Description

EDHD 600 is a required course for students enrolled in the Department of Human Development Master of Education program in partnership with Montgomery County Public Schools. This section of the course is an overview of the multidisciplinary perspectives and grand theories of human development, with particular focus on adolescent growth and development. Contemporary research on adolescent achievement and school adjustment is studied and translated into principles of developmentally appropriate practice for teachers.

Objectives

Students will demonstrate:

- Understanding of theories of human development as they specifically relate to adolescent cognitive, social, emotional, and physical growth and development;
- Ability to translate human development theory and empirical research on adolescent development into guiding principles of pedagogical practice in secondary education;
- Increased understanding of the nature of graduate course work and the academic skills required to meet standard course requirements at the graduate level.

Readings

2. Articles as assigned can be accessed by downloading the documents from the McKeldin Library Research Port. All assigned articles are available in full text on-line in either the PSYCINFO, ERIC, or Education Research Complete databases, (and in some cases, Medline) unless otherwise noted* in the Course Schedule.
POLICIES

Attendance

With respect for teachers’ demanding schedules, I understand that on occasion job obligations conflict with class time. However, for the benefit of the group’s experience and to support your preparedness to take future courses in the program, my expectation for you as a graduate student is that you will come to each class on time, fully prepared to participate by having read and reflected upon the assigned readings. Class notes or other materials distributed during a missed class must be obtained from a classmate. Students who in the instructor’s opinion are missing excessive amounts of content because of missed classes will need to schedule an advising appointment to discuss a plan for make-up work.

Academic dishonesty

It is assumed that a graduate student at the University of Maryland understands the consequences of academic dishonesty at this institution. If you do not, please consult the University website to become familiar with how plagiarism, cheating, fabrication, and facilitation of academic dishonesty are defined. It is the student’s responsibility to make sure his/her work is free from violations of the University’s policy on academic dishonesty. I will not hesitate to report evidence of academic dishonesty to the Office of Student Conduct. Please visit the University of Maryland Office of Student Conduct website at http://osc.umd.edu/OSC/StudentsInfo.aspx for full explanation of your responsibilities.

Religious observance

It is the policy of the University that students not be penalized for religious observances. Students will be allowed whenever possible to make up academic assignments that are missed due to such absences. It is the student’s responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Paper submissions

Hard copies of papers and assignments will be accepted in class on the day the assignment is due. If extenuating circumstances require special arrangements for a student, email submissions can be discussed at that time; such arrangements must be made prior to the assignment due date. Late papers will be downgraded one letter per weekday unless prior arrangements have been made with the instructor for a due date extension.

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.
UNIT 1: Cognitive Development

September 5
(1) Course overview
(2) Skill building
  - Statistics: Understanding correlations
  - Writing guidelines
  - Writing a literature review
  - Tutorial on academic dishonesty
    o University policy
    o Definitions of cheating, fabrication, plagiarism
    o Process & outcomes

September 12
Theory: Social Cognitive (Bandura)
Readings:  (1) Green & Piel, Ch. 8
          (2) Lackaye & Margalit: Self–efficacy, loneliness, effort, and hope:
              Developmental differences in the experiences of students with learning
disabilities and their non-learning disabled peers at two age groups
          (3) Locke & Newcomb: Psychosocial predictors and correlates of
              suicidality in teenage Latino males

Thought questions: How would you describe the association between adolescent learning disabled students’ self efficacy beliefs and their feelings of “hope” as demonstrated in Lackaye & Margalit’s findings? What is the connection between those findings and Locke & Newcomb’s results which suggest that the strongest protective factor for suicidality in Latino male adolescents is general self-efficacy, as represented by problem-solving confidence? What are the implications for teachers?
Discussant:

September 19
Theory: Cognitive Developmental (Piaget)
Readings:  (1) Green & Piel, Ch. 10
          (2) Albert, Chein, & Steinberg: Peer influences on adolescent decision
              making
          (3) Cavicchi, Chiu, & McDonnell: Introductory paper on critical
              exploration in teaching art, science, and teacher education

Thought questions: Prepare a discussion question for our class that will prompt our critical exploration of an idea or ideas presented in the Cavicchi et al. article. Your question might: (a) challenge us to think about
the relevance of a certain idea in light of current instructional policies or teacher accountability expectations in MCPS or the district in which you teach; (b) relate a teaching/learning experience that exemplifies success with one of the central ideas; (c) suggest an intervention in your classroom that has, or would most likely operationalize one of the central ideas; or a question of your choosing. The idea is to get us thinking about this article!

Discussant:

**September 26**

**Perspective:** Cognitive Developmental Perspective (Vygotsky)

**Readings:**
1. Green & Piel, Ch. 9
2. Schmitz & Winskel: *Towards effective partnerships in a collaborative problem-solving task*

**Thought questions:** Do you think the basic tenets of Vygotsky’s perspective on cognitive development are affirmed or challenged by Schmitz & Winskel’s findings in their study of student collaboration in the classroom? Why or why not? What do the findings from this study imply about essential processes teachers should consider when constructing collaborative learning groups in secondary settings?

Discussant:

**October 3**

**Theory:** Information Processing (Dodge)

**Readings:**
1. Kuperersmidt, Stelter, & Dodge: *Development and validation of the social information processing application: A web-based measure of social information processing patterns in elementary school-age boys*
2. Bellmore, Chen, & Rischall: *The reasons behind early adolescents’ responses to peer victimization*

**Thought questions:** What do Bellmore et al’s findings demonstrate about the social information processing (SIP) of adolescents who are coping with peer victimization? How is it alike and/or different for students who are using approach v. avoidance coping strategies? How did the coping strategies differ in urban v. suburban settings? What are the primary implications of this study for teachers whose goals are to promote achievement and school adjustment for students who perceive themselves as victims of peer aggression?

Discussant:

**Participation Check-In**
UNIT 2: Self and Social Development

October 10
LAST DAY TO SUBMIT REACTION PAPER #1
(1) Theory: Psychoanalytic (Freud)
Readings: (1) Green & Piel, Ch. 3
(2) Greenwood: *The child who cannot bear to feel*
(3) Brody & Carson: *Self harm is associated with immature defense mechanisms but not substance use in a non-clinical Scottish adolescent sample*

Thought questions: Greenwood suggests strategies for teachers working with severely defensive, emotionally disturbed students. Brody & Carson report that deliberate self-harm in a sample of adolescents was associated with use of immature defense mechanisms, but not substance abuse. Having reflected on these readings, what do you think the implications for secondary teachers are when it comes to the deeply psychological, non-normative developmental challenges experienced by some students?
Discussant:

October 17
Theory: Attachment (Bowlby & Ainsworth)
Readings: (1) Green & Piel, Ch. 6
(2) Shochet, Smyth, & Homel: *The impact of parental attachment on adolescent perception of the school environment and school connectedness*
(3) Duchesne, Ratelle, & Poitras: *Early adolescent attachment to parents, emotional problems, and teacher-academic worries about the middle school transition*

Thought question: These two studies examine the role of child-parent attachment patterns as they have been demonstrated to influence the school adjustment experiences of adolescent students. What implications for secondary education teachers emerge from the synthesis of these study findings?
Discussant:

October 24
Theory: Psychosocial (Erikson)
Readings: (1) Green & Piel, Ch. 4
(2) Williams, Connolly, Pepler, & Craig: *Peer victimization, social support, and psychosocial adjustment of sexual minority adolescents*
(3) Horowitz & Itzkowitz: *LGBTQ youth in American schools: Moving to the middle*
Thought question: Williams et al. demonstrate that the process of sexual questioning in & of itself is not the direct stressor for LGBTQ youth. Rather, lack of support & victimization reported by these adolescents explained the variance in depression & externalizing symptoms in their study. Horowitz & Itzkowitz describe a program designed to decrease negative attitudes toward LGBTTQ adolescents in middle school environments. What parts of the program are linked to Erikson’s ideas about supporting the adolescent identity search? What could be added to the program to increase perceived social support for these students? Could your school enact such a program? Why/why not?

Discussant:

October 31
Theory: Interpersonal (Sullivan)
Readings: (1) Muuss: Harry Stack Sullivan’s interpersonal theory of adolescent development*
(2) Liem & Martin: Peer relationships and adolescents’ academic and non-academic outcomes: Same-sex and opposite-sex peer effects and the mediating role of school engagement

Thought question: According to Liem & Martin, what is the nature of the association between adolescents’ same and opposite-sex peer relationships and their academic achievement and self esteem? What is your opinion about whether or not these findings have implications for secondary teachers? If not, why not? If so, what are the implications?

Discussant:

Participation Check – In

November 7
TERM PAPER TOPIC APPROVAL BY TODAY
Class will be held in a computer lab at USG, Building XX room xxxx.

We will be using class time to research the literature in preparation for your term papers. Please go on-line prior to this class and practice navigating the McKeldin Library Research Port site at http://www.lib.umd.edu/. You should be able to log on with your user ID and password.

November 14
Theory: Moral reasoning (Kohlberg)
Readings: (1) Green & Piel, Ch. 11
(2) Nucci & Turiel: Capturing the complexity of moral development and education
Thought question: Nucci & Turiel present findings which suggest that older children and young adolescents (e.g., middle schoolers) are more likely to be influenced by the ambiguous components of moral reasoning dilemmas than are younger children or older adolescents; in other words, they are at the “bottom” of U-shaped pattern of moral development when compared with younger and older children students. What is the cognitive developmental explanation for this finding, and what are the teaching implications for advancing both cognitive and moral development in early adolescents?

Discussant:

November 21
LAST DAY TO SUBMIT REACTION PAPER #2

(1) Skill building: Understanding Analysis of Variance (ANOVA)
4:15-5
(2) Skill building and focus on physical growth and development
5:15 – 7
✓ Reporting the research: For this class, in pairs, students will read one of the literature reviews or empirical research studies listed below, then prepare and present a 10 minute Power Point presentation in which the following items are addressed:
  (1) What is the problem being examined in the study?
  (2) What major conclusions/findings were demonstrated by the author(s)?
  (3) What are the teaching implications of the findings? Discuss with your classmates.
(1) Basch, CE. Healthier students are better learners: a missing link in school reforms to close the achievement gap
(2) Perfect & Jaramillo: Relations between resiliency, diabetes-related quality of life, and disease markers to school-related outcomes in adolescents with diabetes
(3) Kristjansson, Sigfusdottir, & Allegrante: Health behavior and academic achievement among adolescents: The relative contribution of dietary habits, physical activity, body mass index, and self-esteem
(4) Ortega, Ruiz, Castillo, Chillon, Labayen, Martinez-Gomez, Redondo, Marcos, & Moreno: Sleep duration and cognitive performance in adolescence. The AVENA study
(5) Krenitsky-Korn: High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement
(6) Houston, Abraham, Huang, & D’Angelo: Knowledge, attitudes, and consequences of menstrual health in urban adolescent females
(7) Leone, Fetro, Kittleson, Welshimer, Partridge, & Roberston: Predictors of adolescent male body image dissatisfaction: Implications for negative health practices and consequences for school health from a regionally representative sample
November 28 – NO CLASS

UNIT 3: The Ecology of Adolescent Development

December 5

(1) Theory: Ecological (Bronfenbrenner)
Readings: (1) Muuss: *Urie Bronfenbrenner’s ecological perspective of human development*
(2) Brendtro: *The vision of Urie Bronfenbrenner: Adults who are crazy about kids*
(3) Benner, Graham, & Mistry: *Discerning direct and mediated effects of ecological structures and processes on adolescents’ educational outcomes*

Thought question: Benner et al. examine ecological influences on adolescent academic outcomes across two micro-systems: families and schools. What are the major findings and most important implications of those findings for teachers who wish to support the consistency of academic expectations across these two ecological contexts in their students’ lives?

Discussant:

December 12

Term paper presentations
Skill building: Focus on presenting a scholarly paper.

December 16

TERM PAPERS MUST SUBMITTED IN HARD COPY OR POSTMARKED BY THIS DATE.
Please supply a self-addressed stamped envelope if you would like your paper and feedback returned to you.

Requirements

Grading scales appear at the end of the syllabus.

(1) Participation (50 points)
Students are expected to attend class weekly, consistently participate in discussion by asking critically reflective questions, refer to related contextual issues in secondary education, add to others teachers’ ideas, synthesize across theory, research findings and peers’ contributions in their comments, and thoughtfully challenge assumptions embedded in theory and research. Once during the semester, each student will lead class discussion of the thought question for the week. Twice during the semester, the instructor will “check-in” with each student so that each can share perceptions of the student’s participation thus far in the course.
(2) Two reaction papers (50 points each)

The first paper may be submitted any time up until October 10th; the second any time up until November 21st. Students will choose one of the weekly readings and write a reaction paper in response to that reading. Reaction papers should:

- Briefly summarize the reading, including major findings or conclusions (1 page);
- Demonstrate an understanding of how the reading relates to the parent theory for the week (1 page);
- Include description and discussion of an actual classroom scenario that illustrates a principle finding or concept in the reading (2 pages);
- Demonstrate the student’s ability to apply principles from the reading into his/her thinking about future practice (2 pages).

Each paper is worth 50 points; 40 for content, 10 for writing and APA formatting. If you would like to improve your grade on the first reaction paper, it may be re-submitted once; however, grade increases will depend on evidence that you have gone beyond minimally correcting the “editorial issues” in the paper, and also incorporated more of your own thinking into the second draft. I will read drafts of first reaction papers, but only with the student in attendance (not on email).

(3) November 21st presentation (25 points)

Presenting the research: In this skill building exercise, pairs of students will choose one of the articles listed for November 21st and present a 10-15 minute Power Point presentation that addresses the three questions listed in the assignment description. Grading of this assignment will be focused on the extent to which students appear to have thoughtfully prepared and attempted to address the items listed. Students will not be penalized for incorrect interpretations of data analyses or quantitative findings, as long as there is evidence to suggest that a good attempt was made to understand and explain the article to the other class members. This is a practice workshop – the emphasis is on learning how to do this, not getting everything exactly right the first time you do. Paired students will be assigned the same grade for the presentation.

(4) Term paper (100 points)

A 12-15 page term paper is due December 16th.

1) Introduction. What is the problem or topic of your paper? Why did you choose the topic, and how would understanding it positively influence your practice? (1 page)

2) Review of the Literature. A literature review summarizing how the compiled research findings from at least ten empirical articles go together to form a cohesive perspective on the topic. (3 pages)

3) Synthesis. Combine the results of the literature review with experience from your classroom and at least one major theoretical framework we have studied this semester. How does the theory support the investigation of
this topic? How is the research literature supported/challenged by your experience with adolescent students? What is the nature of the relationship between the theory, your experience in the classroom and the research results that are being reported in the literature on your topic? (4 pages)

4) Directions for Future Practice. Based on your synthesis section, what are the theoretical and practical implications for your daily practice? How might you plan modifications based on what you have learned? (2 pages)

5) Directions for Future Research. How would you advise a team of researchers who wanted to pursue this area further? What is either missing from the literature (or perhaps obvious from your practice) that needs to be investigated in order to understand this topic better? (2 pages)

6) Conclusion: Provide closing remarks. (1 page)

(6) Term paper presentation (25 points)

Skill Building: Students will present their term papers on December 12th. The 10-12 minute presentation will follow an outline designed by the student him/herself, be supported by visual aids, and meet the basic requirements outlined in the grading scale at the end of the syllabus. The time limit is based upon typical conference style paper presentations and will be strictly enforced. Please exercise your own intellectual and creative approach to this presentation.

GRADING

There are a total of 300 points available in this course.

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<th>Overall Course Percent</th>
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<td>92%-97.99%</td>
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# Grading Scales

## Participation

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<th>45-50 points</th>
<th>40-44 points</th>
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<td>Attends class weekly and consistently participates in the discussion by asking critically reflective questions, referring to important related contextual issues in secondary education, adding to others teachers’ ideas, and synthesizing across theory, research findings and peers’ contributions. Thoughtfully challenges assumptions and ideas embedded in theory and research. This student helps develop the class’s outlook on the topic. His/her participation is memorable and makes a mark.</td>
<td>Attends class regularly and sometimes participates in the discussion as described.</td>
<td>Attends class regularly but rarely participates in the discussion as described.</td>
<td>Attends class regularly but never participates in the discussion as described.</td>
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## Short reaction paper

**Content:** 40 points

- Is the summary of the reading accurate and thorough? ____/10 points
- Does the student demonstrate an understanding of how the article relates to the parent theory for the week? ____/10 points
- Does the student describe and discuss a classroom scenario that illustrates a principle finding or concept in the reading? ____/10 points
- Does the paper demonstrate the student’s ability to apply principles from the reading into his/her thinking about future practice? ____/10 points

**Writing style & APA Formatting:** 10 points

- Does the student use correct grammar, syntax, punctuation? ____/10 points
- Does the paper transition smoothly and logically from one idea or concept to the next? Are words and names spelled correctly? Are all ideas in paragraphs linked to the topic sentence? Has APA style been applied both in-text and in the reference page? ____/10 points
**November 21st presentation**

1. Did the students attempt to thoughtfully address all items listed? 
   ____/15 points

2. Was the Power Point organized such that it facilitated the listener’s understanding of an article they had not read? 
   ____/10 points

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**Term paper**

**Introduction**

The topic of the paper is clearly articulated. The reasons for the student’s interest in the topic are evidence-based. The need to understand the topic better is explained in terms of its potential to positively influence teacher practice.

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**Review of the literature**

A thorough analysis of the findings from at least ten empirical articles are synthesized into a coherent literature review that communicates the major research findings relative to the topic.

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**Synthesis**

The student has combined the results of the literature review with at least one major theoretical framework and actual experience from his/her own classroom to provide a synthesized perspective on the topic. This section creates a logical argument for the nature of the proposed Directions of Future Practice section to follow.

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**Directions for Future Practice**

The student has thoroughly and thoughtfully explored modifications to his/her current teaching practice that are aligned with theory, the results of the literature review and his/her experience in the specific classroom context in which he/she teaches.

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**Directions for Future Research**

The student has made clear and reasonable recommendations for researchers to consider, based on the synthesis of the theory, what is known (the research findings), what is experienced (in your classroom) and what is needed (what is not known).

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Writing style & APA Formatting: 10 points
The student uses correct grammar, syntax, punctuation. The paper transitions smoothly and logically from one idea or concept to the next. Words and names are spelled correctly. All ideas in paragraphs are linked to the topic sentence? APA style has been applied both in-text and in the reference page.

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Term paper presentation
Quality* of the oral summary of:
- ✓ Your interest in the topic ___/5 pts
- ✓ The research findings on the topic ___/5pts
- ✓ How theory and your classroom experience aligns with the findings in the research ___/5 pts
- ✓ Directions for future practice ___/5 pts
- ✓ What you would most like to share with other teachers about this topic ___/5pts

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Reading List


Basch, C. E. (2011). Healthier students are better learners: a missing link in school reforms to close the achievement gap. *Journal of School Health, 81,* 593-598.


