



# Adolescent Development

**EDHD 413**

Fall 2019

## Course Description

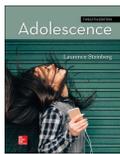
EDHD 413 is the study of adolescent development, including special problems encountered in contemporary culture. This course will focus on the implications of adolescent developmental theories in contexts of diversity.

## Course Overview

In this course, we will examine adolescent development from two perspectives. In the first half of the course, we will examine theories about adolescent development. In the second half of the course, we will examine developmental issues (tasks) in adolescence within the family, peer, and school contexts. Throughout the course, we will focus on diversity in adolescence by examining racial, ethnic, and gender differences that may influence the outcome of adolescents' developmental experiences.

## Required Resources

Course website: [elms.umd.edu](http://elms.umd.edu)



### Adolescence by Steinberg (Ed.).

11<sup>th</sup> edition (2017)  
ISBN: 9781259567827 or  
12<sup>th</sup> edition (2019)  
ISBN: 9781260401592



### Annual Editions: Adolescent Psychology

10<sup>th</sup> edition (2018)  
ISBN: 99781259929922

**Additional readings: on ELMS**

## Course Objectives

Upon completion of this course, students should be able to:

- Demonstrate a basic understanding of the theories underlying adolescent development
- Identify and describe the nature of contextual influences on adolescence.
- Consider cultural and diversity issues relevant to adolescent development.
- Integrate and connect theories and perspectives of adolescent development to educational practices.

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include:

- Academic integrity
- Code of student conduct
- Accessibility, absences and accommodations
- Reasonable expectations of faculty
- Good standing, probation, and dismissal
- Graduate student rights and responsibilities

Please visit [www.ugst.umd.edu/courselatedpolicies.html](http://www.ugst.umd.edu/courselatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Dr. Jennie Lee-Kim

Email: [jleekim@umd.edu](mailto:jleekim@umd.edu)

## Class Meets

Tuesdays, 9:30am-12:15pm  
2119 EDU

## Office Hours

Wednesdays: 12:30-1:30pm  
and by appointment

## Office Location

3304L Benjamin Bldg  
Department of Human  
Development &  
Quantitative Methodology  
(HDQM)

## Course Communication

Class announcements will be posted regularly on ELMS. Students can contact Dr. Lee-Kim via canvas mail or by direct email for any questions or concerns about the course.

**Please include this course number in your email header.**

## Student Expectations

- Be on time to class and be prepared.
- Be respectful to the instructor and to fellow students.
- Be attentive and participate in class.

## Course-Specific Policies

### Class Attendance, Climate & Electronics Policy

Students are expected to attend and actively participate in each class except in the case of illness or an extenuating circumstance. If missing class, students are responsible for obtaining missed class content/notes from a classmate.

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablets in the classroom for this course. However, based on experience and research evidence, the reality is that they present a distraction and detract from the learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day, I will give you advanced notice to bring one with you.

I also expect you to make the responsible and respectful decision to refrain from using your cellphone in class. Cellphones should be out of sight. If you have critical communication to attend to, please excuse yourself and return when you are ready. Students who disregard this policy will be asked to leave class immediately and will receive zero credit for any in-class assignments.

### Submission of Assignments

All assignments are due on the assigned date and time listed on the course schedule or on ELMS. **Late work will not be accepted** for course credit unless you meet the University criteria for make-up work (see below), so please plan to have it submitted well before the scheduled deadline, i.e., do not wait until 11:58pm to submit/complete your assignments online. Technical difficulties are not considered excused reasons for late submissions.

For this course, some of your assignments may be collected via Turnitin on our course ELMS page. This tool can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

### Excused Late Assignments and Make-up Exam Policy

Excused Late Assignments **will be only be considered** if students give prior notice and provide required documentation for excused absences as outlined by the University. Please see below for specific guidelines for missed work and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their request.

1. **Missed single class due to illness:** ONCE during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed assignment.
2. **Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus with an asterisk. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
3. **Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their participation on those days was prohibited for medical reasons.

## Course Assessments

### 1. EXAMS\* (200 pts)

There will be 2 exams, each worth 100 points. The format of the exams will consist of multiple choice, true/false, and short response questions covering course materials from readings, lectures, class videos, and discussions.

### 2. AUTOBIOGRAPHICAL REFLECTION PAPERS\* (80 pts)

Students will write 2 autobiographical papers, worth 40 points each. The first paper will require a review and application of one of the *theoretical perspectives* of adolescence covered in the first part of the course to your own adolescent development. The second paper will require the review and application of a *developmental task* covered in the second part of the course to your own adolescent development. More details will be provided in class.

### 3. GROUP PRESENTATION\* (60 pts)

In groups of 3-4, students will present on a topic connecting a course topic to current adolescent issues in today's culture. There are two classes designated for student presentations. See Course Schedule. More details will be provided in class.

### 4. EMPIRICAL ARTICLE REVIEW PAPER (50 pts)

Students will write a 4-5 page review paper on a selected empirical article connected to their group presentation topic. Papers are due one week prior to your group's presentation. See Course Schedule. More details will be provided in class.

### 5. IN-CLASS ACTIVITIES (60 pts)

There will be 13 in-class assignments, each worth 5 points. The lowest in-class grade will be dropped. These may include discussion questions, written assignments, group work, etc. on the assigned readings for that particular class.

### 6. QUIZZES (50 pts)

A total of 6 unannounced reading quizzes, each worth 10 points, will be given during the first 10 minutes of class. Students who come to class late will not be given additional time to complete the quiz. Quizzes will consist of multiple choice and true/false questions based on the reading assignments. The lowest quiz grade will be dropped.

## Grades

*Grades are not given but earned.* Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). In this course, students are evaluated/graded on their attainments (the work they produce) and not their effort (the time and exertion it took to generate their work). Students are graded on the mastery, understanding, and expression of the course concepts and knowledge base, not the time they expended in this process. This is the University of Maryland, and it is the expectation that you work hard and are committed to the course. If earning a particular grade is important to you, please communicate with me at the beginning of the course so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on ELMS gradebook. If you have questions or would like to review any of your grades, please email me a request for an online or in-person meeting. Due to the shortened timeframe of this course, any formal grade disputes must be submitted in writing and within 3 days of receiving the grade.

Course Assessments	Total Points	Category Weight
Exams (2)	200	40%
Autobiographical papers (2)	80	16%
Group Presentation	60	12%
Article Review Paper	50	10%
In-Class Activities (12)	60	16%
Quizzes (5)	50	10%
<b>Total Points: 500</b>		

**Final letter grades** are assigned based on the total assessment **points** earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (447  $\neq$  447.5). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
<b>A+</b>	487.5-500	<b>B+</b>	437.5-447	<b>C+</b>	387.5-397	<b>D+</b>	337.5-347		
<b>A</b>	462.5-487	<b>B</b>	412.5-437	<b>C</b>	362.5-387	<b>D</b>	312.5-337	<b>F</b>	<297.5
<b>A-</b>	447.5-462	<b>B-</b>	397.5-412	<b>C-</b>	347.5-362	<b>D-</b>	297.5-312		

### Need Help?

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. Everyone needs help at one point or another! I hope you will come talk to me so that I can help you find the right approach to success in this course. Also, I encourage you to visit [tutoring.umd.edu](http://tutoring.umd.edu) to learn more about the wide range of available campus academic support resources. If you just need someone to talk to, visit [counseling.umd.edu](http://counseling.umd.edu).

### Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching & learning at the University as well as to the tenure and promotion process. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the current semester. Please go to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports of thousands of courses online at Testudo for which 70% or more students submitted their evaluations.

### Copyright Notice

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. **You may take notes and make copies of course materials for your own personal use. Audio or video recordings of any class material is not allowed unless a student has documentation.** You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law ([www.copyright.gov/title17](http://www.copyright.gov/title17)).

### Syllabus Disclaimer

As the instructor, I reserve the right to alter, modify, amend, or otherwise change this syllabus; however, I will try my best not to do so. If changes must be made, you will be notified of the changes in advance if possible.

## Course Schedule

**Note:** This is a TENTATIVE schedule, and *subject to change as necessary* – monitor the course ELMS page for current deadlines.

Week/ Dates	Topic	Assigned Readings (Textbook 12 <sup>th</sup> Edition)	Assignments Due, <i>Handouts</i>
Week 1 Aug. 27 <sup>th</sup>	Course Introduction—Syllabus Course Overview	Textbook Introduction: pp.1-13	Review syllabus Online Student Info Form
<b>PART 1: Theoretical Perspectives of Adolescence</b>			
Week 2 Sept. 3 <sup>rd</sup>	Biological & Cognitive Perspectives Theories: Hall, Piaget	Textbook Chapter 1: p.14; 22-31 Annual Editions: pp. 26-28 (#1.5); pp. 35-40 (#2.2); pp. 41-45 (#2.3)	In-Class Activity #1
Week 3 Sept. 10 <sup>th</sup>	Moral Development Theories: Kohlberg, Gilligan	Textbook Chapter 2: pp. 42-60 and Chapter 9: pp. 260-271 Annual Editions: pp.11-12 (#1.1); pp.31-34 (#2.1); pp.46-49 (#2.4) Recommended: Online Readings #1 & #2	In-Class Activity #2
Week 4 Sept. 17 <sup>th</sup>	Social Cognitive Perspectives Theories: Turiel, Selman	Textbook Chapter 2: pp.63-70 Recommended: Online Readings #3 & #4	In-Class Activity #3
Week 5 Sept. 24 <sup>th</sup>	Social Developmental Perspectives Theories: Bandura	Textbook Chapter 3: pp. 70-80 Recommended: Online Reading #5	In-Class Activity #4
Week 6 Oct. 1 <sup>st</sup>	Social Developmental Perspectives Theories: Erikson, Marcia	Textbook Chapter 8: 217-228; 235-245 Recommended: Online Readings #6 & #7	In-Class Activity #5 <i>Exam #1 Info</i>
Week 7 Oct. 8 <sup>th</sup>	Presentations*, Part I (Groups 1-5); Exam #1 Review		In-Class Activity #6
Week 8 Oct. 15 <sup>th</sup>	<b>Exam #1 *</b>		Autobiographical Paper #1* Due by 11:59pm on 10/18
<b>PART 2: Contexts &amp; Developmental Tasks of Adolescence</b>			
Week 9 Oct. 22 <sup>nd</sup>	Developmental Task of Identity and Self-Processes	Textbook Chapter 8: pp. 217-245 Annual Editions: pp.99-102 (#5.3) Recommended: Online Reading #8	In-Class Activity #7
Week 10 Oct. 29 <sup>th</sup>	Family Context of Development: Parent-Adolescent Relationship	Textbook Chapter 4 Annual Editions: pp.62-65 (#3.3); pp.73-76 (#4.1); pp.77-80 (#4.2)	In-Class Activity #8
Week 11 Nov. 5 <sup>th</sup>	Developmental Task of Autonomy	Textbook Chapter 9: 246-260 Annual Editions: pp.11-12 (#1.1); pp.31-34 (#2.1); pp. 66-69 (#3.4)	In-Class Activity #9
Week 12 Nov. 12 <sup>th</sup>	Peer Context of Development	Textbook Chapter 5 Annual Editions: pp.46-49 (#2.4); pp.116-117 (#6.4); pp.143-146 (#8.2)	In-Class Activity #10
Week 13 Nov. 19 <sup>th</sup>	Developmental Task of Intimacy	Textbook Chapter 10 Annual Editions: pp.89-93 (#5.1)	In-Class Activity #11
Week 14 Nov. 26 <sup>th</sup>	Psychosocial Problems in Adolescence	Textbook Chapter 13: pp. 364-380 Annual Editions: pp.81-85 (#4.4); pp.137-142 (#8.1)	In-Class Activity #12
Week 15 Dec. 3 <sup>rd</sup>	Presentations*, Part II (Groups 6-10); Course Wrap-Up		In-Class Activity #13 <i>Exam #2 Info</i> Autobiographical Paper #2* Due by 11:59pm on 12/6
<b>EXAM #2* (Final Exam): Thursday, December 12<sup>th</sup>, 8:00-10:00am</b>			

\*denotes MSGE