

EDHD 413
ADOLESCENT DEVELOPMENT
Fall 2018 - Section 0201, TUES 9:30-12:15
Benjamin, 2119

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Office Hours: WED 9:30-10:30 or by appointment Office Location: 3304L Benjamin

Course description

EDHD 413 is the study of adolescent development, including special problems encountered in contemporary culture. Section 0201 is for students in the teacher education program*, and will focus on theoretical perspectives and empirical research findings on adolescent development and their implications for teaching and learning in secondary classrooms.

**If you are registered in this course and are not in the teacher education program, please see the instructor on the first day of class so that we can plan for your best learning experience in the course.*

Course purpose

This course is intended to help prepare future secondary education majors to become informed and reflective classroom teachers in a diverse society. Students will learn how to think critically about adolescent development as an influence on school achievement and plan for developmentally appropriate classroom practice.

Course objectives

Students will demonstrate:

1. Knowledge of normative adolescent growth and development; (InTASC 1 & 4; EC 7; Subject Matter, Learners; AMLE – Value Young Adolescents)
2. Understanding of a developmental approach to assessing adolescent behavior in the classroom; (InTASC 1 & 5; EC 4; Pedagogy, Learners, Social & Cultural Contexts; AMLE – Value Young Adolescents, Active Learning, Multiple Learning Approaches)
3. Ability to draw links between adolescent development theory and research and appropriate classroom practice; (InTASC 1, 4, 5, & 7; EC 4, Pedagogy; AMLE – Value Young Adolescents, Multiple Learning Approaches, School Environment)
4. Understanding of adolescent behavior as a function of diversity and multicultural influences. InTASC 2; EC 1, 3, 6, Learners, Social & Cultural Contexts; AMLE – Value Young Adolescents, School Environment)

Required readings

- (1) Arnett, J. J. (2018). *Adolescence and emerging adulthood: A cultural approach (6th Edition)*. New York, NY: Pearson Education, Inc.
(InTASC 1, 2, & 4; Subject Matter, Learners, Social & Cultural Contexts; AMLE – Value Young Adolescents)
- (2) *Articles*. Can be accessed by:
 - a. Downloading the article full-text from the PsycInfo, ERIC, Education Source, Family and Society Studies Worldwide, or Teacher Reference Center databases on the McKeldin Library Research Port (all five can be loaded at one time). Go to <http://www.lib.umd.edu> and select “Databases” on the main menu. Type in “psycinfo” in the “Find Databases” textbox. Hit Enter, and click on PsycINFO (EBSCO). At the top of the next screen, click on “Choose Databases.” Check the boxes next to “ERIC,” “Education Source,” “Family and Society Studies Worldwide,” and “Teacher Reference Center” and click on “OK.” **Prior to beginning your search, please see complete article information in the reference list at the end of the syllabus.**
 - b. Checking on the Canvas course site for readings that marked with an asterisk in the course schedule.

Class Policies

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for detailed information on the University’s policies with regard to undergraduate education.

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/current-students>. The 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 by the end of the first week of class so that 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 Service in the Shoemaker Building at <https://www.counseling.umd.edu/ads/start/eligibility/> or at (301.314.7682) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students may not be penalized for participation in religious observances. Therefore, students will be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the date(s) of absence.

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 (MGE) are indicated on the syllabus. 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.

Attendance. Students are expected to attend every class, except in the case of illness or extenuating circumstances. In the case of absence, the student is responsible for retrieving class notes and handouts from classmates.

Late assignments and make-up exams. Assignments will be marked down one letter grade for each weekday that they are late. 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. **I do not accept computer/printer/flash drive/ hard drive/software/Cloud issues or other technology-related problems as acceptable explanations for late submission of assignments.**

Paper submissions. All written assignments are due in hard copy at the beginning of the class on the day the assignment is due. **I do not accept emailed assignments as (a) actual submissions or (b) evidence that the assignment was completed on time if it was not submitted in class,** unless extenuating circumstances require special arrangements.

Use of technology in classroom. As teachers in training, EDHD 413 students should be particularly aware of the disruption caused by non-course related technology use during class. For everyone in the class who is trying to teach and learn, I ask that you demonstrate the respect that you will soon expect to receive from your own students in your own classrooms.

Course Requirements

(1) Exams – MGE (total 200 points). There will be two non-cumulative exams; each worth 100 points.

Exam 1: 10/9/18
Final Exam: TBA by University

(2) Quizzes (total 100 points). There will be six unannounced, 20 point quizzes, each one on the readings assigned for the day that the quiz is administered. The five highest quiz grades will be counted, and the lowest dropped. Without a University approved excuse or **one-time** self-authored note related to illness (see class policies), students who miss a

quiz will receive a zero. Quizzes start at 9:30 and end at 9:40. Students arriving late will have the time remaining until 9:40 to complete the quiz.

(3) Translation of Theory and Research Paper – MGE (50 points). The purpose of this 8 - 10 page, double spaced paper is to support students' mastery of the translation of theory and research on adolescent development into principles of teacher practice.

- ☐ This paper may be submitted **any time prior to, but no later than November 6th**.
- ☐ **Please see separate handout for the assignment description and grading rubric.**
- ☐ The instructor is available to review first drafts of the paper prior to the deadline. If the student wishes this type of feedback, he/she must bring a hard copy of the paper to office hours or make an appointment to meet with the instructor at another time. Drafts will not be electronically reviewed.

(4) Group Presentation: Critical Analysis of a Problem in Secondary Education – MGE (50 points). Groups will select a topic of debate in the literature with regard to the development and achievement of adolescents in secondary schools, then prepare and give a presentation that (a) demonstrates critical analysis of the issue, and (b) focuses on evidence-based recommendations for teacher practice. **Please see separate handout for the assignment description and grading rubric.**

Grading

Exam 1	100 points
Exam 2	100 points
5 Quizzes	100 points
Translation of Theory & Research Paper	50 points
Group Presentation Project	50 points
Group Presentation Feedback	<u>10 points</u>
	410 points

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

Course Schedule

<i>Date</i>	<i>Content</i>	<i>Required readings</i>
8/28	Course overview & introduction Physical growth & development	(1) Ch. 1, pp. 2-11, 21-27 (2) Ch. 2, pp. 41- 43 & 52-62

Cognitive Development

9/4	Piaget: Cognitive developmental theory	(1) Ch. 3, pp. 68-76, & 85-91 (2) Teuscher et al. (2016)
9/11	Cultural beliefs Kohlberg: Moral Development	(1) Ch. 4, pp. 106 - 114 & 123-126 (2) Nucci & Turiel (2009)
9/18	Vygotsky: Sociocultural perspective on cognitive development	(1) Ch. 3, 95-97 (2) Sullivan & Wilson (2015)
9/25	Bandura: Social cognitive theory	(1) Greene & Piel, Ch. 8* (Posted to Canvas) (2) Butz & Usher (2015)

TAKE HOME ESSAY QUESTION FOR EXAM 1 WILL BE DISTRIBUTED IN CLASS.

Self & Identity

10/2	Development of the Self Exam review	(1) Ch. 6 (2) Covarrubias & Fryberg (2015)
10/9	EXAM 1 - MGE	

Ecological Influences

10/16	Bronfenbrenner: Ecological theory Parenting & family structure	(1) Ch. 7, pp. 188-208, 214- 219 (2) Barghava & Witherspoon (2015)
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| 10/23 | Sullivan: Interpersonal theory
Friends & peers | (1) Ch. 8, pp. 226-242
(2) Liem & Martin (2011) |
| 10/30 | Love relations & sexuality
Teacher support and parenting teens'
school adjustment | (1) Ch. 9
(2) Kalil & Ziol-Guest (2008)
(3) Klaw (2008) |

Group project workshop – 30 minutes

LAST DAY TO HAVE GROUP TOPIC APPROVED BY INSTRUCTOR

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|------|--------------------|---|
| 11/6 | Teachers & schools | (1) Ch. 10, pp. 298-313
(2) Ellerbrock et al. (2014) |
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**LAST DAY TO SUBMIT TRANSLATION OF THEORY & RESEARCH PAPER –
MGE**

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| 11/13 | The workplace | (1) Ch. 11, pp. 331-345
(2) Cinamon (2018) |
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Group project workshop – 30 minutes

Emotional Health

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| 11/20 | Depression & anxiety | (1) Ch. 13, pp. 400-409
(2) Crundwell & Killu (2010)
(3) Raufelder and colleagues
(2014) |
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Group project workshop – 60 minutes

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| 11/27 | Life satisfaction & academic achievement

The role of teacher support | (1) Ng, Huebner & Hills
(2015)
(2) Suldo and colleagues
(2009) |
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Group presentations: Groups 1, 2, 3 – MGE

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| 12/4 | Group presentations: Groups 4 & 5 - MGE
Final Exam Review |
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Final Exam Date: TBA - MGE

Our class meets at a time considered by the University to be “non-standard.” The final exam time will not be assigned by the University until mid-semester. I will let you know as soon as I have this information.

Reading List

- Bhargava, S., & Witherspoon, D. P. (2015). Parental involvement across middle and high school: Exploring contributions of individual and neighborhood characteristics. *Journal of Youth and Adolescence*, 44, 1702 – 1719. doi: 10.1007/s10964-015-0334-9
- Butz, A. & Usher, E. (2015). Salient sources of adolescents’ self-efficacy in two domains. *Contemporary Educational Psychology*, 42, 49-61. doi:10.1016/j.cedpsych.2015.04.001
- Covarrubias, R. & Fryberg, S. A. (2015). The impact of self-relevant representations on school belonging for Native American students. *Cultural Diversity and Ethnic Minority Psychology*, 21, 10-18. doi.org/10.1037/a0037819
- Crundwell, R. & Killu, K. (2010). Responding to a student’s depression. *Educational Leadership*, 68, 46-51. (EJ913778)
- Cinamon, R. G. (2018). Navigating work and study: Antecedents and outcomes of conflict and facilitation aspects of the work-school interface. *Journal of Vocational Behavior*, 104, 31-43. doi.org/10.1016/j.jvb.2017.09.009
- Ellerbrock, C., Kiefer, S. M., & Alley, K. M. (2014). School-based interpersonal relationships: Setting the foundation for young adolescents’ belonging in middle school. *Middle Grades Research Journal*, 9, 1-17. Accession Number: 99385845
- Green, M. & Piel, J. (2010). Bandura’s social cognitive theory. In *Theories of Human Development: A Comparative Approach (2nd Edition)*. Boston, MA: Pearson Education, Inc., publishing as Allyn & Bacon, 221-256.
- Kalil, A. & Ziol-Guest, K. (2008). Teacher support, school goal structures, and teenage mothers’ school engagement. *Youth & Society*, 39, 524 – 548. doi: 10.1177/0044118X07301001
- Klaw, E. (2008). Understanding urban adolescent mothers’ visions of the future in terms of possible selves. *Journal of Human Behavior in the Social Environment*, 18, 441-461. doi: [10.1080/10911350802486767](https://doi.org/10.1080/10911350802486767)
- 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.
- Ng, Z., Huebner, S., & Hills, K. (2015). Life satisfaction and academic performance in early adolescents: Evidence for reciprocal association. *Journal of School Psychology*, 53, 479-491. doi:10.1016/j.jsp.2015.09.004
- Nucci, L. & Turiel, E. (2009). Capturing the complexity of moral development and education. *Mind, Brain, and Education*, 3, 151-159. doi:10.1111/j.1751-228X.2009.01065.x

- Raufelder, D., Kittler, F., Braun, S., Latsch, A., Wilkinson, R. P., Hoferichter, F. (2014). The interplay of perceived stress, self-determination and school engagement in adolescence. *School Psychology International*, 35, 405-420. doi: 10.1177/0143034313498953
- 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. EJ833827
- Sullivan, F. & Wilson, N. (2015). Playful talk: Negotiating opportunities to learn in collaborative groups. *Journal of the Learning Sciences*, 24, 5-52, doi: 10.1080/10508406.2013.839945
- Teuscher, D., Moore, K. C., & Carlson, M. P. (2016). Decentering: A construct to analyze and explain teacher actions as they relate to student thinking. *Journal of Mathematics Teacher Education*, 19, 433-456. doi: 10.1007/s10857-015-9304-0