

**ADOLESCENT DEVELOPMENT
EDHD 413 (0101)—Fall 2016
University of Maryland**

Instructor: Dr. Jennie Lee-Kim
Office: 1109 Benjamin Building
Office hours: Mondays, 11:15am-12:00pm & by appt.
Mailbox: Located in Benjamin 3304

Meets: TU/TH, 11:00am-12:15pm
Room: EDU 1107
Email: jleekim@umd.edu

COURSE DESCRIPTION

EDHD 413 is the study of adolescent development, including special problems encountered in contemporary culture. Section 0101 is restricted to secondary education majors. This course will focus on the implications of adolescent developmental theories for secondary classroom practices.

COURSE OUTLINE

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 in adolescents 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.

COURSE OBJECTIVES

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

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

REQUIRED TEXT

Steinberg, L. (2014). *Adolescence* (10th ed.). New York: McGraw Hill. (ISBN: 978-0-07-353211-0)
Stickle, F. (Ed.) (2013). *Annual Editions: Adolescent Psychology*, 9/e. (ISBN: 9780078136177)

STUDENT EXPECTATIONS

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

COURSE REQUIREMENTS

• **Quizzes (50 pts)**

A total of 6 unannounced reading quizzes, each worth 10 points, will be given during the first 10 minutes of class. Quizzes will consist of multiple choice and true/false questions based on the reading assignments. Only the five highest quiz grades will count towards the final quiz grade.

• **Exams* (200 pts)**

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

• **Autobiographical Reflection Paper* (50 pts)**

Students will write a **5-page** paper reviewing and applying one of the *theoretical perspectives* of adolescence covered in the first part of the course to their own respective adolescent development. More details will be provided in class.

*INDICATES MAJOR SCHEDULED GRADING EVENT (MSG E)

- **Research Paper* (75 pts) + Outline (25 pts) + Presentation (25 pts)**
Students will write a research paper and present on one aspect/topic of adolescence they consider to be a challenge for educators. The goal of this assignment is for students to think critically about a developmental issue in adolescence by connecting research and educational implications. An outline is also required. More details will be provided in class.
- **Discussion Group Participation (50 pts) + Discussion Topic Presentation (25 pts)**
Discussion group grades will be calculated based on overall participation (10 points assigned by the instructor), in-class discussion assignments (4 points each) and presentation (25 points). Students will be randomly assigned to a discussion group. There will be 11 in-class discussion group assignments over the course of the semester, however only 10 of these (each worth 4 pts) will count towards the final discussion group grade for a total of 40 points. Each in-class discussion group assignment entails review questions based on the topic covered in class, assigned readings, and discussion topic presentations.

In addition, each discussion group will present one of the discussion topics listed in the syllabus (beginning with Discussion Group #3). More details will be provided in class.
- **Extra Credit (up to 10 pts)**
Opportunities for extra credit points will be provided through quizzes and exams. Students may earn up to a total of 10 points, which will go towards their final grade point accumulation.

COURSE GRADES

Grades will be based on the following:

Exams	200 points
Autobiographical Paper	50 points
Research Paper/Outline/Presentation	125 points
Discussion Group + Discussion Presentation	75 points
Quizzes	50 points
Total	500 points

Final course grades will be calculated based on the total number of points earned for all assessments in the course. Unless a calculation error has been made, final grades will not be changed. There are no exceptions to this policy. Letter grades will be assigned based on the following total point accumulation:

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

COURSE POLICIES

PLEASE SEE THE UNIVERSITY'S WEBSITE FOR ALL UNDERGRADUATE COURSE-RELATED POLICIES AT [HTTP://WWW.UGST.UMD.EDU/COURSERELATEDPOLICIES.HTML](http://www.ugst.umd.edu/courserelatedpolicies.html). BELOW ARE HIGHLIGHTED 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 additional notes from a classmate.

Once class begins, students are expected to conduct themselves professionally. *Cell phones must be turned off and put away during class unless there is an extenuating circumstance. Laptops and tablets are permitted during class but should only be used for accomplishing class objectives such as taking notes or for discussion activities.* Students who disregard this policy will be asked to put away their devices and/or leave the class immediately.

- **ACADEMIC INTEGRITY**

The University of Maryland, College Park has a student-administered Honor Code & Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. 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. 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). It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported immediately to the appropriate University officials.

To avoid any misunderstanding, all written papers and exams must include the following pledge statement handwritten or typed and signed by the student: *"I hereby declare that I am the sole author of this paper and everything presented is my own unless otherwise cited"*. I will not accept any papers without a signed honor pledge.

- **STUDENTS WITH DISABILITIES**

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 (301.314.7682, or 301.405.7683 TTD) as soon as possible. **You must provide official documentation.**

- **RELIGIOUS OBSERVANCES**

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, *students must contact the instructor well in advance **before** the absence with a written notification of the projected absence* and documentation (when available), before arrangements will be made for make-up work or exams.

- **LATE ASSIGNMENT AND MAKE-UP EXAM POLICY**

All assignments are due on the assigned date and **DUE AT THE BEGINNING OF CLASS**. Emailed assignments will not be accepted unless prior arrangements have been made. Late assignments will automatically drop **1** full letter grade for each **day** the paper is turned in late. Students submitting late assignments must submit a hard copy to my mailbox, located in 3304 Benjamin Bldg (EDHD). You must ask the receptionist for a date/time stamp for your paper to document when you submitted your paper, before placement in my mailbox. Please **do not** submit papers to my office. Likewise, students are expected to take *exams* on the assigned dates and times of the exam. Missed exams will result in zero credit for the exam.

Late Assignments and Make-up exams **will be considered** if students give prior notice of absence and provide required documentation for excused absences as outlined in the undergraduate catalog. Please see below for specific guidelines for missed classes and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their absence. *Make-up exams must be taken within 1 week of the original exam date.*

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 class.

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.

*INDICATES MAJOR SCHEDULED GRADING EVENT (MSGE)

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 attendance on those days was prohibited for medical reasons.

4. 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.

- **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) 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. 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).

COURSE COMMUNICATION

- **COURSE EMAIL**

Emails (via canvas) will be sent out to the class in the event of possible class cancellations and/or important announcements relating to the class. Please check for emails prior to our class meeting time, particularly during inclement weather. Email is the best way to contact the instructor. Students are encouraged to email any questions related to the course.

- **CANVAS (MYELMS.UMD.EDU)**

Important announcements, abbreviated lecture outlines (pdf format), class handouts, and grades will be accessible to students via Canvas. It is the student's responsibility to check regularly for updates.

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 & ASSIGNMENTS

Note: Topics & Readings assignments are subject to change.

DATE	TOPIC/AGENDA	READING ASSIGNMENTS	DUE TODAY
8/30	Course Introduction	Syllabus	
PART 1: Theoretical Perspectives of Adolescence			
9/1	Overview/Biological	Steinberg: Intro: pp.3-18, Ch.1: pp.35-53 Annual Editions: p.8; pp.30-31, pp.49-50 (#2.6)	
9/6	Cognitive Development	Steinberg Ch.2: pp. 55-62; 65-72; 78-83 Annual Editions: pp.32-36 (#2.1), pp. 24-28 (#1.5)	
9/8	Cognitive Development: Piaget	Online Reading #1 (Piaget)	Discussion Group #1
9/13	Moral Development: Kohlberg, Gilligan	Steinberg Ch. 9: pp. 302-308 Annual Editions: pp.93-95 (#4.3) Online Reading #2 (Kohlberg)	
9/15	Moral Development— continued	Online Reading #3 (Gilligan)	Discussion Group #2
9/20	Social-Cognitive Development: Turiel, Selman	Steinberg Ch.2 pp.76-78 Online Reading #4 (Turiel) Online Reading #5 (Selman)	
9/22	Social-Cognitive Development: continued		Discussion Group #3
9/27	Social Development: Bandura	Steinberg Ch.3 pp. 86-110 Online Reading #6 (Bandura)	
9/29	Social Development: Bandura—continued <i>Exam #1 Info</i>		Discussion Group #4
10/4	Social Development: Erikson	Steinberg Ch. 8: pp. 265-273 Online Reading #7 (Erikson/Marcia)	RESEARCH PAPER OUTLINE DUE
10/6	Social Development: Begin Self-Processes	Steinberg Ch. 8: pp. 273-283	Discussion Group #5
10/11	EXAM #1*	n/a	
PART 2: Contexts & Developmental Tasks in Adolescence			
10/13	Identity: Self-Processes	Steinberg Ch.8: pp.254-265	AUTOBIO PAPER* DUE
10/18	Identity: Self-Processes Continued	Annual Editions: pp.40-42 (#2.3)	Discussion Group #6
10/20	Family Context	Steinberg Ch.4: pp. 120-149 Annual Editions: pp.52-53	
10/25	Family Context—continued		Discussion Group #7
10/27	Autonomy	Steinberg Ch.9: pp.286-301 Annual Editions: pp. 13-15 (#1.2)	
11/1	Autonomy—continued	Annual Editions: pp. 16-21 (#1.3), pp. 45-46 (#2.4)	Discussion Group #8
11/3	Peer Group Context	Steinberg Ch. 5: pp.152-184 Annual Editions: pp.66-67 (#3.4)	
11/8	Peer Group—continued		Discussion Group #9
11/10	Writing Day (NO CLASS)		
11/15	Intimacy Development	Steinberg Ch. 10: pp. 316-346	RESEARCH PAPER* DUE
11/17	Intimacy Continued	Annual Editions: pp.62-65 (#3.3)	Discussion Group #10

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11/22	Psychosocial Problems	Steinberg Ch. 13: pp.416-450	
11/24	NO CLASS: Happy Thanksgiving!		
11/29	Psychosocial Problems continued	Annual Editions: pp. 89-91 (#4.2), pp.130-133 (#5.5)	Discussion Group #11
12/1	Class Presentations		
12/6	Class Presentations <i>Final Exam Info</i>		
12/8	Course Wrap-up/Inclement Weather Make-Up Date		
EXAM #2* (Final Exam): Wednesday, December 14th, 8:00am-10:00am			

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