

Adolescent Development

Summer 2013

Psychology 333: H2

MTWTH 10:05 am – 11:55 am LCB 110, July 8 – August 14

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Office: **227 Tillett Hall**, Livingston Campus

Summer Office hours: Tuesday AND Wednesday afternoons, 1:00 pm – 4:00 pm
(Walk-in hours); AND AT OTHER TIMES by appointment

Read this 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 is not categorized as a writing intensive course, but a term paper is required.

The text book is Steinberg's *Adolescence*, 10th edition. If you can purchase a used copy of the 9th edition at a considerable savings, go for it. Earlier editions are too seriously out-of-date.

You may purchase access to the book through [coursesmart.com](http://www.coursesmart.com), for \$112, at a considerable savings over the cost of a physical book.

http://www.coursesmart.com/IR/914961/0077798260?_hdv=6.8

My hope is that there will be much discussion and interaction in this class, particularly since most of you have very recent experience with adolescence.

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 describe the contexts of adolescent development and the variations in development associated with variations in these contexts.
4. 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. Send me an email with your request.

Posting questions and answers to websites violates both the University's academic integrity policies and federal copyright law.

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 mini-review: a four to seven page review on a relevant topic of your choice. You must use scholarly articles, recently published in peer-reviewed journals.

In class presentations of findings: You should prepare a brief power-point presentation, summarizing your research findings. These will be posted on the Sakai site and students will present their findings to the class.

Academic integrity: Cheating on exams and quizzes, *submitting presentations or papers that you did not write or including material written by others without attribution*, 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 and stay on top of the reading!. Due to the compressed summer schedule, each class session requires intensive reading before class.

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: It is in your best interest 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) are understood and you will be permitted to make up any missed work.

Class 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	Topic/Assignments
1	M July 8 T July 9 W July 10 Th July 11	Chapter 1: Biological Transitions Chapter 2: Cognitive Transitions Chapter 3: Social Transitions
2	M July 12 T July 13 W July 14 Th July 15	Chapter 4: Families Chapter 5: Peer Groups Chapter 6: Schools Exam 1: Chapters 1 – 6
3	M July 22 T July 23 W July 24 Th July 25	Chapter 7: Work, Leisure, Mass Media Chapter 8: Identity Chapter 9: Autonomy
4	M July 29 T July 30 W July 31 Th August 1	Chapter 10: Intimacy Chapter 11: Sexuality Chapter 12: Achievement Exam 2: Chapters 7 - 11
5	M August 5 T August 6 W August 7 Th August 8	Student presentations start Chapter 13: Psychosocial Problems Student presentations and special topics TERM PAPER DUE Friday, August 9. Submit online
6	M August 12 T August 13 W August 14	student presentations and special topics Final Exam Covering Chapters 1 - 13

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

Grade component	Maximum points	Total
Exams	100	300
Online quizzes	100	Average: 100
Term paper	100	100
Presentation	20	20
In-class participation	20	20

Grading standards

A 450 points

B 400 points

C 350 points

D 300 points

F < 300 points

Depending on the distribution of scores, grading standards may be curved. Standards will not be tougher if everyone does very well.

Cut-offs for “+” grades are determined at my discretion, but will be consistently applied.

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 happy, attend ALL CLASSES, study actively, take the quizzes, do the extra credit, turn your paper in on time, review frequently **starting at the beginning of the term.**

Missed exams: If you miss an exam, in general, you get a zero. Don’t miss exams. 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.

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.