

Syllabus for **Adolescent Development** – Fall 2021

Psychology 01:830:333:01.

Class meeting times: Wednesdays 9:00 am – 10:20 VH 105 and **asynchronous remote lectures posted on Fridays**

Dr. Margaret Ingate (she/her) (office Room 227, Tillett Hall, depending on NJ's pandemic status, I may not be there frequently)
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Office hours: Wednesdays, 1 – 2 pm and by appointment on Zoom. When we do not meet on a Wednesday (see below), my office hours will generally be on Thursday. Thanksgiving Week, I will not hold office hours.

Please read the syllabus through to the end. It contains important information. Note that in addition to the Friday asynchronous classes, there are two Wednesday classes that will be asynchronous, with pre-recorded lectures. In addition, there are three weeks in which our Wednesday – Friday schedule is changed. Schedule changes are indicated with asterisks on page 4.

The required text is Steinberg **Adolescence**, 12th Edition, ebook with CONNECT. The cost of the book is included in your term bill, so you have access from the first day of the term. You access the ebook through Canvas.

Some outside readings will be posted. There may be required video content (it will be on reserve through the library) and there are deadlines associated with each quiz. Content on exams will be based on material that is in lecture, that is in the textbook, and that is in any outside readings or video material. CONNECT quiz material will be drawn from the book.

All content and assessments are accessible via smartphone, tablet or laptop.

Objectives of the course: After completion of the course, you should have knowledge and understanding of multiple dimensions of transitions from childhood to young adulthood. You will have experience reading and interpreting scholarly publications reporting research about aspects of adolescent development. You will be able to critically evaluate claims about various aspects of adolescent behavior and development.

The course will include study of biological, cognitive, emotional and social transitions, and will examine the impact of biology, individual differences, and of family, cultural, and school contexts on development.

Respect for diversity of person and perspectives: Families, children and adolescents in this country and around the world have very different lived experiences. I, as your professor, intend to present materials and activities that both represent and respect diversity of gender, gender expression, ethnicity, nationality, race, disability, socioeconomic status,

religion, and culture. In classroom and online discussions our differing experiences may lead us to express different perspectives on a variety of issues relevant to course content. In our discussion of theories and of research results, we may question methodology and interpretation of results but we should not critique or question each other's choices, experiences, or identities.

There are four components to your grade. These are listed immediately below, and explained in more detail in the material that follows.

1. Connect chapter quizzes (open-book, percent correct average of 11 best scores, 2 lowest are dropped)
2. Meaningful participation in online discussions
3. Mid-term (2) and final exams (percent correct scores)
4. Chapter completion credits (2 points per chapter completed in SmartBook, maximum of 26 points)

If you want to do well in the course, it is important that you come to class having read the book, reviewed online lectures and that you participate in discussions both online and in-session.

There are two mid-term exams and a cumulative final.

Online quizzes	100 (this is based on your average percent correct, after the two lowest scores are dropped. These can only be taken through Connect on Canvas)
Exams	300 (100 points each for exams 1, 2, and 3, based on percent correct)
Online Discussion	100
SmartBook	26 (2 points for each chapter for which you read the chapter and complete SB questions)

The schedule of classes and topics covered is listed later in the syllabus.

Are there extra credit opportunities? Sometimes researchers (undergraduates, graduate students or faculty members) need to recruit subjects and I will grant **up to 10** points of extra credit for participating in research (points will be determined by the time commitment).

What if no one needs research subjects or I do not want to be a research subject?

You can write a term paper for extra credit, (max 10 points) – the paper will be submitted to Turnitin for plagiarism review and the relevance of citations and the quality of writing will affect the score. There is no guarantee that you will earn 10 points.

The maximum allowable extra credit is 10 points.

Grading standards may be lowered (curved) or exam scores may be curved, but the grading standards will not be made more difficult.

A = 450 or above

B = 400 – 449 (yes, I do give B+ grades, at the midpoint)

C = 350 – 399 (yes, I do give C+ grades, at the midpoint.)

With the availability of extra credit and SmartBook points, I hope no one earns below a C.

Academic integrity: Sanctions for cheating in any form can result in failing the course or, for more severe violations, temporary or permanent separation from the university. Familiarize yourself with the university's policies on academic integrity by visiting the following website <http://academicintegrity.rutgers.edu/> and reading the material for students. I take violations of the academic integrity policies very seriously and have taken action and will take action against students who violate the policies. Keep in mind that cheating on an exam or a paper can completely derail your future plans and ambitions. A history of an academic integrity violation will keep you out of law school, medical school and most graduate programs. http://www.libraries.rutgers.edu/avoid_plagiarism
<http://academicintegrity.rutgers.edu/resources-for-students>

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

Attendance and Absences: If you are seriously ill or injured, and will have difficulty meeting deadlines or participating for more than two weeks, or if someone in your family becomes ill, you should notify your dean. Your dean can contact all of your professors and ask for accommodations to help you complete course requirements.

The university has implemented a system for student self-reporting of incidental absences. A link to the Student Self-Reporting of Absences system is <https://sims.rutgers.edu/ssra/>

Grades: I do not change grades unless a computational error has been made. If you need a certain average to stay in the honors program, to keep a scholarship or financial aid, to make it into OCS, or just to keep your parents from nagging you, read assignments **before** class every week, attend class regularly, participate, take the quizzes on time, and review frequently by testing your memory for the material. Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material and decent grades in this and almost every course.

Week	Day	Dates	Topics in <i>Adolescent Development Fall 2021</i> Wednesdays 9 – 10:20 and Asynchronous Remote Fridays
1	W F	9/1 9/3	First Day of classes: Introduction and Research Methods Chapter 1 Biological Transitions AR
2*	W F	9/8 9/10	MONDAY SCHEDULE, class does not meet Ch 1 continued AR
3	W F	9/15 9/17	Chapter 2 Cognitive transitions Ch 2 continued AR
4*	W F	9/22 9/24	Asynchronous recorded lecture Chapter 3 Social Transitions Ch 3 continued AR
5*	W F	9/29 10/1	Asynchronous recorded lecture REVIEW ONLINE EXAM 1
6	W F	10/6 10/8	Chapter 4 Families Ch 4 continued AR
7	W F	10/13 10/15	Chapter 5 Peer Groups Ch 5 continued AR
8	W F	10/20 10/22	Chapter 6 Schools Ch 6 continued AR
9	W F	10/27 10/29	Chapter 7 Work, Leisure and Media Ch 7 continued AR
10	W F	11/3 11/5	Chapter 8 Identity Ch 8 continued AR
11	W F	11/10 11/12	Ch 8 continued Review before exam 2 AR
12	W F	11/17 11/19	Exam 2 Chapters 1 – 8 (in class) Chapter 9 Autonomy
13*	W F	11/24 11/26	Thanksgiving Break Our classes do not meet
14*	MONDAY W F	11/29 12/1 12/3	Chapter 9 continued/start Chapter 10 Intimacy Ch 10 Continued Ch 11 Sexuality
15	W F	12/8 12/10	Chapter 12 Achievement Chapter 13 Problems
	TBD		FINAL EXAM – In class room

- **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. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.
- Full disability policies and procedures are at <https://ods.rutgers.edu/>

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. Come to office hours, for this class, for other classes. If you don't know what resources are available, these are listed below. It is important that you let your dean know if a serious problem arises – if a family member becomes critically ill, if you experience any serious health crisis, if you are the victim of a crime.... These stressors can affect your performance in all of your courses. Your dean will respect your confidentiality and contact your professors to ask for accommodations.

If you are a freshman or a transfer student: the transition to life at a large university is difficult for many students. You are not alone and there are resources to help you. Some of these are listed below.

Student-Wellness Services:

[Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.