

EDHD 413
ADOLESCENT DEVELOPMENT
Fall 2016 - Section 0201, TUES 9:30-12:15
Benjamin, 2119

Instructor: Dr. Ann Battle

Phone: 301-405-8714

Office Hours: WED 9:30-10:30 or by appointment

Email: abattle@umd.edu

Office Location: 3304U 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.

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. (2013). *Adolescence and Emerging Adulthood: A Cultural Approach (5th 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, or Education Source databases on the McKeldin Library Research Port (all three 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” and “Education Source” 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 marked with an asterisk.

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 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 <http://osc.umd.edu/OSC/Default.aspx>. 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. Examples of these 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: Students who have a registered disability with the Office of Disability Support Services (DSS) on Campus will receive required accommodations once the appropriate documentation from that office has been presented to the instructor. If you have a disability and have not yet registered with the University, please contact DSS in the Shoemaker Building (301.314.7682) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students may not be penalized in any way for participation in religious observances. 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 written notification of the date of the anticipated absence and the reason.

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 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) as 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: 10/11/16

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 6 - 8 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 8th.**
- The grading rubric for the assignment can be found at the end of the syllabus.

- 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.

The paper should include the following sections:

I. Introduction: Describe an orientation/approach to teaching that you previously endorsed and briefly explain how that perspective has changed as a result of studying the material you will discuss in the paper.

(1 page)

II. Rationale: Combine evidence from the following three sources to create a scholarly rationale for how and why your thinking has changed. The sources are listed in order of importance; your writing should be adjusted accordingly:

1. Theory
2. Assigned empirical research article
3. At least one additional source of evidence that has influenced the changed perspective, e.g., an extra empirical research article, your own personal educational experience, classroom observations of an in-service teacher, etc.

(3-4 pages)

III. Translation of Theory and Research into Practice: Apply the new perspective to your future teaching by describing a **content area-specific instructional strategy** that aligns with the modified position. Support your description of the strategy carefully and consistently with frequent references to the theory, research and third source of evidence.

(2 – 3 pages)

Theories and articles that may be used as the basis of the paper are:

- **Piaget: Cognitive Developmental**
Article: Larkin, 2012
- **Vygotsky: Perspective on Cognitive Development (Cultural/Historical)**
Article: Sullivan & Wilson, 2015
- **Bandura: Social Cognitive**
Article: Butz & Usher, 2015
- **Bronfenbrenner: Ecological**
Article: Tynan, Somers, Gleason, Markman, & Yoon, 2015
- **Sullivan: Interpersonal**
Article: Liem & Martin, 2011

(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. Possible topics include:

- Middle school transition
- School climate
- Student perceptions of school belonging
- Parental involvement
- Junior high v. middle v. 8 – 4 education
- Inquiry learning
- Bullying and social aggression
- Inclusion for students with special needs
- Extra-curricular activities and achievement
- Student-teacher relationships
- Identity development
- Peer relations
- Arts education

There are many others – these are just examples! Topics must be finalized with instructor approval **no later than 11/1/16**. Group topics may not overlap.

Groups may use class materials, however, evidence from **four additional, original research studies published no earlier than 2006** in peer-reviewed empirical journals must be the centerpiece of the critical analysis. Appropriate articles will have methods and results sections, and may not include book chapters, newspaper or magazine articles, internet sites, *etc.* (these may be used as supplementary sources). The studies you choose should include **findings that are linked by the authors to direct implications for teacher practice**. If you have questions about whether an article is acceptable for this project, ask the instructor for help.

The presentation slides and oral class presentation must include:

1. *Introduction* –a brief description of the topic. Why is it a topic of debate in the literature? What development and achievement-related outcomes for adolescents are associated with the scientific discourse on the topic; in other words, what are researchers currently trying to determine?
 2. *Critical analysis* – a systematic analysis of scientific evidence that forms the basis of recommendations for teacher actions to support the development and achievement of adolescent students with regard to the topic. This analysis must be conducted from two perspectives:
 - a. Examination of the hypotheses or research questions, findings, and implications in the four studies;
 - b. At least two major theories of adolescent development that we have studied in EDHD 413.
 3. *Conclusion/Recommendation* –based on synthesis of the research findings and theoretical frameworks you analyzed for the Critical Analysis, what are the evidence-based recommendations for teachers who are interested in supporting adolescent students' school experiences with regard to this topic?
- Groups will have 20 minutes to present and 5 minutes of class discussion to follow.
 - Three groups will present on **November 29th and December 6th**.
 - All group members must attend and participate. Failure to do so will result in a zero on the assignment for the individual student, regardless of prior contributions.

- All students are responsible for attending the presentations and providing written feedback to each of the groups. Doing so is worth a total of 10 points toward the final grade.

A group project packet with additional details will be distributed in class. The grading rubric for this assignment can be found at the end of the syllabus.

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>
8/30	Course overview & introduction Physical growth & development	Ch. 1, pp. 4-8 Ch. 2, pp. 36-40 & 44-55

Cognitive Development

9/6	Piaget: Cognitive developmental theory	Ch. 3, pp. 60-70, 76-82, & 87-89 Larkin, 2012
9/13	Cultural beliefs Kohlberg: Moral Development	Ch. 4, pp. 94-102 & 112-119 Nucci & Turiel, 2009
9/20	Vygotsky: Sociocultural perspective on cognitive development	Ch. 3, 89-91 Sullivan & Wilson, 2015

<i>Date</i>	<i>Content</i>	<i>Required readings</i>
9/27	Bandura: Social cognitive theory	Greene & Piel, Ch. 8* (Posted to Canvas) Butz & Usher, 2015

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

Self & Identity

10/4	Development of the Self Exam review	Ch. 6 Le & Johansen, 2011
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10/11 **EXAM 1 - MGE**

Ecological Influences

10/18	Bronfenbrenner: Ecological theory Parenting & family structure	Ch. 7, pp. 181-207 Tynan, Somers, Gleason, Markman, & Yoon, 2015
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10/25	Sullivan: Interpersonal theory Friends & peers	Ch. 8, pp. 211-222 Liem & Martin, 2011
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11/1	Love relations & sexuality Teacher support and parenting teens' school adjustment	Ch. 9 Kalil & Ziol-Guest, 2008
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Group project workshop – 30 minutes

LAST DAY TO HAVE GROUP TOPIC APPROVED BY INSTRUCTOR

11/8	Teachers & schools	Ch. 10, pp. 276-300 Chhuon & Wallace, 2014
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LAST DAY TO SUBMIT TRANSLATION OF THEORY & RESEARCH PAPER - MGE

11/15	The workplace Group project workshop – 30 minutes	Ch. 11, pp. 316-328 Billett & Ovens, 2007
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Emotional Health

11/22	Depression & anxiety	Ch. 13, pp. 382-386 Crundwell & Killu, 2010
	Group project workshop – 60 minutes	
11/29	Life satisfaction & academic achievement The role of teacher support	Ng, Huebner & Hills, 2015 Suldo, Friedrich, White, Farmer, Minch & Michalowski, 2009

Group presentations: Groups 1, 2, 3 - MGE

12/6	Group presentations: Groups 4, 5, 6 - 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.

Grading Rubric for Translation of Theory & Research Paper

Does the paper:

1. Clearly describe an orientation/approach to teaching that you previously endorsed and briefly explain how that perspective has changed as a result of studying the material you will discuss in the paper?
 - Is your writing clear and organized? _____
 - Is the reader able to understand the previous and changed perspectives? _____/10

2. Combine evidence from the three sources (theory, research and one additional source) to create a scholarly rationale for how and why your thinking has changed?
 - Does your discussion accurately convey the results of the research study being discussed and demonstrate how the information is associated with the chosen theoretical framework? _____
 - Does your third source of evidence align conceptually with the principles emerging from the synthesis of the theory and research? _____/25

3. Apply the new perspective to your future teaching by describing a **content area-specific instructional strategy** that aligns with the modified position?
 - Have you supported your description of the strategy carefully and consistently with frequent references to the theory, research and third source of evidence? _____/10

4. Present a logical, interrelated set of ideas that are communicated in accordance with the rules of grammar, syntax, spelling, and quality writing? Have you cited appropriately per APA formatting guidelines? _____/ 5

Grading Rubric for Group Presentation

Introduction

The debate in the literature with regard to developmental and achievement-related outcomes for adolescents associated with the topic is explained.

5 points

4.5 - 5 points	Excellent
4 - 4.4 points	Above average
3.5 – 3.9 points	Average
3-3.4 points	Below average
< 3 points	Unacceptable/failing

Grades for the Intro, Critical Analysis and Conclusion sections will be assigned based on the quality of the written materials that appear on the presentation slides and the effectiveness of the group's oral presentation of the same information.

Critical Analysis

A systematic analysis of scientific evidence that forms the basis of recommendations for teacher actions with regard to the topic is presented, from two perspectives:

- a. Examination of empirical evidence in the four studies, including the hypotheses or research questions, findings, and implications;
- b. At least two major theories of adolescent development that we have studied in EDHD 413.

15 points

13.5 – 15 points	Excellent
12 – 12.9 points	Above average
10.5 – 11.9 points	Average
9- 10.4 points	Below average
< 9 points	Unacceptable/failing

Conclusion

The group has articulated a clear and concise conclusion regarding evidence-based recommendations for teachers, based on synthesis of the research findings and theoretical frameworks analyzed and presented in the Critical Analysis.

15 points

13.5 – 15 points	Excellent
12 – 12.9 points	Above average
10.5 – 11.9 points	Average
9- 10.4 points	Below average
< 9 points	Unacceptable/failing

Group has submitted, in hard copy on the day of the presentation:

- A handout of the presentation slides
- An APA style reference list citing all sources
- Complete copies of all four empirical articles
- Peer evaluation forms* from all group members

10 points

Peer evaluation grade *

Students will evaluate themselves and each group member according to the following rubric. Individual grades will be calculated by summing the mean score across all evaluators for each item.

5 points	Excellent	Moderate	Minimal or No
	Contribution	Contribution	Contribution
Attended group meetings	1	.5	0
Completed own assignment	1	.5	0
Participated in planning & decisions	1	.5	0
Showed concern for group	1	.5	0
Contributed fair share of work	1	.5	0

Reading List

- Billett, S. & Ovens, C. (2007). Learning about work, working life and post-school options: guiding students' reflections on paid part-time work. *Journal of Education and Work, 20*, 75-90. DOI: 10.1080/13639080701314613
- 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
- Chhuon, V. & Wallace T. (2014). Creating connectedness through being known: Fulfilling the need to belong in U.S. high schools. *Youth & Society, 46*, 379-401.
- Crundwell, R. & Killu, K. (2010). Responding to a student's depression. *Educational Leadership, 68*, 46-51. (EJ913778)
- 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
- Larkin, F. (2012). Misconceptions about "misconceptions": Preservice secondary science teachers' views on the value and role of student ideas. *Science Education, 96*, 927 – 959. DOI 10.1002/sce.21022
- Le, T. & Johansen, S. (2011). The relationship between school multiculturalism and interpersonal violence: An exploratory study. *Journal of School Health, 81*, 688 – 695. (EJ964473)
- 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
- 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
- Tynan, J., Somers, C., Gleason, J., Markman, B., & Yoon, J. (2015). Goal oriented and risk taking behavior: The roles of multiple systems for Caucasian and Arab-American adolescents. *School Psychology International*, 36, 54 – 76. (EJ1049948)