

Psychology 205 - Human Development, Spring 2002

Instructor: Dr. Patti Owen-Smith

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Office Hours: I am available daily to meet with students; however, my schedule is unpredictable so it is best if you call or email to make an appointment

Texts: Human Development, Papalia, D.E. & Olds, S.W.
School Girls, Orenstein, P.
Real Boys, Pollack, W.

About this class: The Psychology of Human Development introduces the student to the field of Developmental Psychology. The major focus will be on those theories and principles necessary to an understanding of the process of growth from conception to old age. The format of the class will include lecture, class discussion, and a theory/practice experience in the community. Emphasis will be placed on class participation in an effort to "convince students that they can actively construct, rather than just passively receive, knowledge" about developmental psychology. (Clinchy, 1995).

There are two distinctive features to this class:

1. In-class dialogue and discussion will be a significant component. While I will lecture on a regular basis, I will also expect you to take some leadership and ownership of the class. This will **not** be a class where you can sit quietly, take notes, and then leave!
2. The most distinctive feature of the class is the Theory/Practice format. What is "Theory/Practice?" A theory/Practice component can deepen your understanding of the subject you are studying and develop your ability to reflect on, "practice," and apply to a real life situation what you are learning in the classroom. I believe that knowing facts, reciting theories and concepts, and regurgitating back on an exam what you have memorized is not necessarily reflective of a "deep" understanding of the material nor does it prepare you for real life experiences. Therefore, you will be expected to **reflect on what you are learning** by working in a social service agency in the greater surrounding community **at least** two hours a week. I will provide you with a list of possible placements and times, and you then may select the placement based on your personal preferences and schedules. Detailed information will be given in class about this component of the class.

Requirements of the Course:

1. Class attendance and participation (15%): Since your individual voice is considered very significant to the integrity of the course, you should attend every class and actively participate in discussion. It is expected, therefore, that you will come to class well prepared for discussion.
2. Learn Link (10%): Each student is required to make AT LEAST 10 Learn Link entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in the lecture/text, in a film, by another student, or in the assigned readings and should be approximately 3-4 sentences in length. It is hoped that these entries will serve as a type of conversation among students in the class. I expect you to respond

thoughtfully to one another on this conference and to evidence careful reflection as opposed to an "off the cuff" reaction. I am interested in whether you are able to incorporate ideas from the class and then articulate them.

3. Create-a-Toy Project and Paper (15%): You will be asked to construct a toy for a child. The purpose of this exercise is to encourage you to think about the stages of childhood in terms of cognitive, physical, psychological/socio-emotional development and to apply this understanding to the construction of a toy that might be appropriate for a child from infancy through middle childhood. This project should challenge you to use your knowledge in a practical way so that you might enrich the environment of a child. The novelty and practicality of this exercise should bring to life the theoretical and research information that you have been reading and studying. You may work collaboratively on this project (but no more than three students!) However, should you decide to work collaboratively with other students, each student will receive the same grade. You will present your toy and analysis to the class.
3. Community Placement(10%): Each of you will have an on-site supervisor to whom you will report each week. I will maintain regular contact with this supervisor so as to be certain that this experience is working well for you and the respective agency. The supervisor will evaluate your work at the end of the semester and communicate those results to me. However, this supervisor will **not** assign a grade. You and I will meet together to discuss your work and to determine the grade on this particular assignment. Periodically during the course of the semester we will have in-class discussions regarding experiences with these placements. You will be expected to talk about your placement in terms of concepts learned in class.
5. Quizzes 1,2 & 3 (10% each): Three short answer quizzes will be given during the semester. Two of these quizzes will require that you be able to synthesize information from Real Boys and School Girls into course material studied thus far.
6. Literature Review and Theory Practice Reflection Paper (20%): You will select a topic in the area of Human Development that is related in some way to your community work experience. You will then (1) construct a review of the empirical literature related to this topic and (2) reflect on how this literature clarifies or relates to your theory/practice community experience. For example, if you are working with an individual associated with the Literacy Advocacy program, you might want to do your literature review on developmental aspects of reading skills. In order to facilitate the research process you should consult with me to discuss the literature review prior to your actual library research. (Detailed information about the construction of the final paper will be discussed in class). In many ways this final assignment serves as a type of "final examination" in that you are required to synthesize what you have learned in this class and reflect this understanding in this paper.

The plus-minus system will be utilized in the calculation of final grades.

The Student Honor Code of Oxford College applies to every member of the class. Please review this Code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words of another person without quotations and without adequate referencing. PLEASE NOTE ALSO THAT THE USE

OF FORMER STUDENTS' PAPERS MAY NOT BE USED IN ANY FORM; TO DO SO IS TO VIOLATE THE HONOR CODE!! Should you have any questions about what constitutes plagiarism, please consult with me. This professor will not tolerate violations of this code under any circumstances!!

Course Schedule:

1/16	Introduction to course
*1/18	Discussion of Community Placements
*1/21	MLK Holiday!
1/23	Developmental Theories (Ch.1)
*1/25	No Class!
1/28, 1/30	Developmental Theories (cont.)
2/1	Prenatal Development
2/4	Birth (Ch.2)
*2/6	Quiz 1
*2/8	Theory/Practice Discussion
2/11, 2/13, 2/15	Infancy (Chs.2&3)
*2/18	No Class!
2/20, 2/22	Toddlerhood (Chs.4&5)
*2/20	Last day for dropping courses without academic penalty!
2/25, 2/27, 3/1	Early Childhood (Chs.6&7)
*3/4	Quiz 2 (including <u>Real Boys</u>)
*3/6	<u>Real Boys</u> Discussion
*3/8	Theory/Practice Discussion
*3/11-3/15	Spring Break!
*3/18	No Class! (Collaborative/Individual work on Toy Project)
3/20, 3/22	Middle Childhood (Chs 8&9)
*3/25, 3/27	Toy Project & Presentations
*3/29	No Class!
4/1, 4/3, 4/5	Adolescence (Chs. 10&11)

*4/8	Quiz 3 (including <u>School Girls</u>)
*4/10	<u>School Girls</u> Discussion
*4/12	Theory/Practice Discussion
4/15, 4/17, 4/19	Adulthood (Chs. 12-17)
4/22	Death and the Dying Process (Ch. 18)
*4/24	Theory/Practice Literature Review and Reflection Paper due!
*4/26	No Class!
*4/29	Theory/Practice Discussion