Department of Psychology

The Citadel

Psychology 202-02 9:30-10:45 a.m T/Th

Developmental Psychology

Spring Semester 2018

Capers Hall 107

Professor - Kerry Lassiter, Ph.D.

Office - Capers Hall, 106

Phone - 953-5320 E-mail address: Kerry.Lassiter@citadel.edu

Office Hours: 11:00 a.m. -2:00 p.m. T/Th or by appointment.

Text: Berger, J. W. (2017).The Developing Person Through the Lifespan (10th edition). Worth Publishers.

**Course Description:**

A study of the development of the individual from prenatal to senescent stages, emphasizing growth in intelligence, motor behavior, perception, cognition, socialization, and emotion. Empirical findings and theoretical interpretations in the study of human behavior will be explored.

This course provides an analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

**Objectives.** The purpose of this course is to provide an overview of the area of human development, a basic competency in evaluating research on issues in human development, and to determine practical applications of developmental theory. Students will examine the contributions of the biological and social sciences to understand the mental, emotional, social, and physical development of the total lifespan, as well as focusing on multicultural issues. This course will provide students with the skills to interpret psychological studies as they relate to human development. Students will be required to integrate and analyze past research with current theories of human development. Throughout the course, students will demonstrate an ability to evaluate developmental theory using empirical research studies. Students will become proficient in understanding the course of “normal” cognitive, physical, emotional, and social developmental theory and research to their current and future interests and vocational pursuits.

**Attendance**: Read the material before class and be prepared to ask and answer questions from the text. You are responsible for material covered during class even if you are absent.

**Grading**: Your grade in the course will be determined by 3 exams (22 % each), 1 Empirical Article Summary (16.7%), 5 hours of service learning (8.35 %), and 3 quizzes (8.35%).

-Exams (4) 66% Exam 1 100 pts

- Empirical Article 8.35% Exam 2 100 pts

Summary Exam 3 100 pts

-Service Learning Essay 8.35% Final Exam 100 pts

-Service Learning 8.35% Article Review 50 pts

-Quizzes (3) 8.35% Service Learning Activities 50 pts

Total 100% Service Learning Essay 50 pts

Quizzes 50 pts

Total 600 pts

**Grading Scale**

Letter Grade Numerical Percentage Total Points Required

A 90-100 % 537 - 600 pts

B 80-89 % 477 - 536 pts

C 70-79 % 417 - 476 pts

D 60-69 % 357 - 416 pts

F 59 % & Below 356 pts & below

**E-mail.** You will need to make sure you have an active email account. I will regularly send out class handouts, any information about study sessions, general comments about papers and exams to you via email. You should check your email regularly for any messages.

**Late Assignments**.

Work turned in late will be subject to a 5 point per class meeting late penalty. Note that 5 points are a large percentage of the total number of points per assignment so turn assignments in on time.

**Important**: The final exam will be administered on the day listed on the Exam schedule. All students are expected to take the exam on this day except in the case of major emergencies (death in the family or major illness).

**Service Learning** Service Learning is a process in which students learn something 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 schedule demands, **only five hours of this kind of learning are required**, and we will 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. You may not use hours completed for other courses (e.g., LDRS 211) or community service that is not specifically approved for the course. Approved service slots will be offered on a “space available” basis so please make your commitment as early as you possibly can. We will discuss this more in class.

The Citadel’s SC Campus Compact VISTA representatives Brittany Bounds and Sam Farmer will help you match into service slots, training, and events approved for this course.

Your first five service learning hours will be worth 10 points each (50 total). Most assignments require training, and you may count your training hours if they are properly recorded in your journals. No hour is counted that is not properly documented in your quantitative and qualitative journals. The service learning forms are attached at the end of your syllabus.

Approved Service Learning options for PSYC 202 include the following weekly commitments (times/days to be individually matched):

1. In-school and after-school placements available Mon-Thurs
2. VA Hospital (Mon-Thurs afternoons)
3. SHARE program
4. Buddy Walk
5. Miracle League
6. Crisis Ministries lunches (we have Sat & Sun dates now plus Veterans Day by special orders)

**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 **Extra** hours of service learning you can substitute the 10 hours of service learning for the final exam, in effect exempting the final (i.e., you would be given a 100 for the final exam).

**Option B**: You also have the option to take the final and substitute the 10 hours of service learning for 50 extra credit points.

**Option C**: If you earn less than 10 additional hours of service learning, you will receive 5 extra credit points per hour of service learning completed. For example, if you completed 8 extra hours of service learning, you would receive 40 extra credit points, and if you completed 5 extra hours, you would receive 25 extra credit points.

**Important**

If you need accommodations because of a learning disability, please inform me immediately. Please see me privately after class, or at my office.

To request academic accommodations students must also register with the Office of Academic Support (Telephone: 843.953.5305) located in Thompson Hall. This office is responsible for reviewing documentation provided by students requesting academic accommodations and for accommodations planning in cooperation with students and instructors.

**Class Schedule and Readings:**

Date Topic & Assignments Due Chapter(s)

**WEEK 1**

1/11 Introduction & Scientific Method Chap. 1

**WEEK 2**

1/16-1/18 Theories of Development Chap. 2

**Service Learning Sign Up on Tuesday January 20**

**Make Sure to Be Present**

**WEEK 3**

1/23-1/25 Theories of Development Chaps. 2 & 3

Genetics and Prenatal and Development Chaps. 3 & 4

**Quiz 1 on Theories of Development on Thursday**

**WEEK 4**

1/30-2/1 Genetics and Prenatal and Development Chaps. 3 & 4

**WEEK 5**

2/6-2/8 **Exam 1 on Chapters 1, 2, 3, & parts of Chapter 4 on Thursday 2/8**

**WEEK 6**

2/13-2/15 Prenatal and Neonatal Development Chaps. 4 & 5

**Buddy Dance 2/12**

**WEEK 7**

2/20-2/22 Infancy & Language Acquisition Chaps. 6 & 7

Attachment & Social Development

**Empirical Article Summary Due Thursday**

**WEEK 8**

2/27-3/1 Early Childhood & Gender Role Acquisition Chaps. 8 & 9

**Quiz 2-Gender Role on Thursday**

**WEEK 9**

3/6-3/8 Middle & Late Childhood Chaps. 10 & 11

**WEEK 10**

3/13-3/15 **Spring Break**

**WEEK 11**

3/20-3/22 Middle & Late Childhood Chaps. 12 & 13

**Exam 2 on Chapters 5, 6, 7, 8, 9, 10, 11, 12, and 13**

**on Thursday**

**WEEK 12**

3/27-3/29Adolescence Chaps. 14, 15 & 16

**WEEK 13**

4/3-4/5 Adolescence (cont.) Chaps. 14, 15 & 16

Early Adulthood Chaps. 17, 18 & 19

**Quiz 3 Thursday on Adolescence**

**WEEK 14**

4/10-4/12 Early Adulthood (cont.) Chaps. 17, 18 & 19

Middle Adulthood & Mid-Life Crisis Chaps. 20, 21 & 22

**WEEK 15**

4/17-4/19 Middle Adulthood & Mid-Life Crisis (cont.) Chaps. 20, 21 & 22

**Service Learning Essay Due on Tuesday &**

**Exam 3 on Chapters 14, 15, 16, 17, 18, 19, 20, 21, & 22**

**on Thursday 4/19**

**Week 16**

4/24 Last Class-Review for final Exam

**Comprehensive Final Exam on Chapters Previously tested**

4/25 **Final Exam is Tuesday 4/25 at 1 p.m.**

**Quantitative Record of “Service Learning” Activities**

|  |  |  |
| --- | --- | --- |
| **Activity Date**  **And hours** | **Description (include agency or event names/activities)** | **pts** |
| 1- |  |  |
| 2- |  |  |
| 3- |  |  |
| 4- |  |  |
| 5- |  |  |
| 6- |  |  |
| 7- |  |  |
| 8- |  |  |
| 9- |  |  |
| 10- |  |  |

**Record of “Participation and Service” Activities (continued)**

|  |  |  |
| --- | --- | --- |
| **Activity Date**  **And hours** | **Description (include speaker or event names/activities)** | **pts** |
| 11- |  |  |
| 12- |  |  |
| 13- |  |  |
| 14- |  |  |
| 15- |  |  |
| 16- |  |  |
| 17- |  |  |
| 18- |  |  |
| 19- |  |  |
| 20- |  |  |

**Service Learning Reflection:**

**This year you have been engaged in at least one approved service learning experience. In this 3-5 page essay, you will reflect on your experiences and the ways in which they might have impacted your perceptions and aspirations about future engagement with your community. Your essay should have an introduction and conclusion paragraph and four to six body paragraphs**.

The **introduction** should grab the reader’s attention. Your **conclusion should integrate and summarize your key reflections** **and future implications** both for your role as an engaged citizen and your role as a leader. The body paragraphs may vary according to what kind of service you did, but here are some suggestions:

* **share the story of the service learning experience**. Enrich your story with details about your perceptions, expectations, and first impressions. Continue by describing shifts in your perceptions or the nature of the service itself that might have occurred in the course of your service day(s), weeks, or months.
* Specifically reflect on **what you learned about people you served who may be different from yourself and/or the agencies who serve them**. If you did not meet the people benefitting from your service, what do you think their needs and/or benefit of your service might have been? How might their life experiences and cultures have been different from your own?
* Include **reflections about your commitment to your community in the long term** and how you see yourself contributing to make a contribution as an engaged citizen and principled leader. What have you learned about your strengths and interests that might help your zero in on causes or types of community engagement that best reflect your personal values and priorities, utilize your strengths as a citizen and/or leader, and maximize your personal impact on your community?

**Upload your essay to your E-Leadership Portfolio under the *Service Learning LDRS211 (Third Class)* assignment, located under the *Moral & Ethical Pillar*. You may also view a copy of the rubric there. Contact Dr. Saylor (**[**saylorc@citadel.edu**](mailto:saylorc@citadel.edu)**) if you have difficulty entering your work, or if you do not have a portfolio.**