Messiah College
FAM/PSY 311: Adolescent Development
Fall 2004

Instructor: Erin Boyd-Soisson, Ph.D.
Office: Boyer 353 B
Phone: Ext. 2254
email: eboyd@messiah.edu
Office hours: MW 8-9 and 10-11 and by appointment

Location: B 274
Days: TWR
Time: 5:30 – 8:30

Required Readings

Articles on reserve in library:


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 “The Scientific Study of Adolescence” 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. Students who engage in side conversations during class are disruptive to both myself as well as their classmates. Any question or comment you have will benefit all students.
Course Requirements

1. Attendance/Participation (50 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. 3 Exams (100 points each): Three 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 100 points.

3. Student Choice Project (125 points): This part of the course allows you to choose an area of interest for a more in-depth look at some area of adolescence that interests you. 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) If you have access to a cooperative adolescent whose parent(s) give permission, you may develop a relationship with this young person over 15 hours during the semester in order to enhance your understanding of adolescence and adolescent theory. **See Appendix A requirements and detailed information about these choices.**

4. ACT Assignments (45 points). 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 adolescence and help you to do better on your tests. To help you focus on specific aspects of adolescence, you are encouraged to complete on time the ACT assignments. They will consist of Activities, Critical thinking exercises, and/or Theological reflections, or a combination thereof and should be completed for class on the day indicated on the schedule.

Although there are 10 total ACT assignments, you are required to do 3. Although you may choose two of the ACT assignment you will do for grading purposes, there is one that is required as part of the 3 (see Appendix B for detailed information about ACT assignments). Each of the 3 chosen for grading will be worth 15 points.

You may do additional ACT assignment for extra credit. **However, those deemed as extra credit will be credited to your final grade differently than those you choose to go toward your graded assignments.** Any ACT assignment completed in addition to the 3 required will have the possibility of raising your final grade percentage in this class by .3%. I will grade Extra Credit ACT assignments the same, however those that receive a score of 14 or 15 will count as .3% credit toward your final grade; those receiving a grade of 12 or 13 will receive .2% credit toward your final grade; those that receive 10 or 11 will receive .1% credit toward your final grade. Those receiving a grade of 9 or less will not count toward extra credit. So for example, if you do 7 additional ACT assignments and they are of high quality (14/15 or 15/15), you will have your final grade raised by 2.1%. Therefore, if you received a 91% as your final percentage, your grade will be raised to a 93.1% (the difference between an A- and an A). **Extra Credit ACT assignment can NOT be completed after their due date (see course schedule and Appendix B for dates).**
Finally, ALL ACT assignments, whether they are done as a requirement or for extra credit are to be kept in order in file folder and clearly labeled by you as “required” or “extra credit” in the upper right-hand corner of the first page of the ACT assignment. If no such indication is made in the upper right-hand corner, I will consider the first two plus ACT 7 as the 3 “required” and any additional as extra credit. All will be recollected the last class day along with the table on page 18 and since your work should be current, all you will need to do then is turn them in.

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 about in this class.

   **Requirements for movie reaction:** This assignment needs typed in 12-point font, 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 criticize 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 50 pts.
   - Exams (3 @ 100 points each) 300 pts.
   - Student choice Project 125 pts.
   - Movie reaction and application 50 pts.
   - ACT Assignments (3 @ 15 points) 45 pts
   - **Total Points Possible:** 570 pts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99%</td>
</tr>
</tbody>
</table>

   **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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 31</td>
<td>Course Introduction</td>
<td>S: (pgs. 1-18)</td>
</tr>
<tr>
<td></td>
<td>The study of Adolescents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Transitions</td>
<td></td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Social Transitions (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive Transitions</td>
<td>S: Chapter 3</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Guest Speaker: Eating Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Transitions</td>
<td>S: Chapter 1</td>
</tr>
<tr>
<td></td>
<td><em>ACT 1: The Historical Context of Adolescence Due</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Student Choose Proposals Due</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Families</td>
<td>S: Chapter 4</td>
</tr>
<tr>
<td></td>
<td><em>ACT 2: Eating Disorders Due</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ACT 3: The Interaction of Adolescent Transitions Due</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ACT 4: Families on TV Due</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 8</td>
<td><strong>EXAM 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peers</td>
<td></td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Peers</td>
<td>S: Chapter 5</td>
</tr>
<tr>
<td></td>
<td><em>ACT 5: Cliques and Crowds Due</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ACT 6: Academic Tracking Due</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Work &amp; Leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Media Portrayal of Teens”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>ACT 7: MANDATORY ACT ASSIGNMENT DUE: Adolescent Portrayals in the Media (Will work on and complete in class)</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Identity</td>
<td>S: Chapter 8</td>
</tr>
<tr>
<td></td>
<td><em>ACT 8: Exploring your Identity Due</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 21</td>
<td><strong>Exam II</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Autonomy</td>
<td>S: Chapter 9</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Autonomy &amp; Intimacy</td>
<td>S: Chapter 10</td>
</tr>
<tr>
<td></td>
<td><em>ACT 9: Moral Development and Faith</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Intimacy &amp; Sexuality</td>
<td>S: Chapter 11</td>
</tr>
<tr>
<td></td>
<td><em>ACT 10: Adolescent Relationship Advice</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Externalizing &amp; Internalizing Problems</td>
<td>S: Chapter 13</td>
</tr>
<tr>
<td></td>
<td>“Should adolescents be tried as adults?”</td>
<td>LR: Steinberg &amp; Cauffman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LR: Roth &amp; Brooks- Gunn</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Movie for Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Choice Projects Due</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 30</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE: ALL ACT ASSIGNMENTS RECOLLECTED</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Movie Evaluations Due by 5:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

* I reserve the right to change or modify this course! 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 class has ended, but no later than Mon. Oct. 4th, 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. If you have questions, call extension 5358.

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.

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.

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.

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 observe adolescents in action – on their own turf, as it were, where they hang out in evenings or on weekends; you can learn through interviewing adolescents and/or experts on adolescence. You will need to do some reading scholarly journals about what the experts have to say about your subject, use at least 2 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.

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.**

- Ethnographic study of alternative youth and how they perceived their parents’ parenting styles
- 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
- Interviewing Amish parents and teenagers about parent-teen conflict and communication
- A study of under-21 clubs in the area using observations and interviews
- 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 papers. You must also document your hours, activities and resources (at least 2 of them must be from professional journals) in APA style. In your 6 - 8 page 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 things/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 2 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.

**Method (no more than 1 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).

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: Choosing an In-depth Look

This option requires you to develop a relationship with an adolescent in order to incorporate what is learned in class with real life situations. The time with the adolescent should not be viewed simply as a time to chat with him or her in an informal atmosphere but should be a time to explore adolescent issues when appropriate. As you get to know the adolescent, you will have the opportunity to make connections between the adolescent and adolescent theory, research, and class discussions. To complete this assignment satisfactorily, you will need to do the following:

1. Choose an adolescent who is not a relative or someone you do not already know well. He or she should not be your age and should be in middle school, junior high school, or high school. You will need written permission from a parent and the adolescent (see Consent Forms). You will need to include the consent forms with your notes and summary/analysis paper.

2. Meet with your adolescent at least four different times for a total of 15 hours minimum. You should meet in at least two or three different settings, e.g., their house, the mall, the snack shop, an athletic event, in order to observe you adolescent in different situations.

3. Write a journal after every meeting with adequate notes about the setting, the time, what occurred during your time together, and any thoughts and insights you have about the interaction. You should use your journal to also note what concepts are applicable to the behaviors 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.

4. Write a final 6 - 8 page analysis of your experience, focusing on how what you have learned and observed fits or does not fit with what you have learned in the text and in class. Turn in your journals with your paper and consent forms on the due date.

5. Successful writing of this paper will be very similar to that of the movie reaction, except that this paper will be much more detailed and your experiences will be with a real life teenager. In this paper I am more interested in how you can tie your adolescent’s thoughts, feelings, and behaviors to the information you have learned from class. Do NOT spend time in your paper telling me what you did with the adolescent. That is the purpose of your journal.

If you choose this option, be sure to be extremely careful about what is appropriate with adolescents in terms of activities, topics of discussion, and any physical contact. For example, do not discuss sexual behavior with an adolescent of the other sex. If you have any questions about the appropriateness of subject matter or activities, check with the parents and me before doing or saying anything to the adolescent.

NOTE: Do NOT contact any local 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.
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 integrate the information you have collected with information from the text and lecture. 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. (That is, have you gained any insight as to how two seemingly unrelated concepts are related, through the observations you have made?) Is the adolescent’s behavior consistent or inconsistent with the information you have learned from class? Be creative! Just 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 with the adolescent’s experience and relevant findings and theories presented in the text and class. I will be looking for your ability to compare and/or contrast your observations of the adolescent with the theory and research presented in the text and in class. You need to make specific connections, citing the studies, or theories to which you are comparing or contrasting your teen. You will learn a lot in this final step.

b. Do not spend significant time describing the adolescent’s behavior in your paper. Write only enough to demonstrate a clear connection between the concept and the observation. Remember, the point of this paper is for you to discuss a adolescent’s behavior in terms of concepts you have learned about adolescents, NOT to write a description of the adolescent’s behavior – that is the purpose of the journal notes.

c. Your ability to clearly write and organize information in you paper.

d. **Clear citations to your observation notes, class lecture/discussion, and the textbook in APA format.**

e. APA format

f. 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 your observation notes).

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

****Observation notes AND consent forms (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 (15 points). Completed consent forms must also be handed in (5 points).
PARENT CONSENT FORM

These interviews are being conducted as an optional activity for the Adolescent Development class at Messiah College during the fall semester of 2004.

As the interviewer for this project, I am grateful for your willingness to allow your teenager to participate in this research project designed to help me understand adolescents better by interacting with your child.

I would like to reassure you that:

1. Your child’s participation in this project is entirely voluntary.
2. Your child is free to withdraw from the study at any time.
3. The specific contents of our interactions will be kept confidential and will be available only to the researcher and/or in the context of class.

Please sign this form to indicate that you have read its content and understand your teen’s rights as a participant.

___________________________________________________________________________(signature)

_________________________________________________________________________(Teen’s Name)

___________________________________________________________________________(Date)
These interviews are being conducted as an optional activity for the Adolescent Development class at Messiah College during the fall semester of 2004.

As the interviewer for this project, I am grateful for your willingness to participate in this research project designed to help me understand adolescents better by interacting with you. You should be aware that I have also asked your parents for their permission for you to participate as well.

I would like to reassure you that:

1. Your participation in this project is entirely voluntary.
2. You are free to withdraw from the study at any time.
3. The specific contents of our interactions will be kept confidential and will be available only to the researcher and/or in the context of class.

Please sign this form to indicate that you have read its content and understand your rights as a participant.

___________________________________________________________________________ (signature)

___________________________________________________________________________ (Date)
You must complete 3 ACT assignments as required (ACT 7, plus two additional that you choose). Any additional ACT assignment may be considered extra credit. ALL ACT assignment, whether they are done as a requirement or for extra credit, are to be kept in order in a file folder and each one clearly labeled as “required” or “for extra credit” in the upper right-hand corner by the last day of class. You must remove this page from your syllabus and insert it into the front of your folder to keep as a record of your ACT assignments. All ACT assignments should be typed in 12-point font and double-spaced, unless otherwise indicated.

You should complete any ACT assignment you wish to do for a grade or extra credit by the date indicated on the syllabus. I will be looking for completeness and insight. All ACT assignments will be recollected on the last class day, and since your work should be current, all you will need to do then is turn them in.

We will be using the following table to keep track of your ACT assignments. See the course schedule for due dates.

<table>
<thead>
<tr>
<th>ACT 1</th>
<th>Received on due date (instructor’s initials)</th>
<th>Graded/Extra Credit</th>
<th>Points/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 7</td>
<td>Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All completed ACT assignments must be turned in together one final time on the last class day.

Remember, the purpose of the ACT assignments is for you to apply information from the textbook or class. Be sure that every ACT assignment that you do has references to class or the textbook.
ACT 1: The Historical Context of Adolescence
From class and the textbook, you have learned about the context of adolescent development, including the historical context. Spend about a half hour talking with someone from a different generation as you (possible a parent, grandparent, aunt, uncle, ect.) about his or her social experience as an adolescent. How was it the same or different from your own experience? Using specific theories, terms, and research from the textbook or class, discuss why you think certain things were similar while other things were different. (That is, what is it about the historical context that might account for some of the differences?) (You might want to also discuss spirituality and religion with this individual and discuss in your ACT assignment if you think that the adolescents of today are similar in faith as they were when your interviewee was growing up.)

ACT 2: Eating Disorders
For ACT 2, you have an option to do ONE of the following:
1. View one of the videotapes in Messiah College’s Library on eating disorders and write a short reaction to it. Your reactions should be based on facts from the movie tied to facts from your textbook about something that particularly caught your attention.
2. Check out at least 2 web sites on eating disorders and connect them to concepts you learned in class or in your textbook. Do you feel the web sites are accurate and helpful? (Be sure to cite the website and your textbook.)

ACT 3: The Interaction of Adolescent Transitions
Identify one specific example (a situation or a short scenario involving an adolescent and their parents) that demonstrates each of the three types of transitions and how they might be intertwined or work together in creating the rise in conflict between adolescents and their parents. You might want to draw upon your own experiences for an example. Be sure to explain this interconnectedness in terms of concepts and theories from class or the text.

ACT 4: Families on TV
Watch ONE specific episode of a family sitcom, paying special attention to the ways that parent-adolescent conflict is portrayed. According to your textbook, did the sitcom display a relatively realistic portrayal of parent-adolescent interaction? Why or why not? Use specific theories and concepts from the textbook to backup your position.

ACT 5: Cliques and Crowds
Interview a friend who went to a different high school than you. Have them describe the characteristics of the different crowds at their high school. What were the “reputations” and “stereotypes” associated with each crowd? Now think back to your own high school. What were the crowds there? What are the similarities and differences between your school’s crowds and your friends school’s crowds? Drawing upon information in the textbook, what might account for those similarities or differences? (If you were home-schooled, interview two friends and compare their experiences).

ACT 6: Academic Tracking
Did you attend a high school in which tracking occurred? How do you feel being tracked or not being tracked affected you? Citing information from the textbook and applying it to yourself, do you feel your experience was consisted or inconsistent with the pros and cons of tracking mentioned in your textbook? (If you were home-schooled discussed how your experience differed from being tracked –be sure to tie to information from the text.)

ACT 7: Adolescent Portrayals in the Media: MANDATORY ACT ASSIGNMENT
Will work on in-class.
**ACT 8: Exploring your Identity**

Use the following worksheet for ACT # 8. It may be handwritten. Think deeply about your exploration and commitment to date in the areas listed here. For each area, check whether your identity status is diffused, foreclosed, moratorium, or achieved.

<table>
<thead>
<tr>
<th>Identity Component</th>
<th>Diffused</th>
<th>Foreclosed</th>
<th>Moratorium</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational/Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic/Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interests/hobbies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: _______________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you checked “diffused” or “foreclosed” for any areas, take some time to think about what you need to do to move into a moratorium identity status in those areas (you do not need to write about this, unless you want). Answer the following question: How much has your identity in some of these areas changed in recent years (pick between 1 to 3 of the categories from above to discuss). (If you use this page, write legibly.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
ACT 9: Moral Development and Faith  
DUE: Sept. 24  
How did your faith contribute to the development of your moral autonomy during your adolescence? How was your faith connected to other parts of your autonomy? What other factors contributed to the development of your moral autonomy? (Use concepts from the textbook in your discussion).

ACT 10: Adolescent Relationship Advice  
Based on the information in your textbook, what advice would you give an adolescent who is having a difficult time in a romantic relationship? Based on your faith and spirituality, what additional, or different, information, might you give this teenager? Now, find an advice column, either on the internet or in a teen magazine, that gives advice to teenagers who are having difficulty in romantic relationships. Is the information consistent with the information given in the textbook? Do you feel the information given in the article is moral, based on your own beliefs? (Include a copy of the article.)