

Syllabus for Adolescent Development

Spring 2013

Psychology 333:01

MW 111 Pharmacy, 5:00 – 6:20 pm

Dr. Margaret Ingate, mingate@rci.rutgers.edu

Office: 227 Tillett Hall, Livingston Campus

Office hours: Tuesday 11 – 1 and Wednesday 11 – 1 ALSO other times by appointment

TA: Lillian Yang lilyana@rci.rutgers.edu

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. Three class lectures are scheduled to be delivered via pre-recorded podcasts, and there are multiple on-line assessments. Exams may be on-line. The course requires a written report that requires you to do some library research.

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. Scores on the lowest two quizzes will be dropped. You may have access to ONE missed quiz reset.

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 count toward 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. Clicker questions, answers, and your responses are posted for every in-class quiz. This will be posted in Resources, in the clicker folders. ***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.*** At the end of the course, 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 two non-cumulative mid-term exams and a cumulative final. Reviewing the on-line quizzes will assist your retention of material covered earlier in the course.

Research report: All students are expected to write a three to five page report on a relevant topic of their choice. There are three types of reports to choose from.

- 1) Students who have purchased access to MyVirtualTeen should complete the project, keeping records of their “parenting choices”, finding research reports in scholarly journals relevant to issues faced in raising your child and write a report that integrates your research, your experience raising your digital child, and information learned in the course.
- 2) Alternatively, individuals or groups of students may conduct brief original research projects, collecting and analyzing data. Research reports must be the work of individual students. This alternative will also require that you find and read scholarly articles concerning your topic. Any and all such projects must be pre-approved by me. There are important constraints and restrictions that apply to this type of student research.
- 3) Alternatively, individual students may write a traditional short term paper, based on scholarly articles you have found concerning a relevant topic that interests you.

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 dates are fixed.

Week	Dates	Topics in Adolescent Development 333:01 Pharmacy 111 5:00 pm to 6:20 pm
1	M Jan 21 W Jan 23	NO CLASS Martin Luther King DAY Overview of Adolescent Development Chapter 1 BRING YOUR CLICKER TO CLASS.
2	M Jan 28 W Jan 30	Chapter 2 Adolescence in Theory and Research Clicker Quiz Chapter 3, Puberty and Physical Development Clicker Quiz
3	M Feb 4 W Feb 6	Chapter 4 Cognitive Changes Clicker Quiz Chapter 5: Families Clicker Quiz
4	M Feb 11	Finish Chapter 5 Clicker quiz

	W Feb 13	Mid-term Exam #1 (Chapters 1 – 5)
5	M Feb 18	Chapter 6 Peers Clicker quiz
	W Feb 20	Finish Chapter 6, begin Chapter 7 School and Work, Clicker quiz
6	M Feb 25	Chapter 7.2 School and work continued,
	W Feb 27	Chapter 8 Community, Culture and Media, Clicker quiz
7	M March 4	Chapter 8 continued, begin Chapter 9 Achievement
	W March 6	Chapter 9 continued, begin Chapter 10 Gender
8	M March 11	Chapter 10 continued
	W March 13	Midterm Exam #2 (Chapters 6 – 10)
9	M March 18	<i>Spring break, No classes!!!</i>
	W March 20	
10	M March 25	POD-CAST LECTURES, CLASS DOES NOT MEET EITHER MONDAY OR WEDNESDAY
	W March 27	Chapter 11 Identity
11	M April 1	PODCAST LECTURE MONDAY, CLASS DOES NOT MEET Chapter
	W April 3	12 Intimacy – Chapter 12 continued Clicker Quizzes
12	M April 8	Chapter 13 Problems Clicker Quizzes
	W April 10	
13	M Apr 15	Chapter 13 continued Clicker Quizzes
	W Apr 17	Chapter 14 Positive prospects Clicker Quizzes
14	M Apr 22	Chapter 14 continued – clicker quiz
	W Apr 24	In Retrospect: What have we learned – Clicker quiz (last one)
	Friday 4/26	Reports Due before midnight!
15	M Apr 29	Project Fair – wiki postings and presentations
	W May 1	Project Fair – wiki postings and presentations
16	M May 6	<i>Review before Final Final Exam: Cumulative DATE TBD</i>

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

Exams:	100 points each	300 points
Clicker Average	Maximum of 100	100 points
On-line quizzes	Average score	100 points
Project Report		100 points
Project Presentation		10 points

Grading standards

A	540 points
B	480 points
C	400 points
D	300 points
F	below 300 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, turn your report in on time, 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. For online exams, if you know you have an unstable internet connection, you must make arrangements to take an online exam somewhere that there is a dependable connection (such as the library or computer labs).

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.
