EDHD 674  
Self Processes in Adolescence: Implications for Academic  
Achievement and School Adjustment  
Section IH12, Spring 2015  
Thursday, 4:15pm-7:00pm  
USG III-4211  

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Office Hours: By appointment  

**Course Description**  
EDHD 674 is designed to promote teachers’ understanding of the development of the self concept from infancy to adolescence and to examine the literature on the self processes of special adolescent populations as they influence achievement-related orientations and school adjustment in secondary settings.

**Course Objectives**  
Students will demonstrate:  
1. Knowledge of, and critical thinking about the development of the self across the early lifespan;  
2. The ability to translate theory and empirical research on the adolescent self into principles of secondary education practice with special populations at risk for school failure;  
3. Individual effort to fully engage in meaningful discourse with classmates and instructor by:  
   a. Reading/reflecting upon the implications of weekly readings for secondary education practice;  
   b. Attending class and verbally contributing their critical analysis of the course material.

**Required Readings**  

*All articles for this course are available full text on-line. Please enter Psycinfo, ERIC, Teacher Reference Center, and Education Source (simultaneously) as the databases for your search on the McKeldin library Research Port.*
**Policies**

**Attendance.** With respect for teachers’ demanding schedules, I understand that on occasion, work-related obligations conflict with class time. However, for the benefit of the class’s group experience and in alignment with standards for attendance at graduate seminars in the Department, my expectation is that each student will come to class on time, fully prepared to participate. 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 submit a written plan for make-up work for instructor approval.

**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://osc.umd.edu/OSC/Default.aspx](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. 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.

**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.

**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 though 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.
Requirements
Please see grading scales at end of syllabus.

1) Commentary /Thought Questions (CQ) (15 points each)

Three times during the semester, students must submit a commentary/thought question (CQ) that extends the content in the assigned HSAI theory chapter or empirical study (not the teacher journal article) to meaningful, context-specific implications for future practice, school reform, or education policy. Think of this CQ as a way to help the class think creatively and innovatively about the material. Bring in current events and complex issues that educators face in today’s classrooms.

Each CQ should be:
- Submitted to the instructor via email by end of day on the Tuesday preceding the class for which the readings are assigned;
- No longer than 150 words; and
- Written with the understanding that the instructor may share it with the class.

2) Participation (50 points)

Half of the final participation grade will be based on the student’s demonstration of in-class participation as defined in the grading scale. The other half will be based on the quality of the student’s performance as the discussant for one class period. The discussant’s responsibility is to use the last 30 minutes of class to promote discussion that takes us in the direction of actual teaching strategies or interventions that align with the developmental implications in the readings. Your preparedness to lead the discussion and ability to promote and extend your classmates’ contributions will form the basis of assessment.

Twice during the semester on 2/26 & 4/16, students will be required to reflect on the participation grading scale and in writing, suggest a fair grade (with rationale), for their participation. The instructor will consider these analyses when assigning final participation grades.

3) Journal reflections (25 points each)

Students will write a series of eight journal entries. Journal entries can be written in response to the topics discussed on any of the weeks for which readings are assigned, however, at least four must be completed and submitted on 3/5 and the next four on 4/30.

A journal entry should focus on a specific aspect of the chosen topic and how it relates to an event in your life (personally, or as a teacher or student) or in the lives or academic achievement of your students. You may select any concept, theory, or research finding as the focus of your journal entry. Guiding questions:
✓ How does your new understanding of this concept or theory change the way you interpret an experience you’ve had with one or more student(s)?
✓ If you had been aware of this concept or theory during the event, how might the outcome have been different?
✓ How does your new understanding of this concept or theory influence your attitudes/behavior/beliefs/values in the future?
✓ What questions do you now have after considering the event in light of this new perspective?

Twice during the semester, students will read one of their journal entries aloud to the class. During the semester, journals will be shared and collected for grading on 3/5 and 4/30.

With acknowledgement: www.umich.edu/~psychol/380/sommers/005journal.html

4.) Youth Program Project* (100 points)

On 5/7, pairs of students will make 30-minute PowerPoint presentations (suggested time distribution in parentheses). These presentations should extend one week’s readings to a next logical level of analysis with regard to the design of a youth program that will positively influence adolescents’ development and school adjustment. The presentation must include:
   (a) A brief review of the theory and research that form the foundation of the program design (5 minutes);
   (b) Evidence from your practice or school that supports the rationale for instating the program; student identity must be completely protected (5 minutes);
   (c) A detailed description of the youth program, with evidence that it incorporates all of the above (15 minutes);
   (d) A perspective on diversity demonstrating the team’s awareness of the need to differentiate aspects of the program across student participants with special developmental or learning needs (5 minutes);
   (e) In-slide references and APA style reference list on final slide.

   Students who work together will be assigned the same grade.

*You may use the Larson (2011) article assigned for 2/12 as a guide for the development of your program design. If the article is used as a resource, be sure to cite it appropriately.
**There is no written paper associated with this assignment. However, teams must distribute hard copies of presentation slides to classmates and instructor.
Grades

Grades will be assigned on a total point accumulated basis, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Commentaries/Thought Questions (CQs)</td>
<td>45 points</td>
</tr>
<tr>
<td>Participation &amp; Discussant Responsibilities</td>
<td>50 points</td>
</tr>
<tr>
<td>8 Journal reflections</td>
<td>200 points</td>
</tr>
<tr>
<td>Youth Program presentation</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>395 points</td>
</tr>
</tbody>
</table>

Overall Course Percent | Final Grade
----------------------|-------------
>98%                  | A+          
92%-97.99%            | A           
90%-91.99%            | A-          
88%-889.99%           | B+          
82%-87.99%            | B           
80%-81.99%            | B-          
78%-79.99%            | C+          
72%-77.99%            | C           
70%-71.99%            | C-          
68%-69.99%            | D+          
62%-67.99%            | D           
60%-61.99%            | D-          
<60%                  | F           

Schedule

“HSAI” in the reading column refers to the Handbook of Self and Identity.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Course Introduction</td>
<td>(1) HSAI, Ch.5</td>
</tr>
<tr>
<td></td>
<td>Introduction to Self Psychology</td>
<td>(2) Flum &amp; Kaplan</td>
</tr>
</tbody>
</table>
2/5  

**Self Processes in Infants & Children**  
(1) HSAI, Ch. 31, pp. 680-693

*Context:* Teaching adolescents with insecure attachment histories  
(2) Kennedy

(3) Mihalas, Morse, Allsop, & McHatton

Discussant: ________________

2/12  

**Self Processes in Adolescents**  
(1) HSAI, Ch. 31, pp. 693-710

*Context:* Development of the adolescent self in complex environments  
(2) Larson

Discussant: ________________

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**UNIT 2: Theoretical Perspectives**

2/19  

**Social Identity & Optimal Distinctiveness**  
(1) HSAI, Ch. 23

*Context:* Social identity & the problem of schools; why students choose to marginalize themselves  
(2) Bottrell

(3) Wortham

Discussant: ________________

2/26  

**The Reflected Self: Creating Yourself as (You Think) Others See You**  
(1) HSAI, Ch. 6

*Context:* Negative reflected appraisal and intentions to use drugs  
(2) Richard, Trevino, Baker, & Valdez

(3) Macleod

Discussant: ________________

*Participation Reflection due*
3/5  
**Assimilating Identities to the Self: Self Determination Theory**  
(1) HSAI, Ch. 11  

*Context:* Adolescent girls’ perceptions of goodness and badness: The role of will in behavioral decisions  
(2) Nelson & Buchholz  
(3) Fleischer  

No discussant this evening: *Journal sharing and collection*

3/12  
**Self-Relevant Emotions**  
(1) HSAI, Ch. 21  

*Context:* Depression in pregnant and parenting teens  
(2) Shanok & Miller  
(3) Harris & Franklin  

Discussant: ________________

3/19  
NO CLASS – UMD SPRING BREAK

3/26  
**Contingencies of Self Worth**  
(1) HSAI, Ch. 15  

*Context:* The influence of contingent self-worth on achievement goal orientations  
(2) O’Keefe, Ben-Eliyahu, & Linnenbrink-Garcia  

*Context:* The influence of contingent self-worth on adolescents’ perceptions of victimization  
(3) Ghoul, Niwa & Boxer  

Discussant: ________________

4/2  
**Self-Efficacy**  
(1) HSAI, Ch. 10  

*Context:* Motivational beliefs & adolescents’ engagement in school  
(2) Walker & Greene  

*Context:* Motivation to attend college in African American youth  
(3) Wood, Kurtz-Costes, & Copping  

Discussant: ________________

**45 minute - Youth Program project team workshop**
UNIT 3: The Influence of Culture on the Self

4/16 Culture and the Self

Context: Supporting the acquisition of cross-cultural identities by English language learners in the secondary classroom

(1) HSAI, Ch. 27
(2) Ajayi

Discussant: ________________

Participation Reflection due

4/23 Culture, cont.

Context: The challenge of culturally-responsive teaching

(1) HSAI, Ch. 27
(2) Shevalier & McKenzie
(3) Taylor

Discussant: ________________

4/30 2 hour - Youth Program project team workshop

Journal sharing and collection

5/7 Team presentations
Reading List


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**Grading Scales**

**Commentary/Thought Questions (CQs)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectivity</td>
<td>4</td>
<td>Does the CQ clearly relate to a principle tenet from the HSAI chapter or empirical article assigned for the class?</td>
</tr>
<tr>
<td>Relevance</td>
<td>5</td>
<td>Does the CQ clearly address current, relevant and thought-provoking issues or questions in education?</td>
</tr>
<tr>
<td>Insight</td>
<td>6</td>
<td>Does the CQ demonstrate original, innovative, analytical, or creative thinking that provokes the reader/listener to think about the material beyond its most obvious implications for education?</td>
</tr>
</tbody>
</table>

Total 15 points each (Total 45 points)
Participation 50 points

In all categories, it is assumed that the student has also fulfilled his/her responsibilities as discussant for one week’s class session as described in the syllabus. A student who fails to fulfill that requirement will receive an automatic 25 point deduction for participation.

<table>
<thead>
<tr>
<th>45-50 points</th>
<th>40-44 points</th>
<th>35-39 points</th>
<th>&lt; 35 points</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>


Journal Entries (8) 25 points each
Total 200 points

Journal entries that conform to the description in the syllabus will automatically receive 15 points. The remaining ten points (for a possible total of 25) will be assigned according to the following indicators:

- how well the student demonstrates understanding of the concept/theory/finding that is the focus of the reflection
- demonstrated effort used in relating this analysis to future perspectives on teaching

- < 7 points = below average
- 7 points = average
- 8 points = above average
- 10 points = excellent
Teaching implication presentation  (100 points)

☐ A brief review of the theory and research that form the foundation of the program design  
   20 points

☐ Evidence from your practice or school that supports the rationale for instating the program; student identity must be completely protected.  
   15 points

☐ A detailed description of the youth program, with evidence that it incorporates all of the above.  
   35 points

☐ A perspective on diversity demonstrating the team’s awareness of the need to differentiate aspects of the program across student participants with special developmental or learning needs.  
   20 points

☐ In-slide references and APA style reference list on final slide.  
   10 points