

TF 10:20-11:40
Dr. Linnea Dickson
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Required Text:

McMahan, I.: Adolescence (2009). ISBN: 0558978037.

Please note: **The other section of this course may be using a different textbook.** Make sure you get the right book!

Note: Additional online supplemental material for our text (e.g., flashcards, practice tests) is available at <http://www.mydevelopmentkit.com> at additional cost. Purchase or use of this supplemental material is not required, but may be helpful as you study for the exams.

Course Goals:

- * Students will be able to define the three major issues addressed by developmental psychology and apply them to their understanding of the major theories of development.
- * Students will gain an understanding of the current knowledge of adolescent development, including physiological, cognitive, emotional and social development.
- * Students will be able to define and recognize research methods designed to address questions of developmental change.
- * Students will be able to think critically about and interpret the results of developmental research.

What to expect from the class and from me:

The majority of each class period will consist of lectures by me. While some of the material I present will be covered by the text, I will also add a significant amount of material not contained in the text. This is a 300-level course at a major research university. As such, you can expect that this course will be challenging. We will look in depth at several major developmental theories as well as delve into the specifics of how developmental research is carried out and interpreted. **If you are looking for an “easy” course where simple “common sense” will suffice at exam-time, this course is not for you.**

I will provide you with a variety of ways to earn points during the semester, including exams (multiple-choice and short-answer), group work, in-class questions, and small extra credit opportunities.

In addition to lectures, we will break off into small groups (approximately once a week) to work on a semester-long project (more info below). This project is designed to reinforce and deepen your understanding of many of the topics covered in the course. It can also be a lot of fun.

You can expect me to be on time, enthusiastic, and well prepared for each class meeting. I am usually available just before and after class for quick questions, etc. I will also be available during my office hours each week. If you cannot make my office hours, please email me, indicating a few times that you are available, so that we can set up a time that is good for both of us.

What I expect from you:

Come to class. Although I do not take attendance, it will be very difficult to earn a passing grade in this course if you do not regularly attend class. You also have a responsibility to your group-mates on group work days.

Participate fully in group work sessions.

Keep up with the assigned text readings. Doing so will make understanding the lectures much easier and will be invaluable for completing the group work. Extra-credit questions may also be offered during class that require having read the assigned chapter.

Ask questions during class if something is unclear. I don't bite.

Come to my office hours for help with the material, to review past exams (a very useful activity), or just to chat.

Course Requirements

In-class Group Work (15%): Approximately once a week during the semester you will break up into small groups to work on an ongoing, semester-long project. You must be present on the day of the group work to receive the points for that day's work. There is no way to make up a missed group work session. If you miss class that day you will receive a 0 for that day's work.

In-class Individual Work (10%): Approximately 8 - 10 times during the semester I will ask a short-answer question that relates to that day's lecture. If you are present and awake during lecture and make an honest effort to answer the question you will receive 1 or 2 point(s) – depending on the question. You may use your notes in answering these questions. These questions are designed to encourage and reward attendance, stimulate critical thinking and provide me with immediate feedback about how well I explained the particular concept.

Semester Exams (20% each): There will be 3 exams during the semester. They will include both multiple-choice and short-answer style questions and will not be cumulative. Only your 2 highest exam scores will be counted toward your course grade. Your lowest semester exam score will be dropped. There will be NO MAKE-UPS for the exams. If you miss an exam, for any reason, that exam will be the one that is dropped. I make NO EXCEPTIONS to this rule except in the case of documented emergency situations. You must contact me immediately if you miss an exam because of an emergency and want to be considered for a makeup.

Final Exam (35%): Our Final Exam is scheduled for Wed, May 15, 8-11am, in our regular classroom. The majority of the Final will be identical in form to the semester exams, covering material introduced after the third exam. An additional section **will be cumulative**. You must take the Final, and your Final grade will not be dropped. If you must miss the Final due to an emergency, you must contact me immediately and present documented proof of your emergency in order to be considered for a makeup.

Extra Credit: During the semester I will make a number of small extra credit opportunities available. Some will be posted on our Sakai site, others will be given in class. Those given in class will typically be due immediately or at the beginning of the following class period. Due dates for Sakai-based extra credits will be noted in their descriptions. Late work will not be accepted for any reason. Only those extra credit opportunities that I announce in class will be available. Please note: **no other extra credit points will be**

available - to anyone, for any reason – so please don't come begging at the end of the semester.

Schedule of readings, group work and exams (subject to change):

	Readings (McMahan)	In Class
Week 1: 1/22, 1/25.	Ch.1: Intro	Fri: Group Work
Week 2: 1/29, 2/1.	Ch.2: Theories	Fri: Group Work
Week 3: 2/5, 2/8.	Ch.3: Physical	Tues: Group Work
Week 4: 2/12 2/15.	Ch 4: Cognitive	Tues: Group Work Fri: Exam1 (Chs 1-4)
Week 5: 2/19, 2/22.	Ch.5: Families	Fri: Group Work
Week 6: 2/26, 3/1	Ch.6: Peers	Fri: Group Work
Week 7: 3/5, 3/8	Ch.7: School/Work	Fri: Group Work
Week 8: 3/12 3/15	Ch.8: Culture/Media	Tues: Exam2 (Chs 5-7) Fri: Group Work
SPRING BREAK		
Week 9: 3/26, 3/29	Ch8 cont./Ch.9: Achiev.	Fri: Group Work
Week 10: 4/2, 4/5	Ch. 9: Achievement cont.	Fri. Group Work
Week 11: 4/9, 4/12	Ch.10: Gender	Tues: Group Work Fri: Exam3 (Chs 8-10)
Week 12: 4/16, 4/19	Ch.11: Identity	Fri: Group Work
Week 13: 4/23, 4/26	Ch.12: Intimacy	Fri: Group Work
Week 14: 4/30, 5/3	Ch.14: Positive	Tues: Group Work

**FINAL: Wed. May 15, 8-11am,
(Chs. 11, 12, 14 & cumulative lectures)**

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