

Syllabus Adolescent Development

333 section 01 – Spring 2020

Version 01-20-2020

Who

Instructor: Estelle Mayhew

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TA : Melissa Waer

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Email procedures

Politesse

- Please remember to SIGN (that means first and last name) your emails.
- I have a lot of students (550+ this semester), and I am afraid I don't know who you are, even if you have emailed before. Therefore you also need to indicate in EVERY email WHICH CLASS you are in. ***If you forget to indicate your name, or your class, I am unlikely to reply to your email. (this applies all the way to the end of the semester).***

Questions via email

- If it's a minor issue, ask me before/after class.
- If you ask an administrative question for which the answer is in the syllabus or in the announcements on Sakai, I will reply with "check syllabus and announcements on Sakai". So if you have checked those places and still have an administrative question, start with something like "I read the syllabus and the announcements carefully, and I could not find the answer to the following question".
- On other issues, I will try to get back to you within 3 days. Any emails sent at unearthly hours may not get read before class period, keep it in mind.

When/where

Class location: Lucy Stone Auditorium

Class time: Tuesdays & Fridays 10:20- 11:40 am

Office hours instructor: Tuesdays 2:00 – 3:00 pm or by appointment

Office location instructor: Room 229, Tillett Hall Livingston Campus

Office hours TA: Wednesdays 11-12

Office location TA: Busch psychology 227

Office hours and exams

To arrange office hours "by appointment"

- If you can't make my standard office hours we can meet "by appointment". What this means is that we need to coordinate our schedules. The fastest way to do that is to send me the slots of time that you can reasonably make it to my office (Tillett 229, Livingston campus), and I

will look at those and pick some times that also work with my schedule (which varies from week to week).

- Example of timeslots (i.e. your availability is bound to be different): Mondays 10-12 and 3-4, Tuesdays 9-12, Wednesdays after 4, Thursdays before 2, Fridays no availability.
- Sending me just one time is almost never going to work, so be comprehensive the first time and save us some email back and forth.

Looking at your exam

(A) *To see your exam -- go to the TA's office hours*

- The TA is in charge of copying and grading the exams.
- The TA will have the physical exams.
- If you wish to see your exam (and this is a **very** good idea) then you must visit the TA during her office hours.
- If you then wish to discuss the exam with me, Melissa can send it to me and we can go over it together. **Bring your review question sheets** (the answers you prepared to the review questions) when we discuss the exam, so we can see how your preparation for the exam can be tweaked.

(B) *What to look for in your exam*

- Look at the questions you got wrong.
- Then try to figure out **why you got them wrong!** Did you not know the answer at all? Did you not know which of two answers was correct? Did you read the question too quickly and misunderstand what was being asked? Did you overthink? Were all your mistakes on one topic? What type of questions did you get wrong? Fact questions, concept questions, application questions?
- Once you diagnose what types of mistakes you made, consider how to change your studying so that you don't make this type of mistake again (or fewer of them in any case).
- Then change your studying based on your diagnosis. You cannot solve a problem if you don't know what the problem is.

What

The goal of this course is to examine adolescent development. We will look at the basic changes that take place in adolescence (physiological changes, changes in thinking, changes in social interactions), the context within which these changes take place (adolescents in family, peer, school, work and community environments), and the psychosocial areas in which development takes place (identity, intimacy), we will briefly look at psychosocial problems in adolescence. We will also look at how the research is done in this developmental field.

Required Readings

Available at the Livingston bookstore

(1)

Jeffrey Jensen Arnett *Adolescence and Emerging Adulthood*, 5th edition. Pearson.

I realize this book is expensive, as all college textbooks are. I honestly don't care if you rent it, or get a second hand copy, the loose-leaf version, some international edition that officially isn't supposed to be sold in the U.S., or whatever. I do care that you get the book, or to put it differently: PLEASE get the book. If you get an older version you do so at your own risk, as I don't own copies of the earlier versions.

There will be a number of copies of the book on reserve in the Carr library.

(2)

- You must get the student access number for VIRTUAL TEEN. You can buy standalone access. Standalone access from the website myvirtualteen.com is \$49.99. I do not know what the bookstore charges.
- You will be raising a virtual child through the age of 18, and some of the assignments require your answers to some of the questions related to the ones that pop up while you raise your child.
- Raising your child requires 7-10 hours over the course of the semester.
- Schedule at least ONE HOUR PER ASSIGNMENT in addition to raising the Virtual Teen. The assignments relating to virtual teen will amount to about 10% of your grade.
- The class code for this semester is 1861.
- Information about virtual teen is on the Sakai site under the “FAQ Virtual Teen” tab
- **The assignments will be on SAKAI and need to be turned in on SAKAI.**

Class Website

- The class has a Sakai website which you should have access to if you are enrolled in the course.
- Make sure you check that you can access our site, and keep an eye on announcements from the site.
- I will be posting word files with the text and important illustrations from the slides and indicate how many notes I think you should be taking (this should take less paper than printing the slides).
- Virtual Teen assignments will be posted Sakai under "tests and quizzes". There will be 5 assignments, spread throughout the semester, but the first one will not be due until February 21st.
- Most importantly review questions will be posted on Sakai. They basically spell out what you should know for each exam. If you thoroughly know the answers to the review questions, you will do well in the course.

Tentative Class Schedule

Week	Dates	Topic	Readings	VT assignments
1	Tue, January 21	What is this course? Intro VT	Get the book	

	Fri, January 24	What is adolescence?	Chapter 1	
2	Tue, January 28	Theories & Research		
	Fri, January 31	Research cont'd		
3	Tue, February 4	Biology of puberty	Chapter 2	
	Fri, February 7	Biological issues		
4	Tue, February 11	Biological issues cont'd	Chapter 3	
	Fri, February 14	Changes in cognition		
5	Tue, February 18	Consequences of cogn. Changes	Chapter 7	
	Fri, February 21	Family relationships		VT1 due 2/21
6	Tue, February 25	EXAM 1		
	Fri, February 29	Families cont'd		
7	Tue, March 3	Changing families	Chapter 8	
	Fri, March 6	Peer groups		VT2 due 3/6
8	Tue, March 10	Popularity & Rejection	Chapter 10	
	Fri, March 13	Structure of education		
¡Spring Break!				
9	Tue, March 24	School climate	Chapter 11	
	Fri, March 27	Work		VT 3 due 3/27
10	Tue, March 31	Occupational choice	Chapter 6	
	Fri, April 3	Self-conception & self-esteem		
11	Tue, April 7	EXAM 2		
	Fri, April 10	Identity	Chapter 12	
12	Tue, April 14	Media	Chapter 5	
	Fri, April 17	Gender	Chapter 4	VT4 due 4/17
13	Tue, April 21	Religious moral political development		
	Fri, April 24	Intimacy/Romance/sexuality	Chapter 9	
14	Tue, April 28	Internalizing problems	Chapter 13	VT5 due 5/1
	Fri, May 1	Externalizing problems		
	Study			
15	Wed, May 13	FINAL EXAM	8:00 - 9:30 am	

What makes the grade?

(1) Exams

- There will be three non-cumulative exams. Two exams during the semester and a final exam. Material covered in each exam is indicated below. The two exams during the semester will be held in our normal location. The final exam will be held *in our normal location*, unless you get email/Sakai notification to the contrary. See further down in the syllabus for absence policy for exams.
- Exam 1: Material covered in class wks. 1-5 30% of grade

- Exam 2: Material covered in class wks. 6-10 30% of grade
- Exam 3: Material covered in class wks. 11-14 30% of grade
- Exam characteristics:
 - 50 Multiple choice questions
 - Covers lecture, see review questions

Arriving late for exams

- If you arrive more than 30 minutes after the start of the exam, you will not be allowed to take the exam that day. See the rules for makeups and documentation of excuses below.

Exam conflicts

- *If* you have a conflict for the final exam, which is defined as follows by SAS:
 - More than two (2) final exams on one calendar day
 - More than two (2) final exams scheduled in consecutive periods (ex: A student has exams scheduled for 4:00-7:00 pm and 8:00-11:00 pm on one day and 8:00-11:00 am on the following day.)
 - Two final exams scheduled for the same exam period.
- *Then* you are allowed to ask for a makeup on the basis of conflict.
- In order to obtain it, you need to go to <http://finalexams.rutgers.edu> and log in (it's at the top of the page). *Print out* your final exam schedule and only then come to me. You should actually be able to do this on the first day that your schedule is finalized. The day before the exam conflict is TOO LATE to come asking for a makeup! When I have looked over your schedule, and told you that you qualify, I will ask you to send me an email saying we talked this over, and I will email you the time and place of the makeup.

(2) Assignments

- The remaining 10% of your grade will be assignments related to Virtual Teen. They will be posted on the schedule on Sakai and listed under Tests and quizzes. They will start in February. They will have a deadline, after which you CANNOT submit the assignment.
- These assignments are your own work, and may not be completed together with other people.
- Your virtual teen needs to be linked to our class, and I may well peek at how your child progresses. There are no “correct” and “incorrect” ways to raise your child, but I do expect you to think carefully about your decisions, the way you would if you raised a real child. The assignments are graded on how much you reflected on your decisions, they are supposed to show thought about your child, its characteristics, challenges etc.
- If the question has parts indicated by (a), (b), (c) and so forth, mark your answers with those indicators, and make sure your answers ADDRESS THE QUESTION. Both facile stream-of-consciousness blathering and super short answers will lose points. Observe the word count guidelines.
- SAVE the assignment, (in a separate file, and in Sakai) both right before you submit it, and in cases where you 'are going to get back to it at some point'. Sakai messes up quite regularly, integrate that fact into your plans for doing assignments.

(3) Extra Credit

- There will be extra credit in the form of clicker questions during class. The total possible extra credit is 4 course points (i.e. almost half a letter grade).
- For each day there are clicker questions – by no means all classes – you earn a percentage grade.
- At end of semester all percentage grades are averaged and the proportion multiplied by 4.
- Clicker questions start counting with the questions on February 4th. Clicker questions on days before then are to make sure your clicker works, so do bring it, so you can check if it works and your answers are received by my receiver.
- The spreadsheets showing responses received during a class will be posted within 4 days of the class. It is your responsibility to check if your clicker answers were received by my signal receiver. If your clicker signal was not received, I will grant you the benefit of the doubt for ONE class, and give you 'presence points' - basically you get the points that you would have gotten if you were there and answered all questions wrong.
- If you notice DURING class that your clicker malfunctioned, you MUST come to me with the clicker right away after class, and I'll write you up in the grand blue book of clicker issues and give you 'presence points' for that class at the end of the semester. You cannot get clicker malfunction 'presence points' more than twice in a row.
- **THERE IS NO OTHER EXTRA CREDIT, please don't email me after the semester is over for further extra credit opportunities.**

How to do well in the course

- Come to class, and arrive in time.
- Announcements are at the beginning of class, and they are frequently important! Make sure you arrive in time.
- Pay attention in class (i.e. what is getting explained/emphasized)
- Taking notes on laptops has been shown to lead to less retention of the material than taking handwritten notes. I strongly suggest you print the word notes before class, and take notes on the paper.
- Recent research also shows (not surprisingly) that those who engage in nonacademic laptop use during class do more poorly in the class than those who don't (controlling for intelligence, motivation and interest in course material). Navigating to class-related sites during classtime did not result in better academic performance.
- Given how distracting laptop use can be for colleagues in the class, those with laptops have to sit in the last 10 rows of the lefthand (from stage) bank of seats. Laptops MUST be CLOSED during the showing of videos.
- Prepare the answers to the review questions, start early. These questions are your guide to what you should know. So KNOW the answers, be able to explain them to your roommate!
- Buy/borrow/dig up your old Turning point clicker and use it in class so you get the extra credit.

Grading Scale for letter grades end semester

A	90% or higher
B+	85% - 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
D	60% - 69%
F	below 60%

Course Ground Rules

(a) In class

- I really only want you in class if you are going to be paying some attention, so be so kind as to turn off your cell phone. If you urgently need to have a conversation, or watch YouTube you are free to do so, but go elsewhere. Other people want to learn the material, even if you are currently not so inclined. If you are having a conversation disturbing others, I will ask you to leave.
- I have rules for behavior during exams. These rules will be up on the screen during exams. Failure to comply with these rules will have consequences for your grades, with severity of consequences depending on the rule violated.

(b) Academic dishonesty

You are required to abide by the Rutgers policy on academic integrity; please familiarize yourself with this policy, you can view it at <http://academicintegrity.rutgers.edu/integrity.shtml>
Read the section on level three violations and the sanctions that follow!

(c) Absences from class

It is your responsibility to arrange to obtain information (other than the downloadable class slides, and those are outlines) if you miss one or more classes. Please do not ask or send email to the professor or teaching assistant. If you can, arrange in advance for someone in the class that you know to take good notes for you. Most of the videos are not available for separate viewing. If there is a web version of the videos, I may post links on the sakai website, but you cannot count on being able to see all video material if you miss class.

(d) Missing an exam

- There will be non-cumulative make-up exams.
- ONLY for those who present a doctor's note or a Dean of Students' note within a week of the missed exam to the instructor can take this without penalty, see below for makeup policy for those who do not have a valid excuse.
- The final exam for this class is late, but you know the date on the first day of class from this syllabus. I have an extremely strict policy against early exams, so do not buy tickets to the Bahamas (or anywhere else) for dates before our final. Inform your parents of this policy also, so they don't buy you tickets for dates that conflict with your exam schedule either.

You will be allowed to take a make-up exam if, within one week of the exam, you present a doctor's note or letter from your dean's office to the professor.

(a) For illnesses: I need a doctor's note to verify your illness. So if you get sick, *get a doctor's note*.

(b) For car accidents: the dean will most likely ask for a police report to verify that the accident took place.

(c) For personal or family emergencies: the dean will most likely require some verification of the emergency (such as a death certificate or obituary if a relative has died). If it is a personal issue of some other nature, it will be up to the judgment of the dean to determine whether or not you should be excused from the exam (and thus be allowed to take the make-up).

Basically folks: I need some paper documentation from you.

- Those who miss the exam because they forgot, overslept, were inebriated, or whatever other reason that is not really an excuse, have to come to talk to me within one week of the exam, and will probably be allowed to take the makeup exam with a penalty: 8% off the top of the exam grade. In the end that is better than a zero for the exam.

Note: Your decision to remain enrolled in the course after the first class session is your implicit agreement to abide by everything stated above.