

Syllabus Adolescent Development

333 section 01 – Spring 2022

Version 01-14-2022

The first two weeks (hopefully not more) of this course are online. We will be using the Voicethread system (where you will access a recorded lecture) for those two weeks. Lectures will go up at around noon on the day they were originally scheduled to be held, and will remain accessible for 7 days, *after which they will no longer be accessible*. This class, and therefore this syllabus is designed for in-person instruction. If we are to be online longer than the initial two weeks, there may very well be changes to the syllabus, please keep an eye on announcements during class (i.e. during the Voicethread lectures) and on Canvas.

Who

Instructor: Estelle Mayhew

Instructor email: emayhew@psych.rutgers.edu

TA : Kyle Brennan

TA email: kyle.brennan@rutgers.edu

When/where

Class location: Tillett 254 (Livingston campus)

Class time: Mondays & Wednesdays 3:50-5:10 pm

Office hours instructor: Thursdays 2:10 – 3:10 pm in person, zoom office hours by arrangement.

During the first two weeks, office hours will be by zoom, link posted in Canvas under announcements on Thursdays.

Office location instructor: Room 229, Tillett Hall Livingston Campus

Office hours TA: TBA after exams. In any case, please email the TA if you are coming to office hours.

Office location TA: TBA

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.

What is the book for the course?

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. **Once we are back in-person.**

Is there anything else I need to get for this course?

(1) Virtual Child

- You must get the student access number for VIRTUAL CHILD. You can buy standalone access. Standalone access from the website myvirtualchild.com is \$54.99. 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 QUIZZIE in addition to raising the Virtual Teen. Quizzies relating to the Virtual teen will be around 10 course points.
- The class code for this semester is **29639**.
- Information about virtual teen is on the Canvas site under the "FAQ Virtual Teen" page
- **The assignments will be on CANVAS and need to be turned in on CANVAS.**

(2) Turning technologies mobile app

- This app is for in-class participation, and is required. Information about how to work the app, and how to register your will be discussed during our first in-person class. It costs \$17.99 for one semester, \$24.99 for two. **If we are remote for much longer than the originally announced two weeks, the mobile app requirement may change.**

Tentative Class Schedule

| Week | Dates | Topic | Readings | VT assignments |
|----------------|------------------|-------------------------------|-----------------|----------------|
| 1 | Wed, January 19 | What is this course? Intro VT | Get the book | |
| 2 | Mon, January 24 | What is adolescence? | Chapter 1 | |
| | Wed, January 26 | Theories & Research | | |
| 3 | Mon, January 31 | Research cont'd | | |
| | Wed, February 2 | Biology of puberty | Chapter 2 | |
| 4 | Mon, February 7 | Biological issues | | |
| | Wed, February 9 | Changes in cognition | Chapter 3 | |
| 5 | Mon, February 14 | Consequences of cogn. Changes | | |
| | Wed, February 16 | Family relationships | Chapter 7 | |
| 6 | Mon, February 21 | Families cont'd | | VT1 due 2/25 |
| | Wed, February 23 | EXAM 1 | | |
| 7 | Mon, February 28 | Changing families | | |
| | Wed, March 2 | Peer groups | Chapter 8 | |
| 8 | Mon, March 7 | Popularity & Rejection | | |
| | Wed, March 9 | Structure of education | Chapter 10 | VT2 due 3/10 |
| ¡Spring Break! | | | | |
| 9 | Mon, March 21 | School climate | | |
| | Wed, March 23 | Work | Chapter 11 | |
| 10 | Mon, March 28 | Occupational choice | | |
| | Wed, March 30 | Self-conception & self-esteem | Chapter 6 | VT 3 due 3/31 |
| 11 | Mon, April 4 | Identity | | |
| | Wed, April 6 | EXAM 2 | | |
| 12 | Mon, April 11 | Media | Chapter 12 | |
| | Wed, April 13 | Gender | Chapter 5 | VT4 due 4/14 |
| 13 | Mon, April 18 | Religious moral political | Chapter 4 | |
| | Wed, April 20 | development | | |
| 14 | Mon, April 25 | Intimacy/Romance/sexuality | Chapter 9 | |
| | Wed, April 27 | Internalizing problems | Chapter 13 | VT5 due 4/28 |
| 15 | Mon, May 2 | Externalizing problems | | |
| Study | | | | |
| 16 | Wed, May 11 | FINAL EXAM | 12:00 - 1:30 pm | |

Class Website

- The class has a Canvas 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).
- **Recent research on methods of notetaking and memory suggests that handwritten notetaking is significantly more likely to result in remembering the material than notetaking on the computer. So for this class I recommend taking notes on printouts.**
- Virtual Teen assignments will be posted Canvas under Modules. There will be 5 assignments, spread throughout the semester, but the first one will not be due until February 25th.
- Most importantly review questions will be posted on Canvas. 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.

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/Canvas notification to the contrary. See further down in the syllabus for absence policy for exams.
- Exam 1: Material covered in class wks. 1-5 28% of grade
- Exam 2: Material covered in class wks. 6-10 28% of grade
- Exam 3: Material covered in class wks. 11-14 29% of grade
- Exam characteristics:
 - 50 Multiple choice questions
 - Covers lecture, see review questions

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) Virtual child Assignments

- 10% of your grade will be assignments related to Virtual Child. They will be posted on the schedule above and appear on Canvas under Modules. They will start in February. Submissions will be accepted for 50% the grade ONE day after the deadline, later than that means no points for that 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 (code is 29639), 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.
- SAVE the assignment, (in a separate file, and in Canvas) both right before you submit it, and in cases where you 'are going to get back to it at some point'. Canvas does mess up, integrate that fact into your plans for doing assignments.

(3) Participation and Extra Credit

- There will be clicker questions during class that will be administered via the Turning Technologies mobile app. The responses to the clicker questions count both towards participation and towards extra credit. Participation credit (which requires that you respond to at least 75% of the questions during a class) is 5% of your grade. The total possible extra credit is 4 % (i.e. almost half a letter grade). Please note that this means it is important for you to attend class.
- Clicker questions start counting with the questions on February 14th, and by that time you have to have registered a mobile app subscription, be linked to the class, and have checked that everything is functioning as required. Clicker questions on days before then are to make sure your mobile app works, so do come to class and participate, and do check that the signal from your phone is received.
- 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 app 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.**
- **If we are remote for much longer than the originally announced two weeks, this is likely to change.**

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!
- Get the mobile app, come to class, participate, and CHECK THAT THE SIGNAL IS RECEIVED. **Get the app as soon as we are back in person.**

Contact - email & office hours

Please ask me administrative questions before or after class, it's the most efficient communication method.

Email procedures

Politesse

- Please remember to SIGN (that means first and last name) your emails.
- I have a lot of students, 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 you ask an administrative question for which the answer is in the syllabus or in the announcements on Canvas, I will reply with "check syllabus and announcements on Canvas". 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.

Office hours and exams

To arrange office hours "by appointment"

- If you can't make my standard office hours we can meet "by appointment" either in person or via zoom. 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) or when you are available for a zoom appointment, 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 slot 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 his office hours after emailing him that you will be attending office hours. The TA will only have office hours AFTER the exams.
- If you then wish to discuss the exam with me, the TA 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, a class you missed? What type of questions did you get wrong? Fact questions, concept questions, application questions?
- Once you see 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).

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

- Please make sure your cellphone does not emit any noises. 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 has (bad) 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 Canvas 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.
- Please get in touch within a week of the missed exam with the instructor to take a makeup without penalty.

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