

Developmental Psychology

PSYC A230 – 002

Loyola University, New Orleans

Fall Semester, 2014

M, W, F 1:30-2:20 PM

Instructor: Urmi Jani, Psy.D.

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Office:

Office Hours: Friday 2:30 – 3:30 pm & by appointment

Required Textbook:

Life-span Human Development 8th edition by Sigelman & Rider

Published by Cengage

ISBN = 978-1-285-45431-3

Course Overview: This course provides an introduction to the milestones of human development from conception to death. Physical, cognitive, and social growth of humans will be described with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. It is expected that students integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course. In addition, students can expect to discuss the implications for parenting, education, and social policy-making so that information and knowledge from course information can be applied to meaningful real-world problems.

Course Objectives: Upon successful completion of this course:

- Students will recognize the major physical, cognitive and socio-emotional hallmarks of human development at each major period of the lifespan.
- Students will be able to recognize and distinguish among the major developmental theories.
- Students will demonstrate a beginning ability to “think like a developmental scientist” which includes:
 - Critically evaluating developmental theories, research, and conclusions
 - Understanding how change over time is conceptualized and researched.
- Students will demonstrate the ability to apply their knowledge of the course content to real-world problems.

Course Format and Philosophy: This class will meet three times a week and sessions will combine both lectures as well as discussions. Student questions, comments and observations are encouraged and expected. Reading assigned chapters and handouts before class sessions will be crucial for effective participation in class discussions.

Grading:

Attendance and Participation (20 points)

In class activities and discussions will be a vital component of class sessions. Therefore **attendance is mandatory and will be taken on a consistent basis**. You are allowed to be absent twice before your grade will begin to suffer.

If you are absent 3 or more times, points from your final score will be deducted for every time you are absent.

If you must be absent for an excused reason, please let me know ahead of time and make arrangements with your classmates to find out what you have missed. You are still responsible for the material covered in class on the days that you are absent.

Naturalistic Observation Project (50 pts)

Select a child or family unit to observe. Observe their behavior for at least 30 minutes. *TAKE NOTES!* It has been my experience that you learn more from this exercise if you have a particular topic in mind before you begin. Some possibilities that come to mind –

- How do children/families resolve conflict?
- What methods do children use to attract adult attention?
- What rules (if any) do young children play by, and how are these enforced?
- How do the social interactions of popular children differ from unpopular ones?

Please do NOT feel you have to choose one of the topics above, pick an area that is of interest to you. Some people have a hard time picking a topic and prefer to go observe first and select a topic that strikes them as interesting. For example, you may see one child throw a ferocious temper tantrum and decide to focus on how the other children react.

Remember to protect the confidentiality of the child and family that you are choosing to observe. Never disclose their personal information - use code names if appropriate.

Based on these observations, write up a 3-5 page description of your observations and how they relate to what we have been discussing in class. Be sure to include:

- Age(s) of child, children, or family members
- Genders
- Topic – If applicable
- Location where behavior was observed
- Description of behavior you observed
- Your conclusions and how it relates to what we have learned in class

You may include any other information you feel is relevant, such as ethnicity, size, dress, etc.

You **MUST** hand in your field notes with your final paper. They should be the actual hand-written stream of consciousness notes you've taken in the field. You shall also cite relevant research and scholarly articles or texts that support your observations.

This assignment is due in class on **October 20, 2014**. 5 points will be deducted for every day the assignment is late.

Your paper should provide a very clear, detailed analysis and the importance of your topic to developmental theories through the life-span. University-level writing is expected in structure, tone and delivery. Be sure to use APA formatting and include a bibliography. See the following website for a primer on APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>

Developmental Theories Presentation (50 points)

If you decide to pursue psychology as a career, both writing as well as oral presentations will be a vital component of your field. You must decide on the topic for the presentation by **September 5th**.

Below is a list of possible topics for the developmental psychology assignment. Within each topic there are many sub-areas (e.g. the challenges and benefits, causes and consequences). In your presentation, focus your attention on the impact it has on development, particularly to the infant/child/adolescent's learning, health, and relationship. If you would like to use a topic not mentioned below, please have it approved by me.

- Adoption
- Alcohol/Drug Abuse (Pregnant women/Teenage brain)
- Attachment issues
- Morality Issues
- Child Abuse/Neglect
- Day care
- Death (point out children's view)
- Gender Identity Issues
- Divorce
- Grandparents as parents
- Media violence
- Peers (influence, pressures)
- Poverty
- Autism
- Developmental Psychopathology (be specific)
- Preschool
- Single-parent families
- Stepfamilies
- Nursing homes, Alzheimer's, Family Stress

Presentation dates will be assigned after I have received your topic choices (SEPT 5) and will correspond with topics/dates that we are covering. I reserve the right to deduct points for lateness in delivery of presentations. See me with any questions.

This presentation must be at least 8-10 minutes long. Briefly explain the theory/concept you have chosen and why it is important for us to study, the debate that the topic incites, how it relates to development across the lifespan and what the latest research findings indicate. You must also hand in a presentation outline (must be typed).

You will be graded based upon tone, time, delivery, thoroughness of research, and relevance to class instruction.

Four Exams (100 pts each)

Exams will consist of multiple choice and short answer questions. They will be non-cumulative. Each exam will consist of materials from the class lectures, assigned readings as well as any other handouts or activities that are presented in class.

Your lowest exam grade will be dropped. As a result, there will be absolutely NO make-up exams. If you miss an exam, consider it the one that you will drop. I reserve the right to curve exam grades based upon overall class performance or in extenuating circumstances that may arise during the semester. If you would like to review your graded exam and answers, make an appointment with me, or visit me during office hours to do so. I will only see students for one week after an exam is handed back if you are interested in reviewing it.

Extra Credit

Research Participation

You may opt to participate in a maximum of two studies by the end of the last day of lecture to earn extra credit. Participating in psychological studies is an excellent way to obtain a real sense of how research is conducted. Please see the following website for guidance on research participation.

<http://chn.loyno.edu/psychology/research-participation>

Reaction Papers

From time to time, controversial topics regarding developmental theories or classroom debates may arise. A maximum of 2 reaction papers will be assigned throughout the semester as these instances occur, and you will have the option of writing a 2-3 page reaction paper (in APA-format) for extra credit. More information about these will be discussed in class.

Total: 400 pts

Final course grades will be determined using the scale below:

<u>Grade</u>	<u>Percentage</u>	<u>Point range</u>
A	92.5 to 100+	370 or higher
A-	90 to 92.5	360 to 369
B+	87.5 to 90	350 to 359
B	82.5 to 87.5	330 to 349
B-	80 to 82.5	320 to 329
C+	77.5 to 80	310 to 319
C	72.5 to 77.5	290 to 309
C-	70 to 72.5	280 to 289
D+	67.5 to 70	270 to 279
D	60 to 67.5	240 to 269
F	Lower than 60	less than 240

I will not negotiate with students on final grades. Attendance and participation are vital in this course and are a great way for me to determine which grade to give to those students who are on the borderline.

How to do well in this course:

- 1) Stay on top of your readings! Read the chapter that will be discussed in class BEFORE class so you are not seeing the information for the first time.
- 2) Distribute your study time. Research consistently shows that *spaced practice* promotes better retention than *massed practice*. Cramming before exams does not always work!
- 3) Utilize your resources. The textbook has a great student resource center filled with practice test questions, flash cards, etc. Form study groups early in the semester. See me during office hours if you are confused.

I want you to succeed in this class, but you must put in the work and effort!

Policies and General Information

Disability Services

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

Academic Honesty

Academic integrity is fundamental to the activities and principles of a university. Members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, researched, and presented. Any breach of academic integrity (cheating, plagiarism, etc.) will not be tolerated and punitive action will be taken by the university.

Food and Beverage Policy

As long as it does not interfere with class lectures or disrupt others, you may bring snacks and beverages to class. Please dispose/recycle trash appropriately.

Respect for Others

I expect the general rule of class to be one of mutual respect. Please remember that everyone has had unique experiences and has a right to his or her opinions. Please be considerate of others at all times. Please also refrain from texting or engaging other potentially distracting activities during class. Please arrive in class on time, and in the event that you must ever arrive late, please enter the classroom quietly. Consistent tardiness will not be tolerated. Please see me if you know you will be late.

Laptop/Electronic Device Policy

While laptop/notebook computers can sometimes be useful, in a classroom setting they can serve as a distraction to the students using them and those around them. Therefore (unless other arrangements are made), please do not use your computers or other electronic devices (cellphones, ipads, etc.) during class.

Emergency Planning/Preparedness

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will: Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension. Please keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses. Also, you are responsible for completing any reading and/or writing assignments given before the emergency began.

Assuming a power source is available.... Log on to university Web site within 48 hours of an evacuation/suspension and monitor the main university site (www.loyno.edu) for general information. Log on to our course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information.

Complete Blackboard and/or other online assignments posted (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)

Be sure to contact me during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented you from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Introduction to Psychology Tentative Course Schedule*

Date	Topic	Reading
August 25	Introduction	Syllabus & Prologue
August 27	Science & Lifespan	Chapter 1
August 29	Theories of Human Development	Chapter 2
September 1	LABOR DAY - HOLIDAY	
September 3	Theories of Human Development	Chapter 2
September 5	Theories of Human Development	Chapter 2 *Topic due for presentation
September 8	Genes, Environment & Development	Chapter 3
September 10	Genes, Environment & Development	Chapter 3
September 12	Prenatal Development & Birth	Chapter 4
September 15	Prenatal Development & Birth	Chapter 4
September 17	Exam 1	
September 19	Body, Brain & Health	Chapter 5
September 22	Body, Brain & Health	Chapter 5
September 24	Sensation, Perception & Action	Chapter 6
September 26	Sensation, Perception & Action	Chapter 6
September 29	Cognition	Chapter 7
October 1	Cognition	Chapter 7
October 3	Cognition	Chapter 7
October 6	Memory & Information Processing	Chapter 8
October 8	Memory & Information Processing	Chapter 8
October 10	Exam 2	
October 13	FALL BREAK - HOLIDAY	
October 15	Intelligence & Creativity	Chapter 9
October 17	Intelligence & Creativity	Chapter 9
October 20	Language & Education	Chapter 10 *Naturalistic Obs Paper due
October 22	Language & Education	Chapter 10
October 24	Self & Personality	Chapter 11
October 27	Self & Personality	Chapter 11
October 29	Gender Roles & Sexuality	Chapter 12
October 31	Gender Roles & Sexuality	Chapter 12
November 3	Exam 3	
November 5	Social Cognition & Moral Development	Chapter 13
November 7	Social Cognition & Moral Development	Chapter 13
November 10	Emotions, Attachment & Social Relations	Chapter 14
November 12	Emotions, Attachment & Social Relations	Chapter 14
November 14	The Family	Chapter 15
November 17	The Family	Chapter 15
November 19	Developmental Psychopathology	Chapter 16
November 21-24	ABCT CONFERENCE - No Class	
November 26 -28	THANKSGIVING - HOLIDAY	
December 1	Developmental Psychopathology	Chapter 16
December 3	Death & Dying	Chapter 17
December 5	Death & Dying	Chapter 17
December 8	Exam 4	

*Note: Depending on class discussions/activities, certain topics may take longer or shorter to cover than anticipated. As such, the course schedule may be adapted or changed at my discretion. Any changes will be announced in class or electronically. The LORA version of this syllabus will not reflect any changes made after the first day of class.

