

EDHD 413
Adolescent Development
Section 0301, MW 2:00 – 3:15pm; Location: ASY 3203

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Office Hours: W 12:30-1:30 or by appointment

Course Description

EDHD 413 is the study of adolescent development, including special problems encountered in contemporary culture. Section 0301 is for students enrolled in the teacher education curriculum, and will focus on current theoretical perspectives and empirical research findings on the processes of adolescent development and their implications for the secondary classroom.

Course Objectives

Students will demonstrate an understanding of:

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 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)

Students will be expected to:

1. Read this syllabus thoroughly, and ask any questions that arise.
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.
5. Reflect on their own experiences, and share appropriate life examples to highlight lectures and discussions.

Required Text

- (1) *Textbook*. Feldman, R. S., (2008). *Adolescence*. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- (2) *Articles*. Can be accessed either by: (1) downloading the full text from the course documents section of the elms website; or (2) downloading the full text articles from the PsycInfo or ERIC databases on the McKeldin Library Research Port. To download articles, first go to <http://www.lib.umd.edu>. Next, click on “Research Port” and enter “PsycInfo” or “ERIC” in the “find database” box. Certain readings are marked with an asterisk in the course schedule and are available only on elms. Please see the reading list at the end of the syllabus for complete citations.

Class Policies

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 <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. 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.*

In addition to the requirements expressed in the Code of Academic Integrity, the following signed statement is requested on EVERY assignment and examination: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

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 as possible.

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 the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

If religious observances during the semester conflict with class attendance or assignment completion, please contact me by **the second week of class** so we can make the necessary arrangements

Inclement Weather

In the event of inclement weather, this course will comply with the University's decision involving whether classes are to be held. If class is cancelled, assignments that were due on the cancelled day will be due at the next class meeting, unless you hear otherwise from the instructor via email.

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.

Attendance

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

Make Up Assignments/Exams

In accordance with the detailed policies below, you may NOT make up classroom activities, quizzes, 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 waived.
- 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 waived.

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 (MSGGE) 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.**

* The full policy on excused class absences for student illness can be found at <http://www.president.umd.edu/policies/v100g.html>. Please review.

Late Assignments

All assignments are to be printed and 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/ diskette/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. Papers turned in four or more days late will not be accepted.
- Politely ask Charm Mudd at the front desk of the human development office in the Benjamin Building to timestamp your paper – please note that the office closes at 4:30pm.
- **Put late time-stamped late assignments in my mailbox.**

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 elms).
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.

Format

With the exception of in-class assignments and quizzes, all student work must be typed and printed. Students should use **12-point, Times New Roman font, double-spacing, and one inch margins**. Please use APA formatting for citations and references.

Course Requirements

Exams

Quizzes

In Class Assignments

Reflection Papers

Exams (Total 200 Points)

There will be two non-cumulative exams (except that theories introduced in the first section of the course will be revisited throughout the semester) in this class. Each exam will be worth 100 points. Exams will consist of multiple-choice questions.

Exam questions may be taken from class lectures, guest lectures, and discussions, in addition to materials in the required textbook and other assigned readings. It is up to the individual student to attend each class session, and to obtain notes and information from other class members when class is missed.

Any academic dishonesty will not be tolerated during exams or quizzes. Any possible cheating issues will be reported to the office of student conduct. Examples include (but are not limited to):

- A visible cell phone or electronic device during an exam
- Looking at someone else's paper
- Talking to anyone other than the instructor during an exam

Quizzes (Total 50 Points)

There will be a total of 5 announced quizzes throughout the semester. These quizzes will be in multiple choice format and will *cover the chapters since the last exam/quiz was administered*. The quiz dates and relevant chapters are noted on the course calendar. These quizzes are intended to ensure that everyone is keeping up with the reading material and is prepared for class discussion.

Quizzes will be administered at the beginning of class, and **will assess the entire assigned chapter(s), regardless of what has been covered in class lectures**. Quizzes will start promptly at 2pm and end at 2:10. Students arriving late for class will have only the time remaining until 2:10 to complete the quiz.

In Class Assignments (Total 30 Points)

There will be twelve unannounced in class assignments during the semester that cover course material. Each in class assignment will be worth up to 3 points. The ten highest in class assignment grades will be counted towards the student's overall point accumulation for the course. Any additional points from the final two in 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, pose questions, and include student class participation in the final grade.

If a student has an **excused** absence on the day of an in class assignment, that student will have the option of writing a 1-2 page reflection paper on any topic from that day's lecture in lieu of the in class assignment. That reflection paper will contain 1-2 paragraphs defining the topic, and 2-3 paragraphs relating the topic to the student's personal experiences, and a 1 paragraph conclusion.

Reflection Papers (Total 150 Points)

There will be three, double-spaced, 2-3 page reflection assignments in the course, each worth 50 points. The purposes of the reflections are to:

- a. Stimulate critical thinking about the topics discussed in class;
- b. Help students reflect on the relevance of the material to the practice of secondary education and their individual teaching philosophies. (InTASC 1, 2, 3, 4, 5, 9; EC 4, 5, 6, 7; Subject Matter, Learners, Social & Cultural Contexts; AMLE – Value Young Adolescents, Multiple Learning Approaches, School Environment)

Format. Students may choose any reading assigned (textbook or on elms) within the following guidelines.

- Reflection paper 1: Chapters 2 – 5, Due 2/27
- Reflection paper 2: Chapters 6 – 9, Due 4/4
- Reflection paper 3: Chapters 10 – 14, Due 5/1

For example, for reflection paper 1, students can choose any topic in chapters 2 through 5, or any of the accompanying readings.

A reflection should focus on a specific aspect of the overall theory or context and how it relates to your growing understanding of developmentally appropriate teaching at the secondary level. One suggestion is to begin the reflection with a one-paragraph description of the concept you are addressing and why it peaked your interest. You may then reflect on one of the following questions, or another perspective of your own choosing:

- ✓ How does your new understanding of this concept or theory change the way you view the practice of secondary teaching?
- ✓ How does your new understanding of this concept or theory influence your attitudes/behavior/beliefs/values about your overall teaching philosophy?
- ✓ What questions do you now have after considering the event in light of this new perspective?
- ✓ How does your understanding of this concept increase the likelihood that your future students will be more likely to achieve academically and/or experience positive adjustment to school?
- ✓ Talk to a secondary teacher or coach. How does this concept relate to his/her practice?

Students should be prepared to give a 1-2 minute oral summary of their reflection papers in class on the day they are due.

Reflection Paper Grading. Reflections that conform satisfactorily to the above parameters will automatically receive 32 points toward the final grade in the course. The remaining 18 points (for a possible total of 50) will be assigned according to the following rubric:

- how well the student demonstrates understanding of the concept/theory/finding that is the focus of the reflection
- the student's ability to analyze the event in question by answering one of the questions listed (or other relevant and interesting questions)

- demonstrated effort used in relating this analysis to future perspectives

6 - 9 points = average

10 - 13 points = above average

14- 18 points = excellent

Grading System

This is a 3-credit, letter graded course, based on the following grading scale:

A+	above 96.500	B-	79.51-82.500	D	62.51-66.500
A	92.51-96.500	C+	76.51-79.500	D-	59.51-62.500
A-	89.51-92.500	C	72.51-76.500	F	below 59.500
B+	86.51-89.500	C-	69.51-72.500		
B	82.51-86.500	D+	66.51-69.500		

The assignments in this course will be weighted as follows:

2 Exams	100 points each (200 points total)
10 out of 12 In Class Assignments	3 points each (30 points total)
3 Reflection Papers	50 points each (150 points total)
5 Quizzes	10 points each (50 points total)

Grade record

Exam 1: _____ 2: _____	Reflection 1: _____ 2: _____ 3: _____
Quiz 1: _____ 2: _____ 3: _____ 4: _____ 5: _____	In Class Assignment 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7: _____ 8: _____ 9: _____ 10: _____ 11: _____ 12: _____

Total course points earned: _____/430

Calendar:

Date	Event	Chapter	Assigned Reading
W 1/25		Welcome	Syllabus
M 1/30		1. Introduction to Adolescence	Feldman (1-35)
W 2/1			Lerner
M 2/6		2. Physical Development	Feldman (36-67)
W 2/8			Hanc NYT
M 2/13	Quiz 1 (Ch 1-3)	3. Cognitive Development	Feldman (68-109)
W 2/15		The Teenage Brain	
M 2/20			
W 2/22		4. Social Development: Adolescent Roles, Personality and Morality	Feldman (111-141)
M 2/27	Reflection Paper 1 Due (Ch 1-5) MSGE		Wainryb
W 2/29	Quiz 2 (Ch 4-5)	5. Self and Identity	Feldman (143-173)
M 3/5			Ogbu
W 3/7		6. Adolescents and Their Families	Feldman (174-209)
M 3/12			Steinberg, et. al
W 3/14	Exam 1 (MSGE)		
SPRING BREAK			
M 3/26		7. Peers	Feldman (210-243)
W 3/28			Ryan
M 4/2	Quiz 3 (Ch 7-8)	8. Intimacy	Feldman (244-275)
W 4/4	Reflection Paper 2 Due (ch 6-9) MSGE		
M 4/9	Passover	9. Adolescent Sexuality	Feldman (276-309)
W 4/11	Passover		
M 4/16		10. Schooling, Education, and Society	Feldman (310-347)
W 4/18			Epstein
M 4/23	Quiz 4 (Ch 9-11)	11. Work and Leisure	Feldman (348-381)
W 4/25			Jacobson & Kane PBS
M 4/30		12. Culture and Diversity	Feldman (382-413)
W 5/1	Reflection Paper 3 Due (ch 10-14) MSGE		
M 5/7		13. Adolescent Problems	Feldman (414-43)
W 5/9	Quiz 5 (Ch 12-14)	14. Stress, Coping, and Well-Being	Feldman (444-477) Simmons & Blyth
Final	0301 (MSGE)	Wednesday, May 16, 1:30-3:30pm	

Note: This schedule is subject to change at the instructor's discretion.