

SYLLABUS for DEVELOPMENTAL PSYCHOLOGY

DATE: Fall 2009

COURSE NUMBER AND TITLE: PSYC 205-05 and -03 Developmental Psychology

CREDIT HOURS: 3

TIME AND PLACE: 12:00 - 1:15 TTh FA 200; 1:30 - 2:45 TTh SGC 126;

INSTRUCTOR: Teri Rust, Ph.D.

OFFICE: Spalding Hall 273, phone: 792-2276,

FAST e-mail: trust@lcsc.edu, e-mail quizzes: trusrust@lcmail.lcsc.edu

OFFICE HOURS: M-Th 10:30-11:30, and by appointment

Course Description: 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, adolescent, and adult development will be studied to assist the student in the practice of understanding humans.

Text: Life Span: Human Development, 6th ed., by Sigelman & Rider.

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 Objectives

Upon completion of the course, the student will be familiar with:

1. the basic research designs and those specific to developmental research;
2. Gardner's theory of multiple intelligences;
3. Piaget's theory of cognitive development;
4. Erikson's theory of psychosocial development;
5. Kohlberg's theory of moral reasoning;
6. behavioral theories of learning;
7. information processing views of learning;
8. the development of language;
9. theories of personality, include Freud's theory of psychoanalysis;
10. theories of attachment;
11. parenting theories;
12. theories of gender roles and sexuality;
13. psychopathology related to development;
14. theories of death and dying

Attendance: Attendance is extremely important. It will be YOUR responsibility to sign in each day. If you know ahead of time that you will be gone, please let me know in writing (on the sign-in sheet or via e-mail). I do not follow a strict policy, but excessive absences will affect your ability to perform well in the course. **No** texting or cell phones during class, please. If you wish to use a computer to take notes, you must discuss that with me.

Tests: Four tests will be given in this course. We will be moving through some of the chapters rather quickly. We will use class time to discuss major theories and concepts in the text, but you need to read the whole chapter (unless otherwise indicated). We will also be discussing some material from outside the text, for which you will also be responsible. The tests are (essentially) multiple choice.

We will be using special answer sheets. Like a scratch-lottery ticket, you will scratch off the spot corresponding to what you believe is the correct answer. If it is correct, a star appears and you receive one point. If it is incorrect, it is blank and you may choose again. Continue choosing until you find the correct answer. Research suggests that such immediate feedback improves learning (Dihoff, Brosvic, & Epstein, 2003), and there will be a comprehensive test at the end of the course. You will receive 1/4 point for each item you get right on your second choice (based on the dynamic assessment ideas of Vygotsky, see Lidz, 1995).

MISSING A TEST: The only acceptable reasons to miss a test are extreme illness, absence while representing the college, or death in the family. In any case, I **MUST** be notified **PRIOR** to the beginning of class period during which the test is given for a make-up to be possible. Do **NOT** to leave for home or vacation before the final and expect to take it early. I do not allow tests to be taken early.

I do not "drop" a test. We will finish with a comprehensive exam. If you get a better score on the comprehensive exam than your worst unit test score, I will replace your lowest score with your score from the comprehensive exam. If you do worse on the comprehensive exam, it will not hurt you.

Assignments: There will be three short writing assignments and some worksheets. A major writing assignment is the child/youth observation that is required for this course. There is also a service-learning project for the semester.

Theory Papers: Two of the papers will be theory papers. These will correspond to Gardner and Erikson. You will be asked to evaluate your own development, or the development of someone you know, in terms of the theories. These will provide practice for the observation project.

Late papers: Papers are due by 5:00 p.m. on the day they are due. They may be turned in during class or to my mailbox in SPH 101A (**NOT on or under my office door!**). If papers are turned into my mailbox, they must be "date stamped" using the stamp in the Social Sciences Division office. Papers lose 10% for each day they are late, weekends included. After one week they are not accepted. I DO NOT accept papers electronically, sorry.

Quizzes: There are 5 e-mail quizzes worth 5/0 points each. I will send them after returning each theory paper and tests 1, 2, and 3. There will also be multiple in-class quizzes, and I will count your 4 highest scores. Research shows that testing/quizzing improves retention of information (McDaniel, Anderson, Derbish, & Morrisette, 2007).

Grading: Your final grade will be based largely (about 98%) on your performance on the tests and assignments. You may figure 90%, 80%, 70% cut-offs. I reserve the option of using +/- grading for those scores that fall close to the cutoffs. Other grading criteria include any other outside assignments and your mature approach to the subject as evidenced by attendance, classroom behavior, and attitude. This is a "web-enhanced" course, so you can access your scores/grades at any time thru Blackboard.

First Paper	10	Grades and what they mean:	
Interpretations Worksheet	10	(603-670)	A Distinguished (Exceptional)
2 Theory Papers @ 30 pts each	60	(536-602)	B Superior
Frame Games, 4 @ 10 pts each	40	(469-535)	C Average (Expected)
5 Online Quizzes @ 5 pts each	25	(402-468)	D Below Average
4 Classroom Quizzes @ 5 pts each	20	(-401)	F Failing
4 Tests @ 50 pts each	200		
Child/Youth Observation Project	200		
Service-Learning Project	105		
	<u>670</u>		

PLAGIARISM/ACADEMIC DISHONESTY: It is your responsibility to know what it means, what constitutes it, how to avoid it, and the consequences of committing it. Committing it in this class means a zero on the assignment (likely resulting in an F in the course) and discussions concerning college-level sanctions. Best/easiest option: don't do it!

Please feel free to stop by my office if you need ANY assistance.

Dihoff, R. E., Brosvic, G. M., & Epstein, M. L. (2003). The role of feedback during academic testing: The delay retention effect revisited. *The Psychological Record*, 53(4), 533-548.

Lidz, C. S. (1995). Dynamic assessment and the legacy of L. S. Vygotsky. *School Psychology International*, 16(2), 143-153.

McDaniel, M. A., Anderson, J. L., Derbish M. H., & Morrisette, N. (2007). Testing the testing effect in the classroom. *European Journal of Cognitive Psychology*, 19(4/5), 494-513.