

DEVELOPMENTAL PSYCHOLOGY

PSYC 4040 (80859), Fall 2012

TR 5:30-6:45, GCB 429

Instructor	Stephanie Dietz
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Office Hours	Tuesday 3:30-5:30

Course Description

This lecture course will provide an overview of the field of developmental psychology. We will survey the current scientific thinking about development, focusing primarily, but not exclusively, on the physical, cognitive and social development of human infants and children. Key themes will tie together the course, including the competing roles of nature and nurture, the contributions of individuals to their own development, and the influence of social and cultural factors on development.

Course Objectives

By the end of the class, students are expected to

- 1) Have an understanding of characteristic behaviors that children exhibit at different ages;
- 2) Be able to describe key theories of development;
- 3) Develop informed opinions on key questions in developmental research;
- 4) Have a basic understanding of how to critically evaluate data and claims from research studies relating to parenting, education and policy decisions involving children.

Course Prerequisites

PSYC 1101, completed with a grade of C or better.

Required Texts

Harwood, R., Miller, S. A., & Vasta, R. (2008). *Child Psychology*. Hoboken, NJ: John Wiley & Sons. 5th Edition. Copies of this book are available in the GSU Bookstore.

Required Technology

Email. All e-mail will be conducted using your **official Georgia state e-mail**. All other e-mail accounts may not be received. For more information on GSU email accounts for students, go to: http://www.gsu.edu/help/information_students.html

uLearn. All members of the class are expected to **check the uLearn site associated with this class on a regular basis**. Students should be sure to check the site before class meetings and print out any handouts or other materials that are related to in-class activities.

To access uLearn, go to the Georgia State homepage, click on the uLearn button located in the upper right hand corner of the screen, and follow the login instructions.

Learning Assessment

In-Class Assignments. In-class assignments will be collected at random throughout the semester. These assignments will be graded on a completion basis, and are worth 10 points each. These may be reading quizzes, reflections on the lecture, or other activities. You must **be present in class** in order to be allowed to complete these assignments.

Application Tests. There are **three application tests** for this class. You must be present in class, on time, the day of the exam to be allowed to take the exam. No students will be allowed to begin the exam once the first person has left the exam. There are no make up exams allowed; if you miss an exam for any reason, it will be the one you drop (see below).

Final exam. The final exam is cumulative and administered in a similar testing environment to the application tests. No students will be allowed to begin the exam once the first person has left the exam. If your final exam is higher than one of your application tests, your final exam will count twice and replace that grade. If your final exam is your lowest grade, it will simply count once.

Class Project. There will be one class project due at the end of the semester. This project will ask you to compare and contrast the major theorists of development on several key points. This project may take any form you wish, and may be group (with permission) or individual. More information will be given later in the semester.

Grading

The final course grade will be calculated with the following breakdown:

Assignment	Points Possible
In Class Assignments	70 (10%)
Application Test 1	100 (14%)
Application Test 2	100 (14%)
Application Test 3	100 (14%)
Final Exam	200 (29%)
Class Project	130 (19%)
Total	700
Final Grade Distribution	
Points Earned	Letter Grade
700-675	A ⁺
674-651	A
650-630	A-
629-602	B ⁺
601-581	B
580-560	B-
559-539	C ⁺
538-511	C
510-490	C-
489-420	D
419-0	F

NOTE: All grading will be rounded to the nearest integer. As such, a score of 89.5 is rounded *up* to a 90, whereas a score of 89.4 is an 89.

Grading Issues. Any student who has an issue with the grading for a particular assignment has **one week after the graded assignment is returned** to meet with the instructor and request a grade review. All reviews must be completed with the original work, no copies will be accepted. It is the responsibility of the student to provide the original if it has been handed back from the instructor. **NO EXCEPTIONS will be made to the grading policy outlined above.**

Late Registration. Anyone who registers for the course after the first day of class will have **one week to complete any missed assignments.** Assignments will not be accepted after that date.

Attendance

General Attendance. It is critical that you attend class regularly in order to master the course material. Class lectures and information from your text will supplement each other but will NOT overlap completely. You are expected to attend class, arrive on time, and leave only when dismissed. If you are unable to attend a class, it is your responsibility to get notes from another student. You are responsible for course content and assignments covered in class, as well as any announcements made. If you miss class, be sure to check uLearn. **Students who demonstrate a pattern of late arrival or early departure from class will be considered in violation of the Board of Regents Policy on Disruptive Behavior (see the *Classroom Behavior* section, below).** If you know in advance that you will be absent, have to leave early, or come in late, please notify me. It is best that you do this in person and on uLearn.

Veterans' Attendance. The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance. Veterans who are receiving benefits to fund their education will be reported to the DVA if they do not attend class for a period of two weeks or more.

Academic Honesty

“For a full explanation of academic dishonesty, see the GSU student code of conduct at: <http://www2.gsu.edu/~wwwdos/codeofconduct.html>

The most common types of academic dishonesty are plagiarism, cheating on assessments, and unauthorized collaboration.

GSU Department of Psychology Definition of Plagiarism

If a student uses or relies on others' work in preparing any academic materials (e.g. written assignments, posters, presentations) the student must cite the source correctly according to the directions provided by the instructor. Failure to do so is plagiarism.

Copying and pasting even part of a sentence or phrase is plagiarism, even when the source is cited correctly. Paraphrasing a source in a way that copies the phrase or sentence structure of a source is also plagiarism. To avoid plagiarism, students are expected to properly paraphrase others' ideas.

Quotes in scientific writing should only be used when the wording of the original source is critical to the student's argument. Whether quoting is appropriate in a given instance is at the discretion of the instructor, not the student.

Cheating and Unauthorized Collaboration

Cheating includes the use or sharing of any unauthorized materials and/or assistance before, during, or after an assessment (e.g. exams, tests, quizzes). Unless otherwise specified by your instructor, you may not discuss an assessment or share materials or information with any other student at any time.

Unauthorized collaboration occurs under the same circumstances as cheating, but involves assignments outside of the classroom (e.g. papers, projects, presentations) rather than assessments.” All members of the University community, including students, faculty, and staff, are expected to report violations of academic conduct to the appropriate authorities.

Failure to report academic misconduct of which you are aware reflects complicity with the misconduct. Such complicity may also result in an academic and/or disciplinary penalty.

Classroom Behavior

General Courtesy. All members of the class are expected to treat each other in a respectful, civil manner. Students who exhibit behaviors that I consider obstructive or

disruptive to the class or its learning activities will be treated according to the Board of Regents Policy on Disruptive Behavior. Disruptive students will first receive a verbal warning. Continued violations will result in the student being removed from the classroom, a meeting with the Chair of the Department of Psychology, and finally formal disciplinary action at the University level. Any student who engages in disruptive behavior may be assessed point deductions from the final grade or administratively withdrawn from the course.

Cell Phones/Pagers/Etc. According to the university's official policy on disruption:

"Students are required to turn off or set on silent mode all mobile phones, pagers and like devices while in class or in other instructional University environments. Students shall not allow their personal electronic communication devices to ring or beep during or otherwise disrupt scheduled University instructional activities. Making or receiving phone calls or pages while in class or other University instructional environments is prohibited." This includes having the phone set to buzz or vibrate.

Disruptive students will first receive a verbal warning. Continued violations will result in the student being removed from the classroom, a meeting with the Chair of the Department of Psychology, and finally formal disciplinary action at the University level. If circumstances beyond your control require that you be available to receive a phone call or page during class (e.g., your child is ill), please notify me *before class*. **Use of phones or messaging devices during a test is considered a violation of academic honesty and will result in an automatic zero on that exam.**

Disabling Conditions

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Any student who has a documented disabling condition that requires accommodations in this class or on assignments must provide the **appropriate documentation** from the Office of Disabled Student Services **by the end of the first week of class**. If your condition is identified during the semester, please see me as soon as possible after you have received the relevant supporting documentation so we can make arrangements to accommodate you for the remainder of the term. You will not be able to make-up any assignments prior to providing your documentation.

Contacting Me

I encourage you to come see me during office hours or to schedule an appointment if you are having difficulty with the course material, want to clarify any points made in lecture or the textbook, or just want to talk about the class or school in general.

Brief, quicker questions can always be answered via e-mail (SDietz2@student.gsu.edu). I will try to answer e-mails sent by 5pm on weekdays (MTWTF) on the same day. E-mails sent after 5pm on Friday may not be checked until Tuesday morning.

Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. Although I reserve the right to make changes to this schedule, the following provides a framework for what material will be covered during the course. Changes to this calendar will be announced in class and/or on the uLearn site for this course; you are responsible for knowing the content of these announcements. ***Reading and accompanying chapter quizzes should be completed BEFORE class on the dates listed below.***

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
Tues 8/21	Introduction to Developmental Psychology	
Thurs 8/23	Concepts and Theories	Ch 1
Tues 8/28	Research Methods	Ch 2
Thurs 8/30	Biological Context of Development	Ch 3
Tues 9/4	Prenatal Development & the Newborn	Ch 4
Thurs 9/6	Infancy	Ch 5
Tues 9/11	Brain Development	Ch 6 (pp. 193-200)
Thurs 9/13	Physical Development	Ch 6 (pp. 200-221)
Tues 9/18	EXAM 1: Chapters 1-6	
Thurs 9/20	Cognitive Development: Piaget and Vygotsky	Ch 7
Tues 9/25	Cognitive Development: Piaget and Vygotsky	Ch 7
Thurs 9/27	Cognitive Development: Information Processing	Ch 8
Tues 10/2	Intelligence and Schooling	Ch 9
Thurs 10/4	EXAM 2: CHAPTERS 7-9	
Tues 10/9	No class – Work on project	
Thurs 10/11	Language and Communication	Ch 10
Tues 10/16	Early Social and Emotional Development	Ch 11 (pp. 428-440)
Thurs 10/18	Attachment	Ch 11 (pp. 440-453)
Tues 10/23	Development in High Risk Contexts	Ch. 11 (pp. 453-457)
Thurs 10/25	Self and Identity	Ch 12
Tues 10/30	Self and Identity	Ch 12
Thurs 11/1	Sex Differences and Gender Role Development	Ch 13
Tues 11/6	EXAM III: Chapters 10-13	
Thurs 11/8	Moral Development	Ch 14
Tues 11/13	Moral Development	Ch 14
Thurs 11/15	Peer Relationships	Ch 15
11/20-11/22	Thanksgiving Break – No class	
Tues 11/27	The Role of Families in Development	Ch 16
Thurs 11/29	The Role of Families in Development	Ch 16
Thurs 11/29	FINAL PROJECT DUE IN CLASS AT 5:30	
Tues 12/4	FINAL EXAM (CUMULATIVE) 4:15-6:45, GCB 429	