



Course Syllabus

Adolescent Violence

EDHD 430

Fall 2017

Section 0101

Overview

Welcome to EDHD430! This course examines the violence and aggression among adolescents in the United States. We will discuss adolescent violence and aggression in multiple contexts including home, schools, and communities. Research studies on its origins, prevention, and intervention are studied as well as implications for social policy.

This course is designed for students who may choose careers in education, youth services, prevention programs, law enforcement, or other careers that work to serve young people. It will also provide information that will be useful for graduate programs in human development, education, psychology, sociology, criminal justice, law, and other fields. Finally, this course may be relevant to students who are parents, or may become parents in the future.

Learning Outcomes

After successfully completing this course you will be able to:

1. Understand the prevalence, predictors, and prevention of adolescent violence and victimization in the United States.
2. Identify how to seek help and resources when working with adolescents who show signs of violence or victimization.
3. Apply course content to understand real world examples such as news stories, and personal experiences.
4. Describe how intersections of race, gender identity, sexuality, social class, and other factors relate to adolescent violence and victimization.

Required Resources

Readings and copies of lecture materials will be available on ELMS.

Optional Text: Marcus, R. (2017). *The Development of Aggression and Violence in Adolencece*. Palgrave MacMillan: New York.

Dr. Alice Donlan

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0105B Edward St. John
301-314-1527

Pronouns: she/her/hers

Class Meets

TuTh 2-3:15pm
EDU 2119

Office Hours

Fridays, 1-2pm
0105B Edward St. John
and by appointment

Prerequisites

PSYC100

Course Communication

Course announcements and materials will be posted to ELMS (elms.umd.edu).

Resources on writing professional emails can be found here: ter.ps/email

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html and follow up with me if you have questions about any of the policies described on that page.

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to reach out for support. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Crisis Fund: <http://www.crisisfund.umd.edu/aboutus.html>

Campus Pantry: <http://campuspantry.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu>

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

Course-Specific Policies

In this course, students will be expected to:

1. Read this syllabus thoroughly, and ask any questions that arise in a timely manner.
2. Be respectful of the instructor, fellow students, and the educational mission of the course.
3. Attend all classes and arrive on time.
4. Complete all assigned reading and tasks by the date specified.

Grading

Earned grades for all student work will be reflective of the extent to which the student fulfilled the assignment requirements in the rubrics. Any questions about grading should be brought to the instructor's attention in a respectful, timely manner (i.e., within one week after the grade is received) and should include information regarding:

1. On which section of the grading rubric you think you earned more points (the rubrics are posted on blackboard).
2. How many more points you believe you earned, with a justification using the rubric and the text of your paper or assignment.
3. How any grade changes would be fair to the rest of the class.

After this information is submitted, the instructor will decide whether any grade changes are warranted.

Any unsubstantiated requests for unearned points will not be tolerated or considered.

Any issues or questions about assignments need to be asked well in advance of the due date. It is the students' responsibility to read all assignment directions, ask questions, and keep the instructor apprised of any issues in a timely manner. Students who ask questions near the due date run the risk of having their questions go unanswered. Students who do not inform the instructor of life emergencies/illnesses/questions until after the due date will not be granted retroactive extensions or revisions.

Make Up Assignments/Exams

You may NOT make up graded classroom activities or exams for which you are absent unless you notify the instructor **PRIOR** to class, AND

- Within **one week** provide written documentation that your absence complies with the University of Maryland policy. In extremely exceptional circumstances, the prior notification requirement may be waved.
- All make-up activities and exams must be completed as soon as possible.
- Exams **must** be made up within **two weeks** of the original exam date. In exceptional circumstances, this requirement may be waved.

Late Assignments

All assignments are to be turned in at the **start** (i.e., the first 5 minutes) of class the day the assignment is due. Papers turned in after the start of class will be counted as one day late. I do not accept email submission of assignments. **I do not accept any version, variety, or derivation of computer/printer/flash drive/hard drive/software or other technology-related problems as acceptable explanations for late submission of assignments.**

Information about turning in late assignments:

- Late assignments will be penalized 10% for each **calendar day** beyond the deadline.
- In class assignment cannot be turned in late without expressed permission of the instructor.
- **I will not accept work more than three days late** unless there has been an emergency or other event that caused an excused absence. In these cases, I will require documentation of the reason for the excused absence. In exceptional circumstances, this requirement may be waived.

Technology Policy

My preference is that you do not use a laptop during our class meetings. I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cell phone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

Graded Activities and Learning Assessments

1. In Class Assignments:

There will be unannounced in class assignments (ICAs) during the semester that cover course material. Expect these to occur approximately once each week or so. These will be brief written assignments. Each in class assignment will be worth up to 3 points.

- ICAs are graded on effort. If you complete the assignment, and try your best, you will get credit even if you get a question wrong.
- **Students will be required to complete 10 ICAs during the semester, but at least 13 will be offered.**
- Any additional points from class assignments will count as extra credit. This will be the **only** opportunity for extra credit.

The purpose of these assignments are to provide opportunities for deeper analysis of lecture content, identify topics that students do not yet understand, pose questions, and include student class participation in the final grade.

If a student has a documented, excused absence on the day of an in class assignment, that student will have the option completing the assignment at home and turning it in at the next class meeting. Students are required to find out from a classmate that an in class assignment occurred, and email Dr. Donlan for a copy of the assignment before the next class session. Dr. Donlan **will not** reach out to you to let you know you missed an in class assignment.

Reflection Papers:

All students will write **two** reflection papers. Students can choose from the following course topics:

Fighting	Due 9/26
Bullying	Due 10/17
Gun Violence	Due 10/31
Suicide	Due 11/14
Sexual Assault and IPV	Due 11/28

- Papers should be 2-3 pages long.
- When writing, answer one or two of the following prompts:
 - What have we studied that is interesting?
 - What new things have you learned?
 - How has your learning affected preconceptions or misconceptions you brought with you into class
 - How does your learning affect you view of the world and the universe?
 - Will what you have learned change your behavior in the future?
 - In what ways do race, gender, sexuality, social class, or other structures of privilege and power relate to this topic?

The purpose of these reflection papers is to connect course material to your own life. You should NOT simply summarize the course topic. I want to know what these topics mean to you.

Quizzes

There will be five announced multiple choice quizzes in this course. They are designed to motivate students to keep up with the reading assignments, and study between exams. No notes or materials will be available to students during quizzes.

Choose: Prevention Paper or Prevention Presentation

Pick an Event (real or fictional) of adolescent aggressor and adolescent victim

- Sign up for events on ELMS discussion board, first come basis
- What were the factors leading up to this event? (Connect to course content)
- What happened?
- Why did it happen the way it did? (Connect to course content)
- What factors related to race, gender, sexuality, social class, or other structures of privilege and power were at play?

Design a Prevention or After-Care Plan for this Event

Generate new ideas based on research

Spotlight Local or National organizations that could have helped prevent or provide recovery support

Paper: 5-8 pages, write alone

Presentation: 10 minutes, present in assigned groups of 3

Due Dates:

Oct 19: Choose paper or presentation (3 points)

Nov 21: Draft of paper or presentation due (bring to class for peer review) (5 points)

Dec 5-7: Final Presentations (100 points)

Dec 5: Final Papers or Slides Due (100 points)

Exams: (“Major Scheduled Grading Events”):

There will be two in-class examinations. All exams will primarily cover material since the last examination, but then also some areas where I believe students may have had trouble throughout the semester. Exam questions will be a mix of multiple choice and short answer questions. **For each exam, students may use one 8.5"x11" two-sided page of notes.**

Get Some Help!

Part of “taking personal responsibility” for your own learning means acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I strongly encourage you to visit <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Calculating Grades

Learning Assessments	#	Points Each	Category Total
In Class Assignments (ICA)	10	3	30
Reflection Papers	3	20	60
Prevention Paper or Presentation + Peer Review	1	100	105
Quizzes	5	10	50
Exams	2	100	200
Total Points:			448

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.992 \neq 90.00, but 89.995 would be rounded up to 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs					
+	97.00%	+	87.00%	+	77.00%
A	94.00%	B	84.00%	C	74.00%
-	89.95%	-	79.95%	-	69.95%
		D	64.00%	F	<59.95%



Course Evaluations

As members of our learning community, your personal reflection and feedback is crucial to success of this course, the strength of the campus, and the overall value of your degree. Students often do not realize how much the University values your voice... but it can only have an impact if you speak up. Visit courseevalum.umd.edu to learn more and submit your feedback.

Course Schedule

Date	Due by Start of Class	In Class Event	Topic
Tu 8/29	Read Syllabus	Introductions	1. Course Expectations
Th 8/31	Week 1 Reading		2. Prevalence and Measurement
Tu 9/5	Week 2 Reading		3. Developmental pathways to violence
Th 9/7		Quiz 1 (MSGE)	4. Age trends within adolescence
Tu 9/12	Week 3 Reading		5. Fighting
Th 9/14		Guest Speaker: Craig McClay	6. Fighting case study 1
Tu 9/19	Week 4 Reading		7. Fighting case study 2
Th 9/21			8. Fighting prevention programs
Tu 9/26	Week 5 Reading Fighting Reflection Papers Due		9. Bullying
Th 9/28	Paper or Presentation Choice Due	Quiz 2 (MSGE)	10. Bullying case study 1
Tu 10/3	Week 6 Reading		11. Bullying case study 2
Th 10/5			12. Bullying prevention programs
Tu 10/10			Review
Th 10/12		Exam 1 (MSGE)	
Tu 10/17	Week 8 Reading Bullying Reflection Papers Due		13. Gun violence
Th 10/19			14. Gun violence case study 1
Tu 10/24	Week 9 Reading	Guest Speaker: Melissa Maharaj	15. Gun violence case study 2
Th 10/26		Quiz 3 (MSGE)	16. Gun violence prevention programs
Tu 10/31	Week 10 Reading Gun Violence Reflection Papers Due		17. Suicide
Th 11/2	Paper or Presentation Topic Due		18. Mental Health and Self-Care
Tu 11/7	Week 11 Reading		19. Suicide case study 1
Th 11/9		Quiz 4 (MSGE)	20. Suicide prevention programs
Tu 11/14	Week 12 Reading Suicide Reflection Papers Due		21. Sexual Assault and Intimate Partner Violence & Case Study 1
Th 11/16			22. SA&IPV 2
Tu 11/21	Week 13 Reading Paper or Presentation Draft Due: Peer Review		23. SA&IPV prevention programs
Th 11/23	CLOSED – THANKSGIVING		
Tu 11/28	Week 14 Reading SA and IPV Reflection Papers Due	Guest Speaker: Scott Roberts	24. Psychopathy – Intro
Th 11/30		Quiz 5 (MSGE)	25. Psychopathy – Case Study & Prevention
Tu 12/5	Prevention Papers and Slides Due	Presentations	
Th 12/7		Presentations	
Saturday, Dec 16 10:30am-12:30pm Final Exam (MSGE)			

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.