

## **EDHD 674**

### **Self Processes in Adolescence: Implications for Academic Achievement and School Adjustment**

Section IH12, Spring 2019  
Thursday, 4:30pm-7:15pm  
USG III-3225

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#### ***Course Description***

EDHD 674 is designed to promote educators' understanding of theoretical frameworks related to the study of the development of the self from infancy to adolescence and to examine the extant research on the self-processes of special child and adolescent populations as they influence achievement, school adjustment, and implications for practice in education settings.

#### ***Course Objectives***

Students will demonstrate:

1. Knowledge of, and critical thinking about the development of the self across the early lifespan;
2. The ability to translate theory and empirical research on the child and adolescent self into principles of education practice with special populations at risk for school failure;
3. Individual effort to fully engage in meaningful discourse with classmates and instructor by:
  - a. Reading/reflecting upon the implications of weekly readings for education practices;
  - b. Attending class and verbally contributing their critical analysis of the course material.

#### ***Required Readings***

Leary, M. & Tangney, J., (Eds.) (2012). *Handbook of Self and Identity* (Second Edition). New York: The Guilford Press.

*All articles for this course are available full text on-line. Please enter Psycinfo, ERIC, Teacher Reference Center, Social Sciences Full Text, and Education Source (simultaneously) as the databases for your search on the McKeldin library Research Port.*

## ***Policies***

**Attendance.** With respect for teachers' demanding schedules, I understand that on occasion, work-related obligations conflict with class time. However, for the benefit of the class's group experience and in alignment with standards for attendance at graduate seminars, my expectation is that all students will come to class on time, fully prepared to participate. Class notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor's opinion are missing excessive amounts of content because of missed classes will need to submit a written plan for make-up work for instructor approval.

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a>. This Code sets standards for academic integrity at Maryland for all students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the meaning of, and consequences associated with cheating, fabrication, facilitation, and plagiarism, which are all prohibited by this code. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Office of Accessibility and Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. Please contact the instructor **before** the absence with written notification of the specific dates you will be absent; following that, arrangements will be made for make-up work or examinations.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly 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 online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

## Requirements

Please see grading scales at end of syllabus.

### **1) Commentary /Thought Questions (CQ) (15 points each)**

Three times during the semester, students must submit a commentary/question (CQ) that extends the content in the assigned Handbook of Self and Identity (HSAI) theory chapter or an empirical study to meaningful, context-specific implications for future practice, school reform, or education policy. Think of this CQ as a way to help the class *think creatively and innovatively* about the material. Bring in current events and complex issues that educators face in today's classrooms.

Each CQ should be:

- Submitted to the instructor via email by end of day on the Tuesday preceding the class for which the readings are assigned;
- No longer than 150 words; and
- Written with the understanding that the instructor may share it with the class.

### **2) Participation (50 points)**

Half of the final participation grade will be based on the student's demonstration of in-class participation as defined in the grading scale. The other half will be based on the quality of the student's performance as the discussant for one class period. The discussant's responsibility is to use the last 30 minutes of class to promote discussion that takes us in the direction of actual teaching strategies or interventions that align with the developmental implications in the readings. Your preparedness to lead the discussion and ability to promote and extend your classmates' contributions will form the basis of assessment.

Twice during the semester on 3/7 & 4/25, students are invited to reflect on the participation grading scale and in writing, suggest a fair grade (with rationale), for their participation. The instructor will consider these analyses when assigning final participation grades.

### **3) Journal reflections (25 points each)**

Students will write a series of eight journal entries. Journal entries can be written in response to the topics discussed on any of the weeks for which readings are assigned, however, at least four must be completed and submitted on **3/14** and the next four on **5/2**.

A journal entry should focus on a specific aspect of the chosen topic and how it relates to your life and your teaching, or the lives and academic achievement of your students. You may select any concept, theory, or research finding as the focus of your journal entry. Guiding questions:

- ✓ How does your new understanding of this concept or theory change the way you interpret the experience about which you are writing?
- ✓ If you had been aware of this concept or theory at the time, how might the outcome have been different?
- ✓ How does your new understanding of this concept or theory influence your orientation to teaching?
- ✓ What questions do you now have after considering this new perspective?

Twice during the semester, students will read one of their journal entries aloud to the class. During the semester, journals will *be collected for grading* on **3/14** and **5/2**. Students will read one journal entry aloud to the class on **3/28 & 5/9**.

With acknowledgement: [www.umich.edu/~psychol/380/sommers/005journal.html](http://www.umich.edu/~psychol/380/sommers/005journal.html)

#### **4.) Youth Program Project\***

**(100 points)**

On **5/9**, four groups of two-three students each will make 30 minute PowerPoint presentations. These presentations should extend one week's readings to the next level of critical thinking by applying the course content to the ***design of an original youth program or analysis of an existing youth program*** which can be supported with theory and research to suggest that it will/does positively influence children's or adolescents' self development and school adjustment. The presentation must include:

- (a) A brief review of the theory and research that form the foundation of the program design (3-5minutes);
- (b) A "Need Statement" comprised of evidence from your practice or school that supports the rationale for instating the program; student identity must be completely protected (3-5 minutes);
- (c) A detailed description of the youth program, with evidence that it incorporates all of the above (15 minutes);
- (d) A perspective on diversity demonstrating the team's awareness of the need to differentiate aspects of the program across student participants with special developmental or learning needs (3-5 minutes);
- (e) In-slide references and APA style reference list on final slide.

*Students who work together will be assigned the same grade.*

*\*You may use the Larson (2011) article assigned for 2/21 as a guide for the development of your program design. If the article is used as a resource, be sure to cite it appropriately.*

*\*\*There is no written paper associated with this assignment. However, teams must distribute hard copies of presentation slides to classmates and instructor.*

## Grades

Grades will be assigned on a total point accumulated basis, as follows:

3 Commentaries/Thought Questions (CQs)	45 points
Participation & Discussant Responsibilities	50 points
8 Journal reflections	200 points
Youth Program presentation	<u>100 points</u>
<i>Total Points</i>	<i>395 points</i>

Overall Course Percent	Final Grade
>98%	A+
92%-97.99%	A
90%-91.99%	A-
88%-889.99%	B+
82%-87.99%	B
80%-81.99%	B-
78%-79.99%	C+
72%-77.99%	C
70%-71.99%	C-
68%-69.99%	D+
62%-67.99%	D
60%-61.99%	D-
<60%	F

### UNIT 1: Developmental Influences on the Self

<b>1/31</b>	<b>Course Introduction</b> Self, Self-Concept & Identity	HSAI, Ch. 4
<b>2/7</b>	<b>Organization of the Self</b>	(1) HSAI, Ch.5  (2) Flum & Kaplan (2012)

Discussant(s): \_\_\_\_\_

- 2/14 Self Processes in Infants & Children** (1) HSAI, Ch. 31  
pp. 680-693
- Context:* Teaching students with insecure attachment histories (2) West, Mathews, & Kerns (2013)
- Discussant(s): \_\_\_\_\_
- 2/21 Self Processes in Adolescents** (1) HSAI, Ch. 31,  
pp. 693-710
- Context:* Development of the adolescent self in complex environments (2) Larson (2011)
- (3) Becht, Nelemans, and colleagues (2017)
- Discussant(s): \_\_\_\_\_

### UNIT 2: Theoretical Perspectives

- 2/28 Social Identity & Optimal Distinctiveness** (1) HSAI, Ch. 23
- Context:* Social identity & the achievement gap (2) Mendoza-Denton (2014)
- (3) Gonzalez, Eades, & Supple (2014)
- Discussant(s): \_\_\_\_\_
- 3/7 The Reflected Self** (1) HSAI, Ch. 6
- Context:* Negative reflected appraisal and intentions to use drugs (2) Richard, Trevino, Baker, & Valdez (2010)
- (3) Perkins, Wiley, & Deux (2014)
- Discussant(s): \_\_\_\_\_

### *Participation Reflection due*



- 4/11 Self-Efficacy** (1) HSAI, Ch. 10
- Context:* Motivational beliefs & adolescents' engagement in school (2) Madjar & Chohat (2017)
- Context:* Motivation to attend college in African American youth (3) Wood, Kurtz-Costes, & Copping (2011)

Discussant(s): \_\_\_\_\_

***45 minute - Youth Program Project Team Workshop***

- 4/18** No Class – MCPS, PGCPs Spring Breaks

**Unit 3: Cultural Influences**

- 4/25 Culture and the Self** (1) HSAI, Ch. 27
- Context: Cross cultural identity development* (2) Yoon and colleagues (2017)
- Discussant(s): \_\_\_\_\_ (3) Huq, Stein, & Gonzales (2016)

***Participation Reflection due***

- 5/2 Culture, cont.** (1) HSAI, Ch. 27
- Context: The challenge of culturally-responsive teaching* (2) Shevalier & McKenzie (2012)
- Discussant(s): \_\_\_\_\_ (3) Taylor (2010)

***2 hour - Youth Program Project Team Workshop  
Journals 5-8 due***

- 5/9** ***Journal Sharing  
4 Team Presentations***

## Reading List

- Becht, A. I., Nelemans, A., Van Dijk, M. P., Branje, S. J., Lier, P. A., Denissen, J. J., & Meeus, W.H. (2017). Clear self, better relationships: Adolescents' self-concept clarity and relationship quality with parents and peers across 5 years. *Child Development, 88*, 1823 – 1833. doi.org/10.1111/cdev.12921
- Eisenman, L., Pell, M., Poudel, B., & Pleet-Odle, A. (2015). "I think I'm reading my potential: Students' self-determination experiences in an inclusive high school. *Career Development and Transition for Exceptional Individuals, 38*, 101-112. doi: 10.1177/2165143414537349
- Flum, H. & Kaplan, A. (2012). Identity formation in educational settings: A contextualized view of theory and research in practice. *Contemporary Educational Psychology, 37*, 240-245. EJ967349
- Gonzalez, L., Eades, M., & Supple, A. (2014). School community engaging with immigrant youth: Incorporating personal/social development and ethnic identity development. *School Community Journal, 24*, 99-117. EJ1032244
- Huq, N., Stein, G., & Gonzalez, L. (2016). Acculturation conflict among Latino youth: Discrimination, ethnic identity, and depressive symptoms. *Cultural Diversity and Ethnic Minority Psychology, 22*, 377-385. doi.org/10.1037/cdp0000070
- Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence, 21*, 317-334. doi:10.1111/j.1532-7795.2010.00707.x
- Madjar, N. & Chohat, R. (2017). Will I succeed in middle school? A longitudinal analysis of self-efficacy in school transitions in relation to goal structures and engagement. *Educational Psychology, 37*, 680-694. doi: 0.1080/01443410.2016.1179265

- Martinek, D., Hofmann, F., & Kipman, U. (2016). Academic self-regulation as a function of age: the mediating role of autonomy support and differentiation in school. *Social Psychology of Education, 19*, 729-748. doi:10.1007/s11218-016-9347-9
- Mendoza-Denton, R. (2014). A social psychological perspective on the achievement gap in standardized test performance between White and minority students: Implications for assessment. *The Journal of Negro Education, 83*, 465-484. (102935474)
- Muris, P. & Meesters, C. (2014). Small or big in the eyes of the other: On the developmental psychopathology of self-conscious emotions as shame, guilt, and pride. *Clinical Child & Family Psychology Review, 17*, 19-40. doi: 10.1007/s10567-013-0137-z.
- Perkins, K., Wiley, S., & Deaux, K. (2014). Through which looking glass? Distinct sources of public regard and self-esteem among first- and second-generation immigrants of color. *Cultural Diversity and Ethnic Minority Psychology, 20*, 213-219.  
doi.org/10.1037/a0035435
- Richard, A. J., Trevino, R. A. Baker, M., & Valdez, J. (2010). Negative reflected appraisal, negative self-perception, and drug use intentions in a sample of suburban high school students. *Journal of Child & Adolescent Substance Abuse, 19*, 193-209. EJ892313
- Romero, C., Master, A., Paunesku, D., Dweck, C., & Gross, J. (2014). Academic and emotional functioning in middle school: The role of implicit theories. *Emotion, 14*, 227 – 234.  
doi.org/10.1037/a0035490
- Roos, S., Hodges, E., & Salmivalli, C. (2014). Do guilt- and shame-proneness differentially predict prosocial aggressive, and withdrawn behaviors during early adolescence? *Developmental Psychology, 3*, 941-946. doi.org/10.1037/a0033904
- Shevalier, R. & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education, 47*, 1086-1105.  
(EJ983746)

- Taylor, R. (2010). The role of teacher education programs in creating culturally competent teachers. *Multicultural Education, 17*, 24-28. (EJ902695)
- Weber, S. Appel, M., & Kronberger, N. (2015). Stereotype threat and the cognitive performance of adolescent immigrants: The role of cultural identity strength. *Contemporary Educational Psychology, 42*, 71–81. doi: 10.1016/j.cedpsych.2015.05.001
- West, K., Mathews, B., & Kerns, K. (2013). Mother-child attachment and cognitive performance in middle childhood: An examination of mediating mechanisms. *Early Childhood Research Quarterly, 28*, 259-270. (EJ1008278)
- Wood, D., Kurtz-Costes, B., & Copping, K. (2011). Gender differences in motivational pathways to college for middle class African American Youths. *Developmental Psychology, 47*, 961-968. doi: 10.1037/a0023745
- Yoon, E., Adams, K., Clawson, A., Chang, H., Surya, S., & Jeremie-Brink, G. (2017). East Asian adolescents' ethnic identity development and cultural integration: A qualitative investigation. *Journal of Counseling Psychology, 64*, 65-79.  
[doi.org/10.1037/cou0000181](https://doi.org/10.1037/cou0000181)

## Grading Scales

### *Commentary/Thought Questions (CQs)*

**15 points each  
(Total 45 points)**

#### **Connectivity (4 points)**

- Does the CQ clearly relate to a principle tenet from the HSAI chapter or empirical article assigned for the class?

#### **Relevance (5 points)**

- Does the CQ clearly address current, relevant and thought-provoking issues or questions in education?

#### **Insight (6 points)**

- Does the CQ demonstrate original, innovative, analytical, or creative thinking that provokes the reader/listener to think about the material beyond its most obvious implications for education?

**Participation****50 points**

In all categories, it is assumed that the student has also fulfilled his/her responsibilities as discussant for one week's class session as described in the syllabus. A student who fails to fulfill that requirement will receive an automatic 25 point deduction for participation.

	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>&lt; 35 points</b>
	<p><u>Attends class weekly</u> and consistently participates in the discussion by <u>asking critically reflective questions</u>, <u>referring to important related contextual issues in secondary education</u>, <u>adding to others teachers' ideas</u>, and <u>synthesizing across theory, research findings and peers' contributions</u>. <u>Thoughtfully challenges assumptions</u> and ideas embedded in theory and research. This student helps develop the class's outlook on the topic. His/her <u>participation is memorable and makes a mark</u>.</p>	<p>Attends class regularly and <i>sometimes participates in</i> the discussion as described.</p>	<p>Attends class regularly but <i>rarely participates</i> in the discussion as described.</p>	<p>Attends class regularly but <i>never participates in</i> the discussion as described.</p>

Acknowledgement: Ambrose, S. (2012). Rubric for class participation, History, Susan Ambrose. Grading for class participation, *Eberly Center for Teaching Excellence*, Carnegie Mellon University. Retrieved 8/6/12 from: [http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml\\_no\\_dtd&client=default\\_frontend&ie=UTF-8&proxystylesheet=default\\_frontend&access=p](http://web-search.andrew.cmu.edu/search?q=class+participation+grading+rubrics&spell=1&output=xml_no_dtd&client=default_frontend&ie=UTF-8&proxystylesheet=default_frontend&access=p)

**Journal Entries****25 points each  
Total 200 points**

Journal entries that conform to the description in the syllabus will automatically receive 15 points. The remaining ten points (for a possible total of 25) will be assigned according to the following indicators:

- how well the student demonstrates understanding of the concept/theory/finding that is the focus of the reflection
- demonstrated effort used in relating this analysis to future perspectives on teaching

< 7 points = below average  
 7 points = average  
 8 points = above average  
 10 points = excellent

***Youth Program Presentation*****100 points**

- A thorough, but concise review of the theory and research that form the foundation of the program design **20 points**
- Evidence from your practice or school that supports the rationale for instating the program; student identity must be completely protected. **15 points**
- A detailed description of the youth program, with evidence that it incorporates all of the above. **35 points**
- A perspective on diversity demonstrating the team's awareness of the need to differentiate aspects of the program across student participants with special developmental or learning needs. **20 points**
- In-slide references and APA style reference list on final slide. **10 points**