SYLLABUS for Developmental Psychology

DATE: Fall 2015
COURSE NUMBER AND TITLE: PSYC-205-04  Developmental Psychology
CREDIT HOURS: 3
TIME AND PLACE: Tuesday 4:30pm-7pm  ADM #203

GENERAL EDUCATION COMPETENCY AREA:
Social and Behavioral Ways of Knowing

PROFESSOR: Brian Isbelle MA LPC
OFFICE: Adm #203  bjisbelle@lcmail.lcs.edu*
OFFICE HOURS: Tuesday 4:00 pm-4:30pm

* Please keep your emails to me to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your lcmail.edu address; it is to everyone’s advantage if you do so.
**Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

Course Description/Purpose
This course is designed to help the student gain an understanding of the physical, cognitive, emotional, social and moral development of children and adolescents. Basic theories of child and adolescent development will be studied to assist the student in the practice of understanding humans.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs): Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Developmental Psychology
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

General Course Goals/Objectives of PSYC 205
Core performances:
I. Demonstrate recall memory, and understanding of the central concepts from influential theories in developmental psychology as a Western disciplinary science.
   A. Cognitive Science (Gardner, 1999a);
   B. Cognitive Developmental (Piaget, 1950; Kohlberg, 1984);
   C. Psychosocial/Psychoanalytic (Erikson, 1950);
   D. Behavioral (Skinner, 1953)

II. Demonstrate knowledge of non-mainstream, non-Western, and non-masculine-centered approaches to human development.
A. Feminist/Care approach (Gilligan, 1982; Belenky, Clinchy, Goldberger, & Tarule, 1986; Noddings, 1992);

B. Buddhist and Hindu (Wilber, 1986);

C. Native American/Cheyenne (Sootkis, 1976);

D. Evolution of African American Psychology (Akbar, 1991)

III. Demonstrate "understanding" (Gardner, 1999b) of, and critical thinking (Dewey, 1910/1991) about, human development by accurately and meaningfully interpreting (Belenky, et al., 1986) exemplar "case studies" of children and adolescents, using the central concepts from various schools of psychology. This will be done both individually and in small cooperative groups.

IV. Demonstrate "understanding" of (Gardner, 1999b), and critical thinking about (Dewey, 1910/1991), a individual child or youth's development by meaningfully interpreting (Belenky, et al., 1986) your "field notes", recorded from observing and interacting with a child or youth, through the use of important concepts from various schools of developmental psychology; or take a comprehensive case-study exam.

V. Demonstrate awareness of a variety of information regarding human development through accurately responding to brief quizzes concerning readings in a multi-cultural developmental psychology textbook.

Note: Lectures by Professor Rhett Diessner, addressing most of the main theories for this class, are available “free” to anyone that has iTunes on their hard drive; they can also be accessed with an iPod: http://deimos.apple.com/WebObjects/Core.woa/Browse/lcsc.edu

1. **Assignments**

   Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

   I. Quizzes and case studies addressing knowledge and understanding of major developmental psychology theories, and as well developmental psychology facts and concepts. {GELOs i, ii, iii, iv, v}

   2. Midterm Exam {GELO i}

   3. Final Exam {GELO i}

   4. Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) {GELOs i, ii, iii, iv, v}

   5. Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam {GELOs i, ii, iii, v}

**Assignments by which students will demonstrate achievement of the General Educational Learning Outcomes**

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• Quizzes and case studies |
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### iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

- Quizzes and case studies addressing knowledge and understanding of major developmental psychology theories as well as facts and concepts of developmental psychology
- Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American)

### v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

- Quizzes and case studies addressing knowledge and understanding of major developmental psychology theories as well as facts and concepts of developmental psychology
- Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American)
- Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam

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**Course Goal / Connection with Teacher Education Standards**

This course is designed to help students meet the LCSC teacher education program’s standard #2: “The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners.”

**Required Texts:**


**Evaluation Specifics**

**STRATEGIC RULE:** *Do not give a peer or a professor any kind of paper unless you have kept a copy!* The professor reserves the right to ask for a second copy of anything you have handed in.

**Summary of MAXIMUM number of points possible per activity:**

**Central Activities:**

I. Recall of Basic Concepts & "Facts"
   - A. Quizzes on Theories 5 @ 100 pts. 500
B. Take Home Quizzes from Textbook 12 @ 10 120
C. Midterm Exam 100
D. Final Exam 100

II. Knowledge of Non-traditional theories
   A. Reading Guides 4 @ 20 80

III. Case Analysis/Critical Thinking
You have a choice of A&B or C:
   A. “Real-life” Child/Youth Analysis 80
   B. Permission Form 20 & its REQUIRED before observing a child/youth
OR  C. In-class Comprehensive Case Analysis Exam 100

IV. Learning expectations paper 1 page double spaced typed 10

Supplemental Activities (“extra credit”):
1. Identify a movie or TV Show that you can apply a developmental theory to. 1 typed page 10 POINTS

TOTAL POINTS AVAILABLE 1020 POINTS

Course Grades
Distinguished, A, or Excellent = 950-983= A-; 984- and above = A
Superior, B, or Very Good = 850-883 = B-; 884-916 =B; 917-949 = B+
Average, C, or Good = 750-783 = C-; 784- 816 = C; 817-849 = C+
Below Average, D, or Unsatisfactory = 650- 683 = D-; 684- 716 = D; 717- 749 = D+
Failing, F, or No academic credit = 649 or fewer

KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS.

A note to Education & Psychology Majors: A minimum of a grade of “C-” is required of you in this class to continue in your major.

Work Load and Description of Activities
The State Board of Education expects you to be in class approximately 45 hours, and to work about 90 hours outside class, for a standard 3-credit college class. Although “time” spent often correlates with “effort”, actual accomplishments (performances, outcomes) are critically important. In a performance outcome model, time is not as important as demonstration of skills. Some of you will need more than 135 hours to accomplish the four outcome performances described above, others of you will need less. My best guess is that it will take most of you about that much time-effort to accomplish these outcomes.

As a general rule, all papers and exercises must be typed, with a few exceptions that are noted below.

I. Concept Quizzes. Quizzes tapping recall knowledge of influential concepts in developmental psychological theories will be offered. They will be given as a measure of your memory of basic vocabulary and concepts in the field of developmental psychology. Each quiz will have some questions from the previous theory quiz on it. For example, we will initially have a quiz over Gardner’s theory of multiple intelligences. The 2nd theory quiz will be over Piaget’s cognitive developmental concepts; but there will be a couple questions about Gardner’s theory on the Piaget quiz.

Quizzes must be completed within 15 minutes, and will be graded by a "random" fellow student. Bring colored pen or pencil to class. When grading the quizzes, write the correct answers on the test.

There will also be quizzes based on the readings in the textbook which will be TAKE HOME. These quizzes will be mainly based on your own ability to read and remember the main points. Most of the material in the textbook will be discussed in class, and
the topics that will be on the quiz will be posted in class every week. Class time will be reserved primarily for instruction on the central theories of the discipline. All take home quizzes will be due the week following that chapter lecture for example in our first class we will have a lecture on chapter 1 and you will have a take home quiz due the next class period.

Make-ups for quizzes can be arranged during the professor’s office hours.

Electronic dictionaries, which are non-programmable (no words can be entered in them by the user), are acceptable for use during quizzing.

II. The “Reading Guides” are for gaining knowledge of non-mainstream, non-Western, and non-masculine-centered theories of human development. The three Reading Guides are near the end of this syllabus. Fill them out in your most legible handwriting (or keyboard your answers and attach it to the form).

Study these with your blank reading guide handy, so you can complete it while you read. Missing class on the day they are discussed will cause a 50% reduction in points on the “reading guide” due that day, regardless of the reason you missed class. You may bring the "blank" reading guide to class, complete it during class and receive 50% credit (be sure to check the box on the top of the Reading Guide, indicating you completed it during class).


This reading will be sent to you by email in .pdf format. Feel free to remind the professor to email it to you.


Guidelines for Child/Youth Observation

III. Apply the knowledge of developmental psychology to demonstrate understanding of the development of a particular child or youth.

**Save your case study handouts from class, and your notes about "H-D-W-I" from practicing the case-study analysis in class. These will be your models and examples about how to analyze the child you observe.

**Do not use binders or folders.** One staple in the upper left corner is best. Include a cover page with your name and a title for your paper. Papers should be a minimum of 6 pages and this does not include field notes and a maximum of 20 pages.

The professor has a copy of an “A” paper that you may have; ask him for it. It was written in a previous semester by a very hardworking education major. Every semester I change some details of the assignment, so you can’t assume everything in this example paper is 100% correct – but it will give you good sense of what a great paper for this course looks like.

Students have often suffered a lower grade than I would like to assign them because they did not read these guidelines carefully, or failed to apply them. Don’t make that mistake!

1. Find a child or youth that you can spend a total of at least two hours with; and observe them at least two different times. Five hours over 5 different times would be preferable; the basic principle is: the more the better.

This child or youth should be about the age of children that you intend to work with for your living; but any child between the ages of 5 1/2 and seventeen (not in college) is acceptable. Several of you will want to observe babies or toddlers; avoid that temptation, as it
is very difficult to complete this assignment on a child younger than age 6, because they have not gone through many of the stages that I wish for you to analyze.

If you can't access a child through your personal network, you can do so through:
1) Our on-campus daycare. Many students in PS 205 use this resource, so they are accustomed to your observations.
2) The Valley Boys and Girls Clubs in the Orchards, Clarkston, or Lapwai. You need to call these places before you go (bring your permission form with you). When performing your observation dress your best and have your very best manners 😊 I apologize for saying this, but we can lose our privileges if we do not do this. You will be representing LCSC and our class!

It is perfectly acceptable to study your own child. The goal of the assignment is not simply "scientific objectivity" but rather: a) to understand a child better, b) apply the principles and concepts from the theories we study in a meaningful way.

2. Get the permission form signed and turned in by the date on the class calendar, even if it's a relative that you will be studying. **After I return the permission form to you, save it and staple it to the end of your paper.**

3. Take a pad of paper with you when interacting with the child. Take "field notes". Your field notes will be in two forms: 1) actual observations you make, and 2) observations reported by informants (parents, child-care workers, siblings, etc.). Simply observe the child in as many different natural settings as possible. Record what you see. Feel free to talk to and interact with the child, or people that know the child. Record your questions, the answers, and relevant observations. Field notes do not have to be perfect sentences; but they should be “data rich”. **They will be the appendix to your interpretive paper** (that means you will staple them to the end of your paper). The relationship of the field notes to the paper you write is analogous to the relationship between the case studies we do in class and the analyses of those cases. You will quote from your field notes in the body of your analysis, as "data," the same as we quote from the case studies as "data."

Write your field notes in "behavioral" style, that is, only write down behaviors that you have seen the child perform, or that your informant describes.

Observe the child, and ask questions, etc., such that you can answer these questions, or address these issues, in the paper:

A. Identify and explain the subject’s use of any three of the intelligences described by Gardner’s Theory of Multiple Intelligences.
B. Evaluate the child’s cognitive developmental stage (re: Piaget). In what cognitive developmental stage is this child or youth?
C. Evaluate the child’s moral reasoning stage (re: Kohlberg). In what moral reasoning stage is she or he? [Note the “Heinz dilemma” is on p. 474-5 in Lightfoot et al. (2013).] Don’t “settle” for the first reason they give; continue to ask “why.” “Why is that a good reason?” “Why should he do that?” etc.
D. What else is important about this child’s development that isn’t addressed in 1, 2, and 3 above? In this section of the paper you should draw upon your own creative interpersonal intelligence and analyze some aspect of the child’s development that you have not analyzed earlier in the paper. Feel free to use the Lightfoot, Cole, & Cole (2013) text to get ideas. Do, however, write it in the HDW format. [If you prefer, you may analyze your subject using Erikson’s psychosocial approach. Analyze either one stage that they have already gone through, or their current psychosocial stage; perform your analysis as practiced in our class.]

*It will be very beneficial for you to save the Case Study handouts from class. At the top of each case study is explained the manner in which you should analyze your data, based on a particular theory.*

**Also include in the paper an introductory paragraph, introducing the child as a subject under your study, particularly noting their age (include information similar to that on the demography form that you may have completed for this class).**

Please use a “made up name” (pseudonym) for the child and anyone else that you mention in the actual paper (and blank their names in your field notes). The permission form states that you will only show me the paper, and destroy it at the end of the semester. So do that.

3a. References and Citations. As you were taught in EN 102, each time you introduce a theorist or author, make a citation in the paper; also each time you introduce a major idea, you should make a citation in the paper. Then, make a full reference to the citation on your Reference page. For example: “Erikson (Lightfoot et al., 2013) has identified eight psychosocial stages, or crises.” or “George is in formal operations (Piaget, 2008).”

On your reference page you would then have:

4. Grading:

"B" papers will answer all the questions, A-D, in #3 above. The answers will include hypotheses, very concrete data supporting the claims, and warrants explaining why the data support the claims. The “B” paper will use a standard reference style (preferably APA, but any is acceptable), and include references and citations to the theories and theorists, from our two textbooks. Referencing and citations should be similar to what you learned in EN 102, or your high school English class, or as in our textbooks, or as in your syllabus! This paper will be well organized, and have almost no errors demonstrating understanding of the concepts and relating them to your field notes.

"C" papers will come close to the "B" standards, but not meet them. "A" papers will meet all the "B" standards, but do so in an excellent, or outstanding, manner (creativity, very meaningful interpretations, copious and detailed behavioral field notes, highly accurate yet concise interpretations; plenty of relevant citations to textbooks and journal articles retrieved from the library).
In-class Comprehensive Case Analysis Exam 100 points

You will be given a case study that is about 1 ½ pp. long. During your 75 minute class you will be invited to follow the procedures for analyzing case study data that you were taught in this class. Specifically you will be asked to:

1. Analyze any one person, at any one point in time in the case, for their Piaget cognitive developmental stage, and explain your answer;
2. Analyze any one person, at any one point in time in the case, for their Kohlberg moral reasoning stage, explain your answer.
3. Analyze any one person, at any one point in time in the case, and describe the resolution of one of Erikson’s psychosocial stages and explain your response.

N.B. You will select any of TWO of items #1-3 above. (1 & 2, 1 & 3 or 2 & 3); and then also do #4:

4. Analyze any one person, at any one point in time in the case, and identify the use of one of the intelligences described by Gardner (but not linguistic, logical/mathematical or bodily-kinesthetic – choose one of the other 5).

Each of the above analyses may be completed on the same person in the case, or each one may be concerning a different person in the case.

It is not an “open-book” exam, but you may bring one piece of 8 1/2 x 11 paper with any notes of any kind on it.

Write your answers legibly. Feel free to print. Double space.

>> Bring your own paper (and if it’s torn out of binder, please trim the edges).

Note: It is very helpful to save all the Case Study handouts in class and to review them, especially their directions, before taking this exam.

IV. Know your own learning expectations:

I would like to know what you would like to learn from this class. I am aware that many of you are not necessarily psychology majors and I would like to accommodate the learning of all students and their chosen major. Type, double spaced, one full page and print that page out, and turn it in with your name on it, for 10 points. This is due the 2nd week of class.

* * *

Methods of Instruction and Learning

Lecturing. I will lecture on topics related to each the readings in our course. Research indicates that lecturing is about as good as anything else as an aid to gaining “factual information” (Kulik & Kulik, 1979, p. 71), and that most students prefer some lecturing to no lecturing.

Discussion and Cooperative Learning and Case Studies. Research shows that discussion encourages the higher thinking skills of application, analysis, and evaluation (Bloom et al., 1956) much better than lecturing (Dunkin & Barnes, 1986). Research also indicates that cooperative learning (Johnson and Johnson 1987; Slavin, 1990, 1991) and peer teaching (Goldschmidt & Goldschmidt, 1976) are effective learning methods, as well as morally and democratically responsible.

Frequent Quizzing. Summaries of the research indicate that frequent quizzing increased student retention of subject matter (Kulik, Jaksa, & Kulik, 1978; Dunkin & Barnes, 1986).

Critical Thinking. There are many forms of critical thinking. The types we will aim for are:

A. Understanding. “An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119).”

B. Reflective thinking. The reflective thinking elements of analysis and synthesis will be emphasized, as summarized by John Dewey, in How We Think, the “intimate interaction between selective emphasis and interpretation of what is selected is found wherever reflection proceeds normally” (1910/1991, p. 115).

C. Interpretation. As emphasized from post-modern philosophy of science, to hermeneutics in literature, “all knowledge is constructed, and the knower is an intimate part of the known” (Belenky, et al., 1986, p. 137). Psychological interpretation involves trying to be “in the shoes” of another, and relating that understanding in a meaningful way to yourself and others.

We will use case studies, cooperative groups, and professor expository methods to gain and/or demonstrate these skills.

ATTENDANCE

I expect that you will attend every session punctually. If you miss a class, I assume that you had an emergency or a significant priority. I consider it courteous to inform a professor as much in advance as possible if you are going to miss class, and to inform them as soon as possible after an emergency. If you are an education major and you miss several classes, or have a pattern of lateness, consider changing majors.
Please drop or withdraw from this class if you can't attend nearly every session and especially if you think you will miss the final.

**Consultation and Cooperative Learning**

We will frequently work in small groups in our class. The critical aspect of consultation is that everyone offers their opinion, knowledge or decision. If you are a talkative person, use your assertiveness to draw others out; if you are a quiet person, be sure you speak up. Feel free to offer advice, to disagree, or inquire; feel free to do so in a spirit of friendliness.

A note on academic integrity and honesty:

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. Violations of these principles of integrity and honesty can forfeit your entire course credit.

**Academic Honesty:**

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding."

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. Violations of these principles of integrity and honesty can forfeit your entire course credit.

If I suspect a student has committed an act of academic dishonesty, I document the incident and refer the student to the Dean of Student Services for official disciplinary action.

**Timeliness**

If you miss a quiz or exam, or hope to turn in an assignment "late", you are completely at the professor's "mercy". I realize that different cultures and different people relate to time in different ways than I do. If you know you will miss something, contact the professor early, preferably with a written note. If you miss class, or are late on an assignment, due to an emergency, explain to the professor ASAP, and/or leave a message on his email. If you ever turn a paper in late, ALWAYS attach a note explaining why it's late. Even if you told the professor in class, or in email, don’t assume he remembers: attach a note!

**Helpful Hints**

I want you to succeed in this course, and so I expect you to read this syllabus carefully, to bring it to each class, and not to lose it. Of course, accidents happen, so if you lose your syllabus you send a one-sentence email to Professor Isbelle, asking for a copy of the syllabus to be sent to you as a doc, docx, or rtf attachment).

If you miss an exam or quiz it will cost your 5% of the quiz or exam grade to make it up; just come to my office on OFFICE HOURS and tell me which quiz you need to make up, and I’ll provide you with a desk and a quiz.

You have the option of keeping track of your own points in this class. If you choose to, you will record them in your PSYC 205 folder (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). If you forget to keep track of your points, please do NOT ask the professor to provide you with this information; rather, please wait until the Registrar posts your grades to the warrior-web.

*Please bring an indelible colored pen to class on take home quiz due days. To get in the habit, just bring one to every class.*

**EXPLANATION DESCRIBED**

Note: to be successful in this course, it is critical to understand “explanation.” We will practice many concrete examples
of making explanations, in class, to help make it understandable.

When we want to understand something the first thing we encounter is “data.” In real life it’s a problem that we encounter – a real life math story problem (how much gas $ do I need to drive to Boise and back?), or a real life personal problem (how can I get along better with my mother?), or a real life social problem (how can we get society to pay women the same salary for the same work that men do?). We examine the data for a while, then we begin to analyze it, and then we form a hypothesis of how to solve the problem. When we “write it up,” we begin with the hypothesis (so others can track our conclusion), then show our evidence (the data), and then we give our reasons (the warrant). Then we invite inquiry, that is, we ask others to critique our explanation, so that we can see if we made any mistakes, and thus improve our understanding. In case studies, the written words of the case are our data.

1. **The Hypothesis**: An explanation, that demonstrates understanding, begins with an assertion, an advocacy, a claim, or a hypothesis.
2. **The Data.** Next, an explanation presents the evidence or data that led to the hypothesis.
3. **The Warrant. (The Reason.)** Next, an explanation provides a warrant that connects the hypothesis to the data. That is, it “explains” why those particular data do support and make sense of the hypothesis. 3a. To do this, one utilizes the definition(s) of the crucial term(s) in the hypothesis to show how the evidence articulates with that definition. Therefore begin the warrant with an explicit definition of the main concept from the hypothesis.
4. **Inviting Inquiry.** Finally, a non-static, open-minded and evolving explanation asks the listener or reader to critique the hypothesis, the data, and/or the warrant.


“An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119).”
References


Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://www.lcsc.edu/catalog/) and the LCSC Student Handbook (available at http://www.lcsc.edu/studentservices/contactus.htm) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. http://www.lcsc.edu/culturaldiversity/

// Mark here if completed during class [for 1/2 credit = 10 pts.]

Your Name:

1. What are the four gifts a Cheyenne is born with?

2. Where does development begin and end for a Cheyenne?

3. Receiving a name is focused upon what?

4. What was done with children's umbilical cords?

5. Why did the traditional Cheyenne emphasize listening skills? (Note: This question requires "critical thinking" from you.)

6. What event occurs that formally introduces the child to the Tribe?

7. What kinds of meetings are involved in a Cheyenne wedding?

8. What are the purposes of the each of the four spirits?

// Mark here if completed during class [for 1/2 credit = 10 pts.]

Your Name:

Briefly describe how the first six stages of consciousness are related to Piaget's stages of cognitive development.
1. 

2. 

3. 

4. 

5. 

6. 

7. What does he mean by "transpersonal"? (Note: This requires critical thinking.)

// Mark here if completed during class [for 1/2 credit = 10 pts.]

Your Name:

Akbar names the three stages of evolution of human psychology for African Americans:

A. European-American Psychology

B. Black Psychology

C. African Psychology

Match the stage of evolution to the concept:

1. _____ Reactive to the Euro-centric dominance; “ghetto-centric.” Establishes black norms in black communities. The problem this encounters, such as finding that black youngsters are more capable than white, is that it still uses the white norm to validate the black experience.

2. _____ Normality is based on Euro-centric assumptions. African Americans are unfavorably compared to White Americans.

3. _____ Nature-centric psychology; what is normal is based on human nature and not a statistical average of any group of humans.

4. _____ The value focus of this psychology is “man to object.” “Objective research” is highly valued; people becomes objects or things.

5. _____ The value focus of this psychology is racial, “black to white,” with the racial oppression of the whites as a given, and focus on proving the Black superior. It is a reactive psychology, reacting against the domination of whites in psychology.

6. _____ The value focus of this psychology is on the “centrality of the human being,” with the Divine Creator as the originator and sustainer of man [sic]. Nature and man are in harmony; thus “mastery” over the environment is not sought. Objects and things are never given prominence over people.

7. _____ The concept of self is defined in the context of the collective experience of oppression.

8. _____ The concept of “self” is the individual ego, behavior and consciousness.

9. _____ The self is an unqualified collective phenomenon that respects the uniqueness of the individual self as a component of the collectivity.
1. “Conceptions of the human life cycle represent attempts to order and make coherent the unfolding experiences and perceptions, the changing wishes and realities of everyday life. But the nature of such conceptions depends in part on ________________________________.”

2. “The fascination with point of view that has informed the fiction of the twentieth century and the corresponding recognition of the relativity of judgment infuse our scientific understanding as well when we begin to notice how accustomed we have become to seeing life through ________________________________.”

3. When citing Nancy Chodorow’s work, in regard to women being nearly universally responsible for early child care, Gilligan notes that this early childhood factor is experienced differently by female and male children. She quotes Chodorow as stating that as a result, “in any given society feminine personality comes to define itself in ________________________________ and ________________________________ to other people more than the masculine personality does.”

4. When Gilligan notes that Piaget and Kohlberg state that moral reasoning develops by playing rule-bound games that lead to disputes, and resolving those disputes. Piaget states that the “legal sense,” which is essential to moral development is far less developed in little girls than boys. Gilligan points out that “rather than elaborating a system of rules for resolving disputes, girls subordinated the continuation of the game to continuation of ________________________________.”

5. Gilligan notes that Freud believes that girls have a masculine sexuality before puberty, and thus the girl must acknowledge the fact of her castration, and thus puberty causes her to develop “like a scar, a sense of ________________________________.”

6. Gilligan notes that Erikson believes that girls hold off forming an identity in adolescence, because the man she will attract with define her identity by his name and status. Erikson says that identity comes before intimacy, but he admits that only applies to males. What does Erikson say is the relationship between identity and intimacy for females?
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Child/Youth Study in PSYC 205 Developmental Psychology
Consent Form: Copy for the Professor [2009]

Course Professor: Brian Isbelle MA LPC #4617
Work #: 882-0562
Home #: 305-6616

I am a member of a Developmental Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child.

My name is:____________________________________________

My phone # is:________________________________

I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the:

1) development of your child’s thinking and various kinds of intelligence,
2) development of your child’s reasoning about moral problems, and
3) emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion.

This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Brian Isbelle MA LPC, the professor of the course. In the report I will use a false name for your child and keep all information in the report as anonymous as possible. When the course is over I will destroy my report and any records related to your child. I am not a psychologist and my professor has asked me not to give you feedback on my observations, as I am a beginning professional in this field and do not have the necessary expertise or credentials to do so.

Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Brian Isbelle MA LPC at bjiisbelle@lcmail.lcsc.edu, or 208-305-6616, Social Science Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2291.

If you have any questions about the study please ask me now.

I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form.

I give permission to________________________________________

(PSYC 205 Developmental Psychology student's name)

to observe and interact with my child, __________________________________________.

(child/youth's name)

Parent's or legal Guardian's signature _______________________________ date________

and if at the Kindercollege, in addition to the Parent’s signature,

Kindercollege Representative's signature _______________________________ date________

For the Child or Youth:

I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

signature of the Child/Youth ______________________________________ date______
Child/Youth Study in PSYC 205 Developmental Psychology
Consent Form: Copy for the Parent [2009]

Course Professor: Brian Isbelle MA LPC #4617
Work #: 882-0562
Home #: 305-6616

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My name is:______________________________________
My phone # is:________________________________

I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the:

1) development of your child’s thinking and various kinds of intelligence,
2) development of your child’s reasoning about moral problems, and
3) emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion.

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(PSYC 205 Developmental Psychology student's name)
to observe and interact with my child, ______________________________________________________.
(child/youth's name)

Parent's or legal Guardian's signature ___________________________________________ date

and if at the Kindercollege, in addition to the Parent’s signature,

Kindercollege Representative's signature ___________________________________________ date

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I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

_________________________________________ date
signature of the Child/Youth
***Tentative*** Course Calendar: **PSYC 205-7001 4:30-7pm Tuesday Developmental Psychology in ADM 203**
Aug Tu25 Introduction to Syllabus and Goals of the Course; Read the Syllabus;
Chp 1 lecture; TMI Lec; Read Classic Edition Sources (2008), by Gardner & Walters, Sel.#7, pp. 37-43 this weekend;

Sept Tu 1 Quiz Ch. 1 due Lightfoot, et al. (2013); Lecture chp5; Finish TMI Lec; TMI case study; Introduction to case analysis; [sept 21 = last day to drop a class without getting a W on transcript]; attendance online; Read Classic Edition Sources (2008), by Kohlberg, Sel.#5, pp. 21-27; **Note: there is a quiz next week**

Sept Tu 8th Quiz Ch. 5 due Lightfoot, et al. (2013) TMI QUIZ; [Notice that we skipped chapters 2-4]; Chp 6 lec; Begin Kohlberg Lec;

Sept Tu 15th Quiz Ch. 6 due Lightfoot, et al. (2013); Lecture Chp 7; Kohlberg Lecture finish; NOTE: ALL THEORY QUIZZES HAVE QUESTIONS FROM ALL PREVIOUSLY STUDIED THEORY Quizzes

Sept Tu22; Ch. 7 due Lightfoot, et al. (2013); Kohlberg case study; Lecture chp 8; Read Classic Edition Sources (2008), by Piaget, Sel.#18, pp. 111-114 and Sel.#30, pp. 173-175). Skim the other Piaget selections in Sources (#2, #16, #25)

Sept 29 Tu Kohlberg QUIZ & Quiz Ch. 8 due Lightfoot, et al. (2013); Begin Piaget lecture; Lecture chp 9;

Oct Tu 6th; Quiz Ch. 9 Lightfoot, et al. (2013); Continue Piaget Lecture; [Remind prof to hand back quizzes today, to takes notes for midterm] Review for mid-term exam; Lecture chp 10. Read Sources (2008), by Erikson, Sel.#3, pp. 9-14.

Oct Tu 13th Midterm Exam from TMI, Kohlberg, ; [Remind Prof. to email Sootkis’ Cheyenne Journey to you]. Piaget Case study

Oct Tu 20 Piaget Quiz (know TMI & Kohlberg too) & Quiz Ch. 10 due Lightfoot, et al. (2013); Reading Guide due for Rubie Sootkis’ Cheyenne Journey; Child permission form due; Make an observation date to observe child or youth; Begin Erikson Lecture

Oct Tu 27th Lec chp 11; Erikson Lecture continued; *Optional extra credit due.

Nov Tu 3 Quiz Ch. 11 due; Erikson case study Nov 7th Last day to withdraw from classes for the semester; Chp 12 lecture; Read Classic Edition Sources (2008), by Skinner, Sel.#23, pp. 134-138;

Nov Tu 10 Chp 12 Quiz due; Erikson Quiz; Reading Guide due for Classic Edition Sources (2008), Ken Wilbur’s “Spectrum of Consciousness,” Sel#10, pp. 59-61; Make another observation date to observe child or youth; be writing your child observation paper; ask any questions about major paper or major exam. ; Chp 13 lecture. Begin behavioral psy lecture.

Nov Tu 17 ; Chp 13 quiz due; Ask any questions about the Paper or Comprehensive Exam; Lecture chp 14 Continue Behavioral Psy lecture and case study

Nov Tu 24th NO CLASS THANKSGIVING BREAK

Dec 1 Quiz Ch. 14 due; Lecture 15; Skinners Behaviorism QUIZ; Lightfoot, et al. (2013); Reading Guide due for Classic Edition Sources (2008), Naim Akbar’s “… Psychology for African Americans,” Sel#13, pp. 70-82; Ask any more questions about Exam or Paper;

Dec Tu 8 Chp 15 quiz due; Reading Guide due for Classic Edition Sources (2008), Carol Gilligan’s “Woman’s place…,” Sel#6, pp. 28-36; What changes and what doesn’t?
Child/Youth Observation and Interpretation Paper Due (it will be returned at or before the final exam)
*Comprehensive Case-Study Exam given TODAY to those not dropping off the Paper*

Dec Tu 15 Final EXAM
DON’T MISS IT; Don’t ask to take it early. This final exam is a “vocabulary” exam. It is based on all, and only, the theory quizzes. If you tend to finish exams faster than others, bring a book to read while you wait for others to finish. Bring a regular and colored pen. December 23rd = Final Grades posted to WWeb.