**Method (no more than 2 page) (15 points)**– Describe how you went about collecting information. Your method section should be descriptive enough of what you did so that if someone else wanted to repeat your study exactly they could do so, based on what you write in your method section. Use the subheadings below to describe:

1. Participants – what was the sample (gender, number of people, other demographics, number of movies or print material, etc.)
2. Materials/ Measurement – what did you use for the study (paper, pencil, interview, etc.); short description of interview and a couple of examples of questions.
3. Procedure –How did you approach participants or how did you choose print material for analysis. How did you ask questions/ review print material, etc.

**Results (no more than 1 page) (10 points)** –Do not interpret the data in this section. Use words like “majority” to help describe how the numbers turned out. DO NOT put graphs in this section (if you choose to make a graph, table, figure, etc.). Any charts or graphs should be attached as appendices. TIP: Clear organization is key to this section. Subheadings often help in organizing this section. If you choose to use subheadings, be sure to do it in APA format.

**Discussion (the bulk of your paper) (50 points)** – interpret the data. Was your question answered? Include the interpretation of any unusual responses or other atypical data. What does the information from your study indicate? What new things have we learned? How does it apply to the real adolescents? Clearly tie and integrate the results of your study to information in the textbook, the journal articles you used, and to information from class. Be sure to go above and beyond superficial analysis and discussion by being innovative in your discussion of the data and how it is tied to information from the text and class. Finally, discuss in general any problems with your data. Be sure to correctly cite your sources in APA format.

**References (10 points)** – Using APA format, you must include the references you cited (i.e., the class lecture, the textbook, and your observation notes and journal articles). **ONLY INCLUDE** those articles that you actually cited and discussed in your paper. In addition copies of ALL articles must be handed in with this paper.

**Appendices (7 points)** - include a copy of the two journal articles, your documentation of your 15 hours, and any other supplemental materials, such as questions asked, coding sheets, tables, etc.

**ORIGINAL Proposal handed in (5 points)** – you will need to include the proposal you wrote during the first week of class.

**Option 3: (Student Teachers ONLY)**  
**Adolescent Development and Classroom Management**

This option will be written in conjunction with the paper you are writing in EDU 420. This option requires you to apply what you have learned about adolescents to your future career as a teacher of adolescents. The broad questions you will be addressing in this paper will be: Based on what I have learned about adolescents and my new understanding of adolescents, what issues must I keep in mind to effectively manage my classroom? How will I use (apply) the information I have learned in this course to help me effectively manage my classroom and develop appropriate relationships with my students that will foster their learning? This assignment has two parts:

1. Part 1: Journal: Throughout your day at your placement on Fridays, keep a journal of events and behaviors that occurred that day with adequate notes about the setting, the time, what occurred, and any thoughts and insights you have about the events or behaviors. You should use your journal to also note what concepts are applicable to the behaviors and events you have witnessed in order to facilitate writing your paper later. Journals should be housed in a file folder with clasps and be well organized with DATES, TIMES, ACTIVITIES, and the notes you take during those activities. Journal organization and quality will be evaluated as part of your paper grade. Do NOT record any names in your journal.
  
2. Part 2: Paper: Write a 6 - 8 page research paper identifying key issues regarding adolescent development that you feel will be important to keep in mind when developing your classroom management plan. **While taking this course you should be continuously identifying key aspects of adolescents that strike you as important for your ability to relate to adolescents as a teacher, to effectively communicate with adolescents, and to develop effective discipline and classroom management strategies.** That is what research or theories on adolescents will be particularly useful to you in order for you to effectively manage your classroom. In addition, your paper should use research to argue WHY these issues are important when considering your classroom management strategies and HOW you will apply this information. In addition to your textbook and class notes, you will be required to obtain a minimum of 5 scholarly journal articles on adolescents that will aid you in your arguments. These five articles must be peer reviewed journal articles and can be on any topic regarding adolescents you wish. (You may **not** use newspaper, magazine, or internet articles). In addition, you will be using examples from your journal to help support and clarify your arguments.
  
3. Please remember that this paper must be written in APA style (12 point font, double spaced, with 1 inch margins).

**ALSO NOTE: Be aware that you should NOT WAIT to begin this project. In order to complete this project successfully, start it soon and maintain contact with me for feedback throughout the semester.**

**The following is an outline (with grading criteria) that you should follow for Option # 3:**

**Title Page (3 points)** – Includes your name, the title of your paper, running head, page header, page number, and date. (see APA manual for correct formatting, or ask me.)

**Abstract (5 points)** – Your paper should include a summary, written in abstract form according to APA style. The abstract should be no more than 120 words and should highlight what your paper is about.

**Integration of adolescent observation and class/lecture concepts (82 points) –**

One of the main goals of this assignment is for you to identify key issues of adolescents and adolescent development and argue why having this information is essential for effectively understanding adolescents from a teacher's perspective. Therefore, you must integrate the information from your journal with information from the text, lecture, and 5 peer reviewed sources. In addition, do not simply present the information in a list-type format. That is, do not present the information from the observation and the concept you are connecting it to one at a time. Instead you should make connections between many of the concepts and observations from your journal. (That is, have you gained any insight as to how two seemingly unrelated concepts are related, through the observations you have made and how will this help you manage your classroom?) Make sure your paper has a focus! Don't forget to draw a conclusion.

Your writing will be evaluated on the following

- a. The connections you have made between key research and theories presented in the text and class and why those are important to consider when teaching adolescents. I will be looking for your ability to connect your journal observations with the theory and research presented in the text and in class as well. You need to make specific connections, citing the studies, or theories to which you are comparing your journal information. For example, you might use theories or research to explain something you observed and then to argue why you would handle that situation in a certain way if it arose while you were teaching.
- b. **Articles from popular magazine, the internet, or other media are NOT considered scholarly.** You must **PROPERLY paraphrase and cite each article in APA style** in this section. **DO NOT use direct quotations.**
- c. Do not spend significant time referencing your journal. Write only enough to demonstrate a clear connection between the concept your are discussing and the observation. Remember, the point of this paper is for you to argue which adolescent issues are important to consider when developing a classroom management plan, NOT to write a description of the behavior or events you recorded in your journal – that is the purpose of the journal notes.
- d. Your paper must be clearly written and organized. Make sure the issues flow logically. You may use subheadings if they help you in organizing your paper (see APA manual for correct formatting of subheadings).
- e. **You must make clear citations to your journal notes class lecture/discussion, the textbook, and the 5 journal articles in APA format.**
- f. **APA format**
- g. **Presentation/free of typos/grammatical errors**

**References (10 points)** – using APA format, you must include the references you cited (i.e., the class lecture, the textbook, and the five articles). **ONLY INCLUDE** those articles that you actually cited and discussed in your paper. In addition copies of ALL articles must be handed in with this paper.

**ORIGINAL Proposal handed in (5 points)** – you will need to include the proposal you wrote during the first week of class.

**Journal (20 points)** – must be in a file folder with clasps, in order, with pages numbered. The quality (i.e. objectivity and detail) of the notes will be evaluated as well as the quality of the interpretations you make AFTER the observation.