

EDHD 413: Adolescent Development

Spring 2019

Benjamin 3315

Mondays and Wednesdays 11:00-12:15

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Office Hours: Mondays 12:30-1:30, Wednesday 10:00-11:00 or by appointment

REQUIRED TEXT

The reading for this course will be mainly from the textbook, *Adolescence*, 11th edition, by Laurence Steinberg.

We will also be reading several journal articles related to the weekly topics. These readings are available through the University's ELMS system (CANVAS), <https://elms.umd.edu>.

COURSE DESCRIPTION

This course is to explore theories, developmental processes, and scientific research in the field of adolescent psychology. The course will be focused mainly on adolescence's biological, cognitive, social, and emotional development. Our goal is to facilitate a deep understanding of current issues in the field, but also to give you tools for applying these ideas in practical ways.

The goals and the requirements of the course are consistent with the InTASC Model Core Teaching Standards, the University College of Education Conceptual Framework, and ACEI: Elementary Education Standards.

COURSE GOALS

By the end of this course, you should be able to:

- Understand the major theories of adolescent development, including their strengths and weaknesses. [InTASC 1, 2; EC 1, Learners; ACEI – Development, Learning, and Motivation]
- Describe the developmental sequence in adolescence and the processes that underlie them in the areas of biological, cognitive, social, and emotional development. [InTASC 1; Learners; ACEI – Development, Learning, and Motivation]
- Recognize the importance of biology and environment, including context and culture on adolescents' development. [InTASC 1, 2; EC 1, 3; Learners, Social and Cultural Contexts; ACEI – Adaptation to diverse students]
- Appreciate how theory and scientific research are used to understand applied issues relating to adolescent development, family, education, and public policy. [InTASC 1, 2, 7; EC 1, 4, 6, Learners and Pedagogy ACEI – Professional growth, reflection, and evaluation]

Exams: We will have three exams. The exams will be mainly multiple-choice and short answer questions. [InTASC 1, 2, 3, 8, 9; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Group Presentation: You will work in small assigned groups to create an informative presentation to the class. Presentations will relate to the week's topic and inform the class regarding current issues in the field, and/or discuss ways to remediate those issues. Presentations should include elements of good instruction (e.g., motivating students, drawing on prior knowledge). Presentations should involve three parts: 1) present the findings from an empirical article that relates to the week's topic; 2) present either an article from the popular press or a video that highlights the topic for the week; 3) design an activity for the class that enhances learning about the topic. Students should plan on meeting outside of class before their presentation, as well as with the instructor. [InTASC 1, 2; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Homework: There will be three homework assignments. The homework assignment could involve reading a short article, watching a video, or listening to a podcast and answering approximately 10 questions related to it. [InTASC 1, 2; EC 1, 3, 4; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation]

Action Research Paper: You will identify a research finding in child development. In the paper, you should summarize and briefly describe research supporting the finding by reading relevant research articles. You will also create a resource (manual, website design, slides for a workshop) which provides several specific strategies or suggestions for how that research might be practically applied by educators, parents, or policy makers. [InTASC 1, 2, EC 1, 3, 4, 5; Learners; ACEI – Development, Learning, and Motivation]

Discussion Board: You are required to participate in three online discussions of issues related to 1-2 reading. Readings for each discussion will be posted ELMS. You must post at least two responses for each discussion forum. [InTASC 1, 2; EC 1, 4; Learners; ACEI – Development, Learning, and Motivation]

Class Activities: During the semester, at least five class activities/discussions will be given randomly based on lectures and the readings for the day. The purpose of these activities is to increase your knowledge of the presented lecture material. Participation in these activities and discussion during class will be worth 20 points. Each activity is worth 5 points. Your lowest score will be dropped. There will be no make-ups of these activities and if you miss one, then that score will be dropped as your lowest score. [InTASC 1, 2, 3, 7, 8, 9; EC 1, 3, 4, 6; Learners, Social & Cultural Contexts; ACEI – Development, Learning, and Motivation and Professional growth, reflection, and evaluation]

Class Attendance/Class Participation: Class attendance is HIGHLY recommended. Attending lectures will help you do well in this course. In the case of absence, you are responsible for retrieving class notes and handouts from classmates.

Assignment Submissions. Assignments, including homework assignments and papers, will be either submitted in class or through ELMS on the due date for the assignment. Specific instructions will be given for each assignment. Emailed assignments will only be accepted in extenuating circumstances that require special arrangements, which should be made prior to the assignment due date.

Late Assignments and Make-up Exams. Homework and papers will automatically be marked down one letter grade for each day that they are handed in late. If you are unable to take an exam, you **MUST** tell me in advance, except in cases of emergency. Make-up exams will be given at the discretion of the instructor, based upon written documentation and the University of Maryland policy regarding excusable absences (See below). Make-up exams could be in essay format. Make-up exams should be completed within 1 week of the scheduled exam.

Grading. The various course requirements will combine to a total of 375 points.

Exam 1	60 points
Exam 2	60 points
Exam 3 (Final)	85 points
Homework	45 points
Group Presentation	30 points
Action Research Paper	45 points
Discussion Board	30 points
Class activities	20 points
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	375 points

Grading Scale

98.0000% - 100%	A+	88.0000% - 89.9999%	B+	78.0000% - 79.9999%	C+	68.0000% - 69.9999%	D+
92.0000% - 97.9999%	A	82.0000% - 87.9999%	B	72.0000% - 77.9999%	C	62.0000% - 67.9999%	D
90.0000% - 91.9999%	A-	80.0000% - 81.9999%	B-	70.0000% - 71.9999%	C-	60.0000% - 61.9999%	D-
						59.9999%	and below F

ELMS (CANVAS)

We will be using the University's ELMS, <https://elms.umd.edu>. The syllabus, announcements, additional readings, and homework assignments will be posted on ELMS. Reading may change throughout the semester and changes will be posted on ELMS as well. Students can login to the website using your University ID and Password. Please let me know if you have trouble accessing the course website.

CLASS POLICIES

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

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.studentconduct.umd.edu>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. 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 form of academic dishonesty will not be tolerated, and 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 Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon.

Cell phones and laptops: The use of cell phones will not be permitted at any time during class. This includes using cell phones for text messaging. All cell phones must be turned off or put on silent prior to the beginning of every class. Laptops are permitted in class for note taking, but please be respectful. No web browsing or emailing will be permitted. Laptops will not be permitted during exams.

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. However, the must contact me **before** the absence with a written notification of the projected absence, and 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) 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.

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 class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus in bold under the section Grading. 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.

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 attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

CLASS SCHEDULE

Date	Topic	Reading Due	Assignments Due
Section 1: Fundamental Changes of Adolescence			
Jan 28	Course Overview		
Jan 30	Introduction	Introduction: pp 3-12	
Feb 4	Physical Growth and Development	Chapter 1: pp 14-34; 40-41	
Feb 6	Cognitive Development: Theoretical Perspectives on Adolescent Thinking	Chapter 2: pp 43-60; 64-68	
Feb 11	Cognitive Development: Adolescent Brain		Homework #1
Feb 13	Cognitive Development Group Presentation #1	Blakemore (2014)	
Feb 18	Social Transitions	Chapter 3	
Feb 20	Social Transitions Group Presentation #2		Complete Discussion Board #1 Postings
Feb 25	Exam 1		

Section 2: Contexts of Adolescence			
Feb 27	Families	Chapter 4: pp 96-114; 118-121	

March 4	Families Group Presentation #3	Smetana et al., 2006	
March 6	Peer Groups	Chapter 5	
March 11	Peer Groups Group Presentation #4	Liem & Martin, 2011	Homework #2
March 13	Schools	Chapter 6	
March 14	Schools Group Presentation #5	Suldo et al., 2009	
March 18 - 20	Spring Break!		
March 25	Work, Leisure, and Media	Chapter 7	
March 27	Work, Leisure, and Media	Mathers et al., 2010	
April 1	Work, Leisure, and Media Group Presentation #6		Discussion Board #2
April 3	Exam 2		
Section 3: Psychosocial Development during Adolescence			
April 8	Autonomy and Moral Development	Chapter 9	
April 10	Autonomy and Moral Development Group Presentation #8		
April 15	Identity Group Presentation #7	Chapter 8	
April 17 On-line Class Session	Identity	Jensen, 2003	Homework #3

April 22	Intimacy	Chapter 10	
April 24	Intimacy Group Presentation #9	Chapter 11 pp. 291-308	
April 29	Achievement	Chapter 12	Action Research Paper Due
May 1	Achievement Group Presentation #10	Mindset Works Website	
May 6	Psychosocial Problems	Chapter 13	
May 8	Psychosocial Problems	Flack, 2016	Discussion Board #3
May 13	Psychosocial Problems Group Presentation #11		
May 18	Final 8:00AM - 10:00AM		

Additional Readings: All readings will be available on ELMS. Readings may be added or changed during the course of the semester, which will be announced in class and on ELMS.

Discussion Board Topics:

- *Topic #1:* Adolescent Brain and Decision-Making
- *Topic #2:* Media Use during Adolescence
- *Topic #3:* School and Adolescence

Homework:

Homework #1: Dahl, R., & Lewin, D. (2002). Pathways to adolescent health: Sleep regulation and behavior. *Journal of Adolescent Health, 31*, 175–184.

A comprehensive summary of the research on adolescent sleep changes and its relation to behavior.

Homework #2: Hinduja, S., & Patchin, J. W. (2013). Social influences on cyberbullying behaviors among middle and high school students. *Journal of Youth and Adolescence, 42*(5), 711-722.

Homework #3: Killen, M. (2007). Social and moral reasoning about exclusion. *Current Directions in Psychological Science, 16*(1), 32-36.

Class Readings (In alphabetical order):

- Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research*, 100(5), 311-323.
- Blakemore, S-J. (2014). Adolescent brain development, *Think Neuroscience*.
<https://thinkneuroscience.wordpress.com/2014/01/22/adolescent-brain-development/>
- Flack, D. (2016). Getting unstuck. *Counseling Today*. <http://ct.counseling.org/2016/03/getting-unstuck/>
- Jensen, A. (2003). Coming of age in a multicultural world: Globalization and adolescent cultural identity formation. *Applied Developmental Science*, 7(3), 189-196.
- Liem, G. & Martin, A. (2011). Peer relationships and adolescents' academic and non-academic outcomes: Same-sex and opposite-sex peer effects and the mediating role of school engagement. *British Journal of Educational Psychology*, 81, 183-206. doi: 10.1111/j.2044-8279.2010.02013.x.
- Mathers, L. et al, (2009). Electronic media use and adolescent health and well-being: Cross-section community study. *Academic Pediatrics*, 9, 307-314.
- Mindset Works. Decades of Scientific Research that Started Growth Mindset Revolution.
<https://www.mindsetworks.com/science/>
- Smetana, J. G., Metzger, A., Gettman, D. C., & Campione-Barr, N. (2006). Disclosure and secrecy in adolescent-parent relationships. *Child Development*, 77(1), 201-217.
- Suldo, S., Friedrich, A., White, T., Farmer, J., Minch, D., & Michalowski, J. (2009). Teacher support and adolescents' subjective well-being: A mixed-methods investigation. *School Psychology Review*, 38, 67-85.

Other Resources:

Insight into the Teenage Brain: Adriana Galvan at TEDxYouth
<https://www.youtube.com/watch?v=LWUkW4s3XxY>

Moth Podcasts

<https://themoth.org/radio-hour/adolescence-and-agony>

American Psychological Association

[Developing Adolescents: A Reference for Professionals](#)