

## SYLLABUS for Developmental Psychology [2009aug17v2]

DATE: Fall 2009

COURSE NUMBER AND TITLE: PSYC 205-01 Developmental Psychology

CREDIT HOURS: 3

TIME AND PLACE: MW 10:30 – 11:45PM in FA 202

PROFESSOR: Rhett Diessner, Ed.D.

OFFICE: Spalding Hall, Room 212, ph.# 792-2338, [diessner@lcsc.edu](mailto:diessner@lcsc.edu)\*

OFFICE HOURS: 9-10am M, Tu, Wed, & Th; email for an appt. if these times don't work for you

\* Please keep your emails to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your warriormail address; it is to everyone's advantage if you do so.

### 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.

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, 1983, 1991, 1993, 1999a);
- B. Positive Psychology (Peterson & Seligman, 2004);
- C. Cognitive Developmental (Piaget, 1950; Kohlberg, 1984);
- D. Psychosocial/Psychoanalytic (Erikson, 1950);
- E. Behavioral (Skinner, 1953);
- [F. Humanistic (Rogers, 1961; Maslow, 1968); if we have time]

II. Demonstrate knowledge of non-mainstream, non-Western, and non-masculine-centered theories of 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, 1991, 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, 1991, 1999b), and critical thinking about (Dewey, 1910/1991), an 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 Diessner, addressing most of the main theories for this class, are available “free” to anyone that has iTunes on their hard drive:

<http://deimos.apple.com/WebObjects/Core.woa/Browse/lcsc.edu>

#### 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:

1. Lightfoot, C., Cole, M., & Cole, S. R. (2009). *The development of children* (6<sup>th</sup> ed.). NY: Worth Publishers. ISBN: 1-4292-0225-4  
You will need to read 45 pages a week, or about six and a half pages a day, to be prepared for the weekly quizzes.
2. Diessner, R. (Ed.). (2008). *Classic edition sources: Human development* (3<sup>rd</sup> ed.). Dubuque, IA: McGraw-Hill. ISBN-13: 978-0073379685

#### 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 @ 20 pts.	100
B. 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
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##### III. Case Analysis/Critical Thinking

You have a choice of A&B or C:

A. “Real-life” Child/Youth Analysis	480
B. Permission Form	20 & its <b>REQUIRED</b> before observing a child/youth

OR C. In-class Comprehensive Case Analysis Exam 500 points

##### IV. Know your own top character strengths

Complete VIA questionnaire	10
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V. Read Syllabus, sign form 5

#### Supplemental Activities (“extra credit):

1. Photo & Demography 10
2. Research Measures 5 + 5 = 10

### Course Grades

Distinguished, A, or Excellent	= 950 AND 94% on the mid-term exam, final exam; and child observation paper or comprehensive case study exam
Superior, B, or Very Good	= 850 or more
Average, C, or Good	= 750-849
Below Average, D, or Unsatisfactory	= 650-749
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.**

NOTE WELL. To earn an "A" in this course, a point total is not sufficient. In addition to a 950 point total, a student must: 1) average 90% or better on the theory quizzes 2) average 90% or better on the quizzes from the Lightfoot, Cole, & Cole (2009) textbook, 3) score  $94\% \leq$  on the midterm, 4) complete the final at  $94\% \leq$  accuracy; and 5) and be assigned an "A" on the child interpretation paper or the comprehensive case exam. *A point total of 850 or better can "guarantee" a "B" grade for the course, but not an "A" grade.* 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 (such as the demography from, which may be handwritten).

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 2<sup>nd</sup> 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 10 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. 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 not be discussed in class, but 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.

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).

The following articles, upon which the reading guides are based, are in your textbook: Diessner, R. (Ed.). (2008). *Classic edition sources: Human development* (3<sup>rd</sup> ed.). Dubuque, IA: McGraw-Hill:

Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 59 – 61). Dubuque, IA: McGraw-Hill. [This reading addresses issues related to Hindu and Buddhist views of development.]

Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 70 – 82). Dubuque, IA: McGraw-Hill. [This reading emphasizes aspects of psychology that are particular to African Americans, but that are also human universals.]

Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 28 – 36). Dubuque, IA: McGraw-Hill. [Carol Gilligan, in the 1980s, noticed that nearly all theories of human development were written from a male point of view... yet does it not seem and females and males develop somewhat differently?]

This reading will be copied for you and handed out in class:

Sootkis, R. (1976). *The Cheyenne Journey*. Ashland, MT: Religion Research Center. [This reading addresses one specific Native American view of human development.]

### 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.

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 reserve 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 somewhere in Lightfoot et al. (2009).] 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 (2009) 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 you field notes).**

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., 2009) has identified eight psychosocial stages, or crises." or "George is in formal operations (Piaget, 2008)."

On your reference page you would then have:

Lightfoot, C., Cole, M., & Cole, S. R. (2009). *The development of children* (6<sup>th</sup> ed.). NY: Worth Publishers.

Piaget, J. (2008). The mental development of the child. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 173 – 175). Dubuque, IA: McGraw-Hill.

#### 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      500 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)*

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 top character strengths

Complete the adult Values in Action (VIA) questionnaire and print out the ranking of all 24 of your character strengths. Go to this site <http://www.authentichappiness.org/>, register and then complete the 240 question Values in Action questionnaire (VIA) for adults (give yourself 60-90 minutes to complete it). Print out the ranking of your 24 strengths, turn it in, AND WRITE YOUR TOP 5 STRENGTHS ON YOUR NAME CARD, for your 10 points. **This is due the 2<sup>nd</sup> week of class.** If you completed the VIA sometime within the last year, you can print that out and turn it in.

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#### Ancillary Performance (“extra credit”):

1. Photograph & Demography. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph, feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information.

If I write a question or comment on the form please consider answering the question or responding to the comment. I will hand these back to you at least once, so you know I recorded your points, but always return them to me ASAP. Thank you. **DUE:** Within one month after class starts.

#### 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. "Taking information and skills learned in school" and applying "them flexibly and appropriately in a new and at least somewhat unanticipated situation" (Gardner, 1991, p. 9).

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.

Use of the Arts. Besides using music in class, several exercises will involve the visual arts, especially classical, and some modern, paintings. The reasons for this are two-fold: a) some students will pay attention better, and understand topics more deeply, if they are presented in musical or spatial modalities (cf. Gardner, 1983); b) psychology isn't just about so-called 'dry-logic,' it is also about the human heart and the human spirit. Beautiful art helps create love in our heart, which is the foundation of lived-psychology.

### 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 am supposed to document the incident and notify the Judicial Affairs Officer in Reid Hall 111, phone 2211.

### Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit [www.lcsc.edu/registrar](http://www.lcsc.edu/registrar) or call 208-792-2223.

### 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. Because I have hundreds of students, however, and handle thousands of pieces of paper every semester, I need to be organized by my own functional system. 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 office phone. *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 on the phone, don't assume he remembers: attach a note!*

### Helpful Hints

Feel free to visit Prof. Diessner on any of his Office Hours. When it is NOT my office hours, I am grading papers, writing papers, preparing for lectures, attending committee meetings, writing reports, etc. – in other words, I am not available. If all my office hours overlap with your other classes, email me and suggest an alternative time, and we will work something out.

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 can ask a fellow student to go to the library with you, and make a copy of it in the coin-operated photocopier (or you could send a one-sentence email to Diessner, asking for a copy of the syllabus to be sent to you as a WORD or .rtf attachment), or you could check my website, which may have a current syllabus on it:  
<http://www.lcsc.edu/diessner/>.

If you miss an exam, follow the procedure in this syllabus.

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 grades your grades to the warrior-web.**

If you ever miss any class, in any course, you will never ask the Professor, “Did I miss anything important?”

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

Feel free to email Prof. Diessner, but aim to hold it to 3 sentences or less.

Doodling space during boring lectures:

## References

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READING GUIDE to Sootkis, R. (1976). *The Cheyenne Journey*. Ashland, MT: Religion Research Center. (Worth +20 points)

// **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?

READING GUIDE to Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 59 – 61). Dubuque, IA: McGraw-Hill. (Worth +20 points)

// **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.)

READING GUIDE to Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 70 – 82). Dubuque, IA: McGraw-Hill. (Worth +20 points)

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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.

READING GUIDE to Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3<sup>rd</sup> ed.) (pp. 28 – 36). Dubuque, IA: McGraw-Hill. (Worth +20 points)  
[rev2008-12-08]

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

Your Name:

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?

**Child/Youth Study in PSYC 205 Developmental Psychology**  
**Consent Form: Copy for the Professor [2009]**

Course Professor: Dr. Rhett Diessner  
 Work # : 792 2338  
 Home # : 746 0273

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 Dr. Diessner, 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 Dr. Rhett Diessner at [diessner@lcsc.edu](mailto:diessner@lcsc.edu), or 208 792 2338, 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: Dr. Rhett Diessner  
 Work # : 792 2338  
 Home # : 746 0273

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.

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\_\_\_\_\_  
 signature of the Child/Youth

\_\_\_\_\_  
 date

+5 “Bonus” points for Reading Syllabus

// I certify that I have printed it out and that I plan to bring it to each class session.

// I certify that I have carefully read this entire syllabus.

Or

// I certify that I have carefully read this entire syllabus on a computer screen.

// I certify I have saved it to a computer hard drive, and I will open it and refer to it frequently throughout the semester.

\*If you prefer a hardcopy syllabus, and are unable to print one, come to Prof. Diessner’s office hours and he will provide you with a copy.

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Print name legibly, in the same form as on the class list

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Signature

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Date