

Syllabus for Adolescent Development

Summer 2016

Psychology 333

TTh 1:30 – 5:10, 5/31 – 7/7 TILLET HALL Classroom 246

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Office: 227 Tillett Hall, Livingston Campus

Office hours: by appointment

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.

Required Text: Arnett *Adolescence and Emerging Adulthood: A Cultural Approach*, Pearson, 2015 (an earlier edition is ok). Available at the University Bookstore, and online at coursesmart.com

Required Clicker: Turning Technologies RF Clicker or ResponseWare

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.

Required project: You may either write a 5 – 8 page research paper formatted in APA style, OR conduct a small research project, designing an anonymous survey, distributing it (through Qualtrics) to the class, analyzing and reporting the data in a 5 – 8 page APA style research report that should include a brief review of relevant literature. Papers and research reports will be submitted to Sakai and reviewed by Turnitin. We will use some class time to begin your literature search and discuss the writing process. **For either option you must submit an annotated bibliography by June 23 and the final version of your paper or report no later than Monday, July 4.**

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 1:30 pm – 5:10 pm Clicker quizzes in all classes
1	T May 31 Th June 2	Chapter 1 Overview of Adolescent Development Chapter 2 Biological Foundations Start Chapter 3
2	T June 7 Th June 9	Chapter 3 Cognitive Foundations Chapter 4 Cultural Beliefs Start Chapter 5
3	T June 14 Th June 16	Chapter 5 Gender Chapter 6 The Self Start Chapter 7
4	T June 21 Th June 23	Exam 1: Chapters 1-6, followed by lecture Chapter 7 Family Relationships Chapter 8 Friends and Peers. Annotated bibliography due, submit via Sakai
5	T June 28 Th June 30	Chapter 9 Love and Sexuality Chapter 10 School Chapter 11 Work
6	M July 4 T July 5 Th July 7	Final draft of paper or report due Chapter 12 Media Chapter 13 Resilience Final Exam (Chapters 1 – 13, emphasis on 7 – 13)

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. These may become available if researchers need to collect data over the summer. 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, 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.
