

**Messiah University**  
**School of Business, Education and Social Sciences**  
**Department of Human Development and Family Science**  
**HDFS 311**  
**Adolescent Development**  
**Summer I Online 2022**

**Instructor:** Olivia Cuartas, MS, CCLS  
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**Cell Phone:** 631-891-5662, 8am-8pm

**Location:** Summer I Online  
**Dates:** May 15-June 24, 2022

***Course Description***

This class offers a development-focused approach to understanding adolescents. Attention is given to the physical, emotional, social, and cognitive development of adolescents as well as theoretical and methodological issues as related to the study of adolescents. Applications are made to the family, peers, schools, church, and culture.

Prerequisites: HDFS 101/PSYC 101 or EDUC/PSYC 203

***Required Readings***

Arnett, J. J. (2018). *Adolescence and emerging adulthood: A cultural approach* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: **9780134596877**

Additional articles/videos/resources located in Canvas.

***Course Objectives***

1. Explain the cultural meaning of adolescence and emerging adulthood throughout history and in the modern world.
2. List the various methods used to study adolescents and emerging adults.
3. Explain the biological, cognitive, social, emotional, and spiritual-moral development of adolescents and emerging adults.
4. Identify myths and conceptions regarding adolescents and emerging adults, including their origins and effects.
5. Recognize the unique problems and needs of adolescents and emerging adults.

## ***Course Requirements***

### **Weekly Discussion Posts (120 points)**

Discussion posts are collaborative learning experiences. Therefore, students will participate in discussion board forums weekly throughout the course. Threads of at least 300 words and at least 2 replies of at least 150 words are required for each forum. Each post must contain an accurate word count and cite any sources in current APA format. Your responses should go beyond statements of agreement – it should add to the discussion by relating the author's thoughts with stories/insights of your own or asking thoughtful questions. You must further the conversation with your response to receive credit. Please see the instructions and rubric pages for more detailed information.

Please submit your **original post by Thursday** at 11:59pm. Please **respond to two posts of classmates by the following Sunday** at 11:59pm.

### **Exams (300 Points)**

Three exams will be given. The questions will be multiple-choice, true/false, and short essay. You are expected to take each exam as scheduled, online, with closed notes and closed books. Each exam will be worth **100 points**. The exams will be given on the following dates designated in the course calendar:

- Exam 1, Chapters 1-4, **May 29**
- Exam 2, Chapter 5-8, **June 12**
- Exam 3, Chapter 9-13, **June 23**

### **Literature Review Paper (100 Points)**

This paper should be a review of the research related to an issue that impacts adolescents/emerging adults and their development. You should have at least **9 journal articles, books, or chapters of books** for this paper. The journals must be **scholarly/peer reviewed** journals and most of your sources should be within the last 10 years. This paper must be typewritten in **12-point Times New Roman font** and double-spaced and be written in **APA style, format and referencing**. *Plan ahead so that you can complete the paper on time.* This paper should be between **7-10 pages** long (**excluding** the cover, abstract, and reference pages). Please see the instructions and rubric pages for more detailed information.

Your **proposal is due on May 28**. Please include your topic and copies of **3 of the references** you will be using in your paper. Failure to turn in your topic and 3 research articles will result in the **loss of 10 points** on the Lit Review Paper. If you change your project during the course of the semester, you will need to let me know.

The paper is worth **100 points** and is **due on June 19**. Late papers will receive a **10% deduction per calendar day that they are late**.

### Adolescent Portraits in Popular Culture (100 points)

Students will watch one of several movies that portray adolescents, then write a **5-7 page** paper analyzing the movie by using concepts from class. Students will assess how realistic the movie is based on how it illustrates or deviates from course material. Please see the instructions and rubric pages for more detailed information.

To complete this assignment you will need to watch one of the following four movies:

- *To the Bone* (2018) (A film about a group of teenagers struggling with eating disorders in a residential treatment program)
- *American Teen* (2008) (A documentary on seniors at a high school in a small Indiana town)
- *Juno* (2007) (A film about a 16 year old getting pregnant, contemplating abortion & adoption) or
- *The Breakfast Club* (1985) (A film about five very different high school students who meet in detention and begin to talk about their lives)

#### Components

1. The paper should include your summary of the movie. (BRIEFLY- I've seen the movies).
2. This should be followed by your reflection on whether the depiction is realistic and how it illustrates or deviates from course material.
3. You will need to support this with multiple connections. **At least 8 terms/concepts or research findings from the course or course text** must be included (Each of the 8 terms, concepts, or research findings must be **bolded** and **cited**)

This paper is worth **100 points** and is **due on June 5**. Late papers will receive a **10% deduction per calendar day that they are late**.

#### Evaluation

Discussion Group Participation	120 points
Literature Review Paper	100 points
Adolescent Portraits Movie Critique	100 points
Exams (3 @ 100 points each)	300 points

#### TOTAL

**620 POINTS**

#### Grading Scale

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% or below
C+	77-79.99%		

Assignments will be graded and returned in a timely manner. Please contact me with any questions or concerns regarding grades.

### *Netiquette*

Network etiquette, or "netiquette" refers to a set of guidelines for online communication. This is a way of defining professionalism through network communication on the discussion board forum and Canvas. Students who violate proper netiquette may result in disciplinary action against the offending student.

Student Netiquette Guidelines for this class:

- Be **respectful** of each other and do not use offensive or vulgar language.
- Respect the **privacy** of your classmates and what they share in class.
- Ask classmates for **clarification** if you find a discussion post offensive or difficult to understand.
- **Acronyms** (LOL, etc.) and **emoticons** (smilies) are commonly used online, but be careful not to overuse them.
- Check your writing for spelling and grammar errors by **reviewing what you've written** before submitting it.
- Review all discussion postings before posting your own to **prevent redundancy**.
- **Avoid sweeping generalizations**. Back up your stated opinions with facts and reliable sources.
- Be aware of Messiah University's Academic Integrity Policy.
- **Be careful with humor and sarcasm**. Both can easily be misunderstood!

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully.

### *Minimum Systems Requirements*

The following list represents configurations that provide the best performance with our learning management system and synchronous software. These are the configurations the University is ready and able to support. Although other configurations may work as well, those configurations may not be supported by Academic Technology Services.

Internet Connection Required: High speed or broadband cable (for online courses)

Browser: Mozilla Firefox 3.0 or higher

Operating System Version:

- Window ® (XP, Vista, Windows 7)
- MAC (10.5 or higher)

Processor: 2.0 – 4.0 GHz

Memory (RAM): Minimum 2 GB or RAM

Hard Disk Space: Minimum 40 GB of free space

CD-ROM/CD-RW drive: DVD or combo drive helpful

Office Suite: Microsoft Office 2007 or newer, OpenOffice 3.1, Google Docs

### ***Technology Support***

Should you encounter any technology issues, please contact Educational Technology Services. The ETS HelpDesk is located in Old Main 133 and may be contacted by phone, 717-796-4444, or by email: [helpdesk@messiah.edu](mailto:helpdesk@messiah.edu). Hours of operation are weekdays 7am-5pm, and after-hours emergency support are weekdays 5am-11pm and weekends 8am-11pm. There are several online resources and tutorials as well on topics such as Canva, Zoom, Microsoft Office applications, Google applications, and FalconLink. The student technology support page can be found here, <https://www.messiah.edu/info/21491/students>.

### ***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 Academic Accessibility (located in Murray Library). Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), 717-796-5382.

### ***Statement of Diversity***

Messiah University is committed to diversity and inclusive excellence. As diverse members of the body of Christ, our shared faith compels us to work towards reconciliation with God, with each other, and with all of creation. Messiah University is dedicated to advancing diversity as a core Christian value as understood within its foundational documents in order to promote academic excellence and foster a culture of inclusion within and beyond the campus. We are committed to the process of building a community of diverse people, ideas, and perspectives that pursue intercultural competence and reconciliation in our working and learning environments.

### ***Statement of Confidentiality***

If I learn of any potential violation of our harassment, stalking, sexual assault, and/or interpersonal violence policy by any means, I am required to notify the University. Students can request confidentiality from the institution, which I will communicate in my notification. Confidential resources are available on and off campus: Engle Center Counseling Services (x5357), Engle Center Health Services (x6035), University Pastor Dr. Stephen Gallagher (x6520). Confidential resources can walk students through all of their reporting options, including making a formal report to the Title IX Coordinator if and when they are ready. They can also provide students with information and assistance in accessing academic, medical and other support services they may need. © 2015. Adapted from Victim Rights Law Center.

### ***Statement of Copyright Protection***

The materials in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

### ***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 University, and will be dealt with according to Messiah University 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.

### HDFS 311 Summer I 2022 Course Schedule

Week	Textbook Readings	Topics Covered	Discussion Posts	Assignment Due Dates
Week 1 May 15-22	Chapter 1 Chapter 2	History of Adolescence Biological Development	Introduction Post & Adolescent Brain TED Talk	<b>ZOOM 1 (5/17 at 7PM EST)</b> Discussion Post 1
Week 2 May 23-29	Chapter 3 Chapter 4	Cognitive Development Cultural Beliefs	Cognition and Adolescent Egocentrism	Discussion Post 2 <b>Lit Rev. Proposal (Due 5/28)</b> <b>EXAM 1 (Due 5/29)</b>
Week 3 May 30-June 5	Chapter 5 Chapter 6	Gender The Self	Article on Coming of Age	<b>ZOOM 2 (5/31 at 7PM EST)</b> Discussion Post 3 <b>Movie Critique (Due 6/5)</b>
Week 4 June 6-12	Chapter 7 Chapter 8	Family Relationships Friends & Peers	Questions on Parenting Styles	Discussion Post 4 <b>EXAM 2 (Due 6/12)</b>
Week 5 June 13-19	Chapter 9 Chapter 10 Chapter 11	Love & Sexuality School Work	Video by Peggy Orenstein	<b>ZOOM 3 (6/14 at 7PM EST)</b> Discussion Post 5 <b>Literature Review (Due 6/19)</b>
Week 6 June 20-24	Chapter 12 Chapter 13	Media Problems & Resilience	Teen Drinking Tests & Questions from the Class	Discussion Post 6 <b>EXAM 3 (Due 6/23)</b>

## HDFS 311 Adolescent Development Discussion Board Posts

### Instructions and Rubric

Discussion posts are collaborative learning experiences. Therefore, students will participate in discussion board forums weekly throughout the course. Threads of at least 300 words and at least 2 replies of at least 150 words are required for each forum. Each post must contain an accurate word count and cite any sources in current APA format. Please submit your original post by Thursday night at 11:59pm. Please respond to two posts of classmates by the following Sunday at 11:59pm. Your responses should go beyond statements of agreement – it should add to the discussion by relating the author's thoughts with stories/insights of your own or asking thoughtful questions. You must further the conversation with your response to receive credit.

<b>Discussion Thread</b>	
All key components of the discussion board question or questions are answered in the thread	____/2 points
Major points are supported by textbook readings, articles, lectures, and/or study materials Provides several examples and demonstrates thoughtful analysis Considers assumptions, analyzes implications, and/or thoroughly compares/contrasts concepts	____/8 points
Proper APA formatting, spelling, grammar, and meets word count requirement (300 words or more)	____/2 points
<b>Replies</b>	
Provides clear evidence of careful consideration of other students' threads Adds to the discussion by relating the author's thoughts with examples/stories/insights Replies demonstrate careful deliberation and forethought	____/6 points
Proper APA formatting, spelling, grammar, and meets word count requirement (150 words or more)	____/2 points
<b>TOTAL</b>	____/20 points



## HDFS 311 Adolescent Portraits in Popular Culture Critique

### Instructions

**100 points**

Choose one of the following movies:

- *To the Bone* (2018) (A film about a group of teenagers struggling with eating disorders in a residential treatment program)
- *American Teen* (2008) (A documentary on seniors at a high school in a small Indiana town)
- *Juno* (2007) (A film about a 16 year old getting pregnant, contemplating abortion & adoption) or
- *The Breakfast Club* (1985) (A film about five very different high school students who meet in detention and begin to talk about their lives)

### *Objective*

To critically evaluate the depiction of adolescents in movies

### *Description*

This paper will focus on using developmental terminology to critically evaluate the portrayal of adolescents in a movie. For this assignment, **develop a strong thesis** and use that thesis to **integrate research, concepts, and terminology** you have learned in this course to explain whether the portrayal of an adolescent or adolescence is accurate and fair. The evaluation must include references to page numbers from your textbook and power points from class lectures. You may want to pick two or three broad topics to focus in on, so that you have a cohesive paper. You may focus on the portrayal of one character or how the movie portrays adolescents more broadly. You should also address if the movie perpetuates any myths or stereotypes about adolescents. Your final paragraph should be a conclusion that assess how realistic the movie portrayed the adolescent or adolescents you discussed.

This paper should be **5-7 pages long** (Not including the cover page and reference pages).

This paper must be typewritten in 12-point Times New Roman font, double-spaced with 1-inch margins, and written in **APA style, formatting, and referencing**,

### *Components*

1. The paper should include your summary of the movie. (BRIEFLY- I've seen the movies).
2. This should be followed by your reflection on whether the depiction is realistic and how it illustrates or deviates from course material.
3. You will need to support this with multiple connections. **At least 8 terms/concepts or research findings from the course or course text** must be included (Each of the 8 terms, concepts, or research findings must be **bolded** and **cited**)

This paper is worth **100 points** and is **due on June 5**. Late papers will receive a **10% deduction per calendar day they are late**.

**HDFS 311 Adolescent Portraits in Popular Culture Critique  
Rubric**

<b>Summary of the Movie</b> Did you briefly and adequately summarize the movie? Did you spend too much time describing the plot?	____/15 points
<b>Connection to Course Material</b> Did you identify the movie and adolescent/adolescents you will evaluate? Is there a strong intro paragraph and thesis? Does each paragraph have a specific point that relates to the thesis? Are there specific examples to support each argument? Are there at least 8 bolded terms/concepts from class included and cited with page numbers/lectures? Are the concepts integrated and connected to demonstrate a deeper insight into the material?	____/50 points
<b>Reflection on Whether the Portrayal is Realistic vs. Unrealistic</b> Did you critically evaluate if the adolescent(s) was/were portrayed realistically? Are there several examples and course connections to support your argument?	____/15 points
<b>Writing Style &amp; Formatting</b> Did you use APA correctly? Did you use adequate grammar, spelling, and writing? Is your paper well-written (free of typos and awkward sentences)?	____/20 points
<b>TOTAL</b>	____/100 points

## **HDFS 311 Adolescent Development Literature Review**

### **Instructions**

**100 points**

### **General Project Description**

Students will complete a 7-10 page (excluding the title, abstract, and reference pages) APA style literature review on a topic related to adolescents. The literature review must include at least 9 scholarly/peer-reviewed articles, books, or chapters of books that have been published in the last 10 years. Articles from popular magazine, the internet, or other media are NOT considered scholarly. **If you are unsure about an article, please ask.**

For this assignment, you may choose any topic relating to adolescents to study in some depth. Be sure to narrow your topic sufficiently to enable you to be focused and specific. For example, “Juvenile Delinquency” is a book-length study and far too broad. “Opioid gang activity among urban adolescents” is much more manageable. “Discipline Techniques” is a book, “The Use of Positive Guidance in Early Adolescence” is narrower.

### **Tips to Keep in Mind**

Your paper needs a strong and clear thesis that guides the rest of your paper. Your thesis is the foundation of your paper and should be connected to every paragraph written.

Be careful to clearly distinguish between theory and empirically verified research. Do not equate your own opinion or an author’s theory with empirically verified findings. In other words, do not report your own belief or an author’s belief as if it were fact unless research evidence supports it. If there is no research to specifically support a statement (e.g. “permissive parenting causes behavioral problems”), then report it as a theory (“it is possible that permissive parenting leads to behavioral problems”). Either way, be sure to cite your source if it is not your own idea.

Be sure you thoroughly understand plagiarism. For example, using another writer’s exact words, even briefly without quotation marks, is plagiarism. You must use your own words to express others’ findings and ideas, AND you must give appropriate credit to the source of your ideas, using APA format. If you have any doubts, please ask me. Give credit immediately to any ideas or facts that you have gained through your research, but do **not use direct quotes**.

Avoid spending significant amounts of time summarizing the methods and results of each study. Instead, focus on the findings and conclusions of the literature you review. Also avoid using paragraphs to highlight only one research study. 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?

**HDFS 311 Adolescent Development Literature Review  
Rubric**

<b>Quality of Topic and Thesis</b> The quality/significance of the topic/issue investigated, the narrowness of the topic, strong, clear thesis	____/15 points
<b>Investigation into the Topic and the Integration of Literature</b> The thoroughness and depth of coverage; distinguished fact/research from theory; critical evaluation and connection of literature to form conclusions; a strong conclusion paragraph	____/50 points
<b>Quality and Relevance of Sources</b> Minimum of 9 scholarly citations in APA style; citations used appropriately; avoided the use of direct quotes (paraphrased); Care has been taken to avoid plagiarism by using in-text citations to give credit to others' research and ideas. References included only relevant articles that were cited in paper	____/20 points
<b>Writing Style and Formatting</b> Clarity of paper, accuracy of writing, style, grammar, APA formatting 7-10 pages, free of typos, grammatical errors, 12-pt. font, 1-inch margins, double-spaced Title page included your name, the title of your paper, running head, page number, and date Abstract written according to APA style; highlights literature review	____/15 points
<b>Original Proposal</b> Proposal was turned in on time Original proposal with my feedback was included	
<b>TOTAL</b>	____/100 points