

Syllabus for Adolescent Development

Fall 2012

Psychology 331:06

MW 6th Period, Food Science Auditorium, 5:35 – 6:55 pm

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Read the syllabus all the way to the end. It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus. This class is a semi-hybrid class. Some lectures are delivered via pre-recorded podcasts, and there are multiple on-line assessments. Most lectures are traditional in-person lectures, and exams are traditional in-person proctored multiple choice exams. The course requires a written report on a group project.

Required Text: McMahan Adolescence, Pearson, 2009, Available at New Jersey Books on Somerset Street in New Brunswick, online at coursesmart.com, and at the University Bookstore.

Required Clicker: Turning Technologies RF Clicker

Objectives of the course

1. Students will develop an understanding of the major themes that continue to shape research in development.
2. Students will be able to describe developmental changes in the physical, cognitive, and emotional/social characteristics and capacities of individuals over the course of adolescence.
3. Students will be able to characterize major theoretical conceptions of adolescent transitions and the research evidence supporting these.

On-line quizzes: There will be a **required** on-line quiz associated with the material for every week. These will vary in length. The quizzes are primarily drawn from the book, as indicated in the quiz titles. However, questions may also be drawn from material presented in class, posted on Sakai, or material you should remember from General Psychology. **There is a deadline for every quiz.** Complete the quizzes EARLY (early, as in a day or so before the deadline, rather than 15 minutes before the deadline) and you will not run into trouble. If you miss the deadline, you get a zero for the quiz.

On-line reviews before exams: Before the midterm exam and the final exam, review

exams will be posted on the Sakai site. Scores on these reviews will not affect your grade.

In-class clicker quizzes: At intervals during most lectures, opinion or factual questions will be presented for you to answer with a clicker response. You receive partial credit for incorrect responses, and full credit for responses to opinion questions. I compute a score for every in-class quiz; your average score on the in-class quizzes is worth as much as an exam. Questions, answers, and your responses are posted for every in-class quiz... it is your responsibility to check these the day after every class to ensure that your clicker is working and your responses are being recorded. The denominator for computing the average of clicker quizzes is reduced by four, with the resulting average capped at 100. So, if you miss fewer than four quizzes, you are in essence getting extra credit for attendance.

Exams: There will be one mid-term exam and a cumulative final. Reviewing the on-line quizzes will assist your retention of material covered earlier in the course.

Project work: All students are expected to participate in a group project and turn in an individual five to seven page written report of the results of the project. Students who have purchased access to MyVirtualTeen should organize into “parenting support groups” of 5 to 8 students to share insights into “parenting” your digital adolescent “children.” Alternatively, groups of students may conduct brief original research projects. Research reports must be the work of individual students. Both types of projects will require that you read one or more scholarly articles concerning your topic. Do not begin any work on these projects until after the requirements and constraints have been discussed in class.

Academic integrity: Cheating on exams and quizzes, “clicking” for another student, plagiarism, are all violations of the University’s policies on academic integrity. Academic dishonesty can result in life-altering penalties. Familiarize yourself with the policies at <http://academicintegrity.rutgers.edu/>

Learning and remembering the material covered in this course: Preview the text before you begin any serious reading. Before you read a chapter, skim through it to understand the structure of the authors’ presentation and formulate questions that interest you about the topics covered. Write your questions down, on paper, in your laptop, or on index cards. Then begin to read the chapter, reading for answers to your questions. Stop after every major section. Write (or type) any answers to your questions that you have found. Note any additional questions that you have. Take notes reviewing the major points of the section. Run up and down the stairs, go get a soda, take a health break. Then go on to the next section, using the same technique: read for answers, read for questions, record answers to your questions and major summary points. Later in the week, review your chapter questions and notes, review the PowerPoint slides, review your lecture notes. Then take on-line quiz.

The material will be easier to remember — for retrieval on exams or in real life -- if you

actively organize it and relate it to information that you have already learned.

You will learn and retain much more if you attend class regularly. Many classes will incorporate visual and video material that will illustrate important phenomena and research findings vividly. In general, these materials will not be on-line.

Behavior in the classroom: As adults, students are expected to behave in a manner that is conducive to learning in a lecture environment. However, should a student's behavior be perceived by the instructor to be disruptive to fellow students in the class, the instructor will ask the student to leave the class room, and if this occurs on a regular basis, then the disruptive student may be judged unable to successfully complete the course with a passing grade.

Attendance and Absences: You are expected to attend all classes unless you are ill or involved in a university sponsored event. Absences for religious observances and participation in university sponsored events (such as varsity athletics) will be excused and you will be permitted to make up any missed work.

Lecture topics and exam dates are listed in the table below. The topic-coverage schedule below is subject to change, but the exam date is fixed.

Week	Dates	Topics in Adolescent Development
		333:06 Food Science Auditorium 5:35 pm to 6:55 pm
1	M Sept 3 W Sept 5	NO CLASS LABOR DAY Overview of Adolescent Development Chapter 1 BRING YOUR CLICKER TO CLASS.
2	M Sept 10 W Sept 12	Chapter 2 Adolescence in Theory and Research Clicker Quiz Chapter 3, Puberty and Physical Development Clicker Quiz
3	M Sept 17 W Sept 19	PODCAST LECTURE Chapter 4 Cognitive Changes CLASS DOES NOT MEET Chapter 5: Families Clicker Quiz
4	M Sept 24 W Sept 26	Finish Chapter 5 Clicker quiz PODCAST LECTURE: Chapter 6.1: Peers CLASS DOES NOT MEET
5	M Oct 1 W Oct 3	PODCAST LECTURE: Chapter 6.2 Peers continued CLASS DOES NOT MEET Chapter 7.1 School and Work, Clicker quiz
6	M Oct 8 W Oct 10	PODCAST LECTURE Chapter 7.2 School and work continued, CLASS DOES NOT MEET Chapter 8 Community, Culture and Media, Clicker quiz

7	M Oct 15 W Oct 17	Review before Midterm Exam, including clicker quiz MID-TERM EXAM
8	M Oct 22 W Oct 24	Chapter 9 Achievement, Clicker Quizzes
9	M Oct 29 W Oct 31	Chapter 10 Gender Clicker Quizzes
10	M Nov 5 W Nov 7	Chapter 11 Identity Clicker Quizzes
11	M Nov 12 W Nov 14	Chapter 12 Intimacy – Clicker Quizzes
12	M Nov 19 W Nov 21 NOCLASS	Chapter 13 Problems Clicker Quizzes Thanksgiving Recess
13	M Nov 26 W Nov 28-	Chapter 13 continued Clicker Quizzes Chapter 13 continued Clicker Quizzes
14	M Dec 3 W Dec 5	Chapter 14 Positive prospects – clicker quiz Chapter 14 continued Clicker Quizzes
15	M Dec 10 W Dec 12	Project Fair Review before final; LAST DAY OF CLASSES
16		Final Exam: Cumulative DATE TBD

Grading: Grades will be based on a point system, as follows

Exams:	100 points each	200 points
Clicker Average	Maximum of 100	100 points
On-line quizzes	Average score	100 points
Project Report		100 points

Grading standards

- A 450 points
- B 400 points
- C 350 points
- D 250 points
- F below 250 points

There are no extra credit opportunities currently available. If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents off your back, attend class regularly, listen to podcasts on schedule, make sure your clicker is working, study actively, take the quizzes, test yourself for retention frequently. Elaborative encoding, elaborative rehearsal, and distributed review and testing of course material will lead to greatly improved retention of the material....and decent grades.

Missed exams: If you miss an exam or a quiz, in general, you get a zero. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take a makeup.

Special arrangements: If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams. Identify yourself early in the term. If you wait until just before an exam, there may be a considerable delay in scheduling your exam.

If things go horribly wrong in this course, other courses, or your life: the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, I will refer you.
