**The Citadel**

**Department of Psychology**

Developmental Psychology

PSYC 202-01

Fall 2018

TTh 9:30–10:45 , Capers 311B

**Instructor:** Melissa-Miles Dunn, M.A.

**Office:**  Capers 226A

**Office Hours:** Daily 11:00 am – 12:00 pm, or by appointment

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**Required Text:** Berger, K.S. (2017). *The developing person through the lifespan* (10th edition). New York, NY: Worth Publishers.

**Class Website:** <http://www.citlearn.blackboard.com>

**Course Description** The focus of this course will be on individual development through the lifespan. From conception through death, biosocial, cognitive, and psychosocial development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly and are also addressed alongside each major research study and theory discussed. This course includes discussion on current issues such as substance abuse, child abuse, developmental disorders, parenting, and family disruptions.

**Learning Outcomes**

Students will be able to:

1. Describe the events that typically occur during different periods of human development.
2. Describe biosocial, cognitive, and psychosocial processes that influence human development.
3. Describe major theories of development including cognitive, behavioral, psychosocial, biological, and psychodynamic theories.
4. Understand the influence of various factors such as culture, ethnicity, socioeconomic status, and gender on the developmental process.
5. Explain how research contributes to the understanding of human development and utilize research findings to investigate topics related to development.

What topics will we be learning about?

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| --- | --- |
| **Psychological Theorists and Theories:** | Darwin, Freud, Erikson’s Psychosocial Theory, Pavlov’s Classical Conditioning, Skinner’s Operant Conditioning, Bandura’s Observational Learning, Piaget’s Cognitive Developmental Theory, Vygotsky’s Socio-cultural Theory |
| **Research:** | Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws |
| **Concepts Across the Lifespan:** | Resilience, Obesity, Intelligence (Sternberg, Gardner), Learning Disabilities, Personality- McCrae and Costa’s Big Five |
| **Prenatal Development:** | Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities |
| **Infancy and Toddlerhood:** | Neuron and Brain Development, Breastfeeding, Fine and Gross Motor Skills, Piaget’s Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment- Ainsworth Strange Situation |
| **Early Childhood:** | Piaget’s Pre-Operational Period- Conservation, Egocentrism, Flaws in Thinking, Child Care, Television Programming, Language Development, Self-Concept, Emotional Regulation, Friendships, Aggression, Gender, Parenting |
| **Middle Childhood:** | Piaget’s Concrete Operational Period, Memory Skills, Learning to Read, Self Concept, Attribution Theory, Friendships, Family (Siblings, Divorce) |
| **Adolescence:** | Brain Development, Depression, Eating Disorders, Sexual Activity, Substance Abuse, Piaget’s Formal Operational Period, Distorted Thinking (Imaginary Audience, Personal Fable), Preventing School Drop Outs, Identity, Self-Concept, Friendships, Juvenile Delinquency |
| **Early Adulthood:** | Career Theories, College, Social Clock, Love, Marriage, Divorce |
| **Middle Adulthood:** | Cognitive Development, Self-Concept, Sandwich Generation, Friendships, Employment, Unemployment |
| **Late Adulthood:** | Life Expectancy, Activities of Daily Living, Physical Disabilities, Dementia, Assistive Technology, Retirement, Suicide, Elder Abuse, Marriage |
| **Death, Dying, and Bereavement:** | Death Anxiety, Kubler-Ross Stages of Dying, Grieving Process, Right to Die Issues |

**Important Course Policies**

1. **Attendance**Regular attendance is required. In accordance with The Citadel Attendance Policy, students who miss more than 20% of course classes, regardless of excuse, will earn a grade of ‘F’. Please *notify me by email in advance* if you will be missing a class. For a missed class, students are responsible for all information, tasks, readings, and/or additional requirements for or from that missed class.
2. **Classroom Expectations** Students are responsible for all information presented in class and in the readings, and it is *expected that the assigned reading for a given class session will be completed prior to that class*. Appropriate classroom behavior (e.g., attentiveness, punctuality, etc.) is expected; disruptive or other inappropriate behavior (this includes sleeping) can be expected to have an adverse effect on one’s grade.
3. **Coursework** Assignments are due on or before the beginning of class on the due dates outlined in this syllabus. All assignments must be submitted electronically (CitLearn) or by hard copy (if requested by the instructor). The time and date of receipt of the electronic copy will be used to determine if an assignment is turned in on time. *For each day an assignment is late, the instructor will deduct 10% from the assignment grade.*
4. **Make-up Policy** Make-up examinations will be arranged at the discretion of the professor. Exams may not be made up without an excused absence. *No make-ups will be arranged unless the student has contacted me (by e-mail, phone, or in person) before 8:00am on the day of the exam.* If a make-up examination is arranged and the student fails to take the test at the appointed time, a grade of 0 will result.
5. **Technology** Without the direct request of the instructor, the use of smart phones, laptops, iPads, or any other electronic devices during class will not be permitted unless the student has provided a letter from the Office of Disability Services explaining the nature of the student’s disability and the need for assisted technology.
6. **Plagiarism** Plagiarism in any form will not be tolerated, and the instructor reserves the right to assign a failing grade to any assignment containing plagiarized material. Any text that is directly quoted (including from websites) must be cited according to APA style guidelines. Please refer to *The Publication Manual of the American Psychological Association, Sixth Edition* (APA, 2010) for additional information on avoiding plagiarism (p. 15-16).
7. **Student Support** Individuals with disabilities who are in need of academic adjustments and accommodations are instructed to contact the Academic Support Center in 117 Thompson Hall (*phone* 953-5305; *email* ascenter@citadel.edu). If you have special needs, please inform the instructor as soon as possible so that appropriate accommodations can be provided.

**Performance Evaluation** Letter grades for the course will be assigned on the basis of a cumulative distribution of points, weighted as follows:

 Exam #1 100 points

 Exam #2 100 points

 Exam #3 100 points

 Final Exam 100 points

 Scholarly research report 100 points

 Service Learning 50 points

 Panel presentation 20 points

 Application Assignments 80 points

 650 TOTAL POINTS

**Grading Scale**

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| --- | --- | --- |
| **Point Total** | **Letter Grade** | **% of Total Points** |
| 585 pts or above | A | 90 - 100 |
| 520-584 pts | B | 80 - 89.9 |
| 455-519 pts | C | 70 - 79.9 |
| 390-454 pts | D | 60 - 69.9 |
| 389 pts or below | F | 59.9 - 0 |

**Course Requirements**

1. **Exams**: Students will take four exams, including the final exam. The exams will be multiple choice. If you miss a class on an exam day without both an approved excuse (e.g doctor’s note) and a notice to instructor at least two hours prior, *you may not make up the exam*.
2. **Service Learning:** Service Learning is a process through which students learn about their content area through experiential learning and reflection while meeting a community need. There are several ways that you can learn more about people in various stages of development and different cultures by participating in service learning. Because we all have different schedules and demands, *only five hours of service learning are required*, and we can help you find a service slot that works for you. Many of you will want to participate in more hours to learn about more than one population and to earn extra points (see Extra Service Learning Hours below).

The service learning options for this course have been specifically selected to expose you to populations and cultures we will study in PSYC 202. The required 5 hours must come from ONE of the following categories of development: early childhood, middle childhood/adolescence, disabilities, poverty, end of life.

Logging hours

All hours must be recorded on Give Pulse and PSY 202 should be designated for class credit. Some sites require training, and you may count your training hours if they are properly documented on Give Pulse. You may not use hours completed for other courses (e.g. LDRS 211) or community service that is not specifically approved for this course.

 Extra Service Learning Hours

 You can earn extra points by doing up to 10 additional hours of service learning.

 *Option A*: If you complete 10 additional hours of service learning (15 total hours)

 you can substitute the 10 hours of service learning for the final exam, in effect

 exempting the final (i.e. you will be given a 100 for the final exam).

 *Option B*: If you earn less than 10 additional hours of service learning (but

 complete more than the required 5), you will receive 5 extra credit points per

 hour of service learning completed.

1. **Scholarly Research Paper and Presentation:** Being able to communicate well via written and oral work is an important skill. Since we are covering so much content in this course, it is also important for you to have an opportunity to dive deeper into one developmental stage of interest to you. You will therefore be expected to summarize research about your individual topic and work with others in the class to create a conversational, panel presentation. Although you are working in a group, you are graded on an individual basis. To maximize the participation of all students in the group and to increase your learning of all the material, you will be assigned parts on the day of the presentation.

The Paper:

A 3-5 page paper reviewing research related to your primary area of service learning using a minimum of 7 references, 3 of which must be original research studies. The goal of this assignment is to become knowledgeable about the research in this area and to begin to connect your personal experiences to the current knowledge in the field. References chosen for the reviews must be peer-reviewed and published within the last eight years. In addition to using at least 5 peer reviewed journal articles, you may also use research based books or websites. The paper should include:

* + Introduction – Importance of the topic
	+ 3 main themes or major points that emerged from your service learning experience and the connected research – Include details from at least one original study on each theme
	+ Summary – Review key findings and their importance
	+ APA study reference page

The Panel Presentation:

On your assigned day, your topic group (i.e. early childhood, middle childhood/adolescence, disabilities, poverty, end of life) will hold a conversational panel to inform the class of your service learning experiences as well as to establish a connection to the relevant course material on that topic (specific theories, topics must be discussed). Each panelist will have 5-10 minutes to present their individual talking points and must include 2 multiple choice questions that the class must answer after the presentation.

1. **Application Assignments:** For each developmental stage, you will be expected to engage in an activity designed to help you learn the content and write a 1 (FULL) page summary for each application assignment. Responses must be a double-spaced and typed in 12-point Times New Roman font, using 1’ margins, not include heading information (i.e. name, class, date), and uploaded to CitLearn by the start of class on the due date.
	* **AA1: Teratogens** – Find a teratogen not discussed in the class lecture. List 5 potential effects on the developing fetus and suggest 2 ways that the mother/father can help to avoid exposure of that teratogen on the fetus.
	* **AA #2: Baby shower** - Identify an item that you believe will make a good baby shower gift. Use your textbook and other resources to identify 3 developmental benefits of your gift choice. Include a picture of the item with your written response.
	* **AA #3: Television viewing** – Educational and developmental professionals often have differing views of the effects of television viewing on child development. Watch one episode of a educational program for children (ages 3-6) and offer both the potential positive AND negative impacts that you observed from the program as well as a paragraph about your potential television viewing parenting plan.
	* **AA #4: Birthday party** - Identify an item that you believe will make a good birthday gift for a child ages 7-12. Use your textbook and other resources to identify 3 developmental benefits of your gift choice. Include a picture of the item with your written response.
	* **AA #5: Juvenile delinquency** – Conduct an online search to find 3 factors related to juvenile delinquency (provide citations). List each factor and provide a suggestion for what action(s) a parent, an educator, and a lawmaker might take to prevent each factor.
	* **AA #6: Career development** – What is your future career choice? Evaluate your own personal preferences using John Holland’s six part diagram (i.e. conventional, realistic, investigative, artistic, social, enterprising). Discuss specific ways in which your self-identified preferences align, or don’t align, with the future profession you have chosen. Offer at least 3 alternative career options that also fit your personal preferences.
	* **AA #7: Relationships** – Find a popular press article or blog article that outlines tips for a successful relationship (either romantic or platonic). Evaluate that article in relation to the class material, citing both the article you read as well as the relevant pages in your text.
	* **AA #8: Late adulthood interview** - Interview someone who is at least 65 years old. Ask them what developmental stage was his/her favorite (and why) and which stage was the most challenging. Also ask them about the most rewarding and challenging aspects of their life now.

**Class Schedule**

(subject to change)

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| **Date** | **Class Topic & Reading***\*Chapter readings should be completed prior to class* | **Assignment/Notes** |
| 8/23 Th | Introduction. Review of syllabus |  |
| 8/28 T | Chapter 1: IntroductionService Learning Presentation by VISTAS | \*meet in computer lab |
| 8/30 Th | Chapter 2: Theories of Development |  |
| 9/4 T | Chapter 3: Heredity & Environment |  |
| 9/6 Th | Chapter 4: Prenatal Development & Birth |  |
| 9/11 T | Chapter 4: Prenatal Development & Birth |  |
| 9/13 Th | Chapters 5-7: The First Two Years | AA #1 due |
| 9/18 T | Chapters 5-7: The First Two Years |  |
| 9/20 Th | **Exam 1** | AA #2 due |
| 9/25 T | Chapters 8-10: Early Childhood |  |
| 9/27 Th | Chapters 8-10: Early Childhood |  |
| 10/2 T | Chapters 8-10: Early Childhood |  |
| 10/4 Th | Chapters 11-13: Middle Childhood | AA #3 due |
| 10/9 T | Chapters 11-13: Middle Childhood |  |
| 10/11 Th | Chapters 14-16: Adolescence | AA #4 due |
| 10/16 T | Chapters 14-16: Adolescence |  |
| 10/18 Th | Chapters 14-16: Adolescence | 5 hours service due |
| 10/23 T | **Exam 2** | AA #5 due |
| 10/25 Th | **Panel #1 – Early Childhood**Chapters 17-19: Emerging Adulthood |  |
| 10/30 T | Chapters 17-19: Emerging Adulthood |  |
| 11/1 Th | **Panel #2 – Middle Childhood/Adolescence**Chapters 17-19: Emerging Adulthood |  |
| 11/6 T | NO CLASS – Election Day |  |
| 11/8 Th | **Panel #3 - Disabilities**Chapters 20-22: Adulthood |  |
| 11/13 T | Chapters 20-22: Adulthood | AA #6 due |
| 11/15 Th | **Panel #4 - Poverty**Chapters 20-22: Adulthood |  |
| 11/19 – 11/23 | NO CLASS – Fall Break |  |
| 11/27 T | Chapters 23-25: Late Adulthood |  |
| 11/29 Th | **Panel #5 – End of Life**Chapters 23-25: Late Adulthood | AA #7 due |
| 12/4 T | Chapters 23-25: Late Adulthood | Research Paper Due |
| 12/6 Th | **Exam 3** | AA #8 due |
| 12/13 Th | **Final Exam (Cumulative) @ 0800** |  |