

# DEVELOPMENTAL PSYCHOLOGY

## Course Syllabus

Psychology 220.501: Fall 2017 (47113)

UNM Valencia, Vocational/Career Tech Center, Room 103

Monday/Wednesday, 10:30 – 11:45 a.m.

**Instructor:** Cheryl Bryan, Ph.D.

**Office:** Arts & Sciences Bldg., Room A-113

**Office Hours:** M/W 11:45 a.m. – 1:30 p.m., or before/after class, or by appointment

If you cannot meet with me in-person, you may also contact me using the following tools in UNM Learn:

**Email:** Use the *Course Email* tab in Learn (To start an email, click “Create Message” and then “To” to see a drop-down list in which you will see my name. Do Not send any mass emails from this area. If you want to contact the class as a whole, use General Class Questions—see below.

\*\*\*If you have a question about course material, please go to “**General Class Questions**” (under the “**Discussion**” tab) to submit your question. Using this tool allows all students to view your question & my answer—*students are encouraged to answer each other’s questions as well.*\*\*\*

If you run into any technical problems: Please contact UNM Learn at 277-0857 or toll free (1-877) 688-8817   **Email:** learn@unm.edu.

**Text:** Berger, K. S. (2016). *The Developing Person Through Childhood and Adolescence, 10th Edition*. NY: Worth Publishers.

## COURSE OBJECTIVES

- To understand the basic principles, concepts, and methodologies of developmental science
- To understand the overarching meta-theoretical frameworks behind developmental science
- To understand the major periods of development during childhood and how each period is generally characterized in terms of perceptual-motor, cognitive, and socioemotional functioning

## STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- define how development is distinct from simply change over time
- identify the basic principles involved in the process of development
- describe the basic methods involved in studying development and be able to distinguish the benefits and drawbacks of each
- define the four meta-theoretical frameworks that characterize the concept of development and be able to compare and contrast these frameworks
- demonstrate how genes and environment interact in the process of human development
- describe how human beings qualitatively differ in their psychological and physical functioning between different periods of development (e.g., prenatal, infant, early childhood, middle childhood, and adolescence)
- characterize and recount the basic developmental sequences involved in utero, in infancy, early childhood, middle childhood and in adolescence for broad domains of psychological functioning including perceptual, motor, cognitive, social and emotional development as well as some basic aspects of biological development

## COURSE STRUCTURE AND REQUIREMENTS

This course provides an overview of the physical, cognitive, emotional, and social development of children from birth through adolescence. We will start with an overview of the scientific methods used when researching child development, and then discuss theoretical foundations of developmental psychology. We will then cover the developmental periods of infancy, early childhood, middle childhood, and adolescence. An appreciation for cultural diversity is an integral part of this course and will be addressed in the text, lectures, and video segments. Lectures will be used both for clarifying text material and for discussing material not covered in the text. You are responsible for text material in addition to lecture material, but lecture material will be the primary focus in each of your exams.

### **In-class Writing Assignments** (16 x 2 points = a total of 32 points: 16% of your final grade)

Upon completion of a chapter, we will end class with a short writing assignment to sum up what was learned and/or what needs further explanation.

### **Peer Reviewed Journal Assignment:** (2 x 10 points = a total of 20 points: 10% of your final grade)

You will find and summarize two peer reviewed journal articles on a developmental psychology topic of your choice: one will be on any topic chosen from chapters 1 – 8, and due the Wednesday before Exam 2, and the second one will be on any topic chosen from chapters 9 – 16, and due the Wednesday before Exam 4. (See Course Schedule for due dates and times). You will submit your paper in Learn under the Assignments tab. Full details of this assignment, and an example paper is posted in Learn with the assignment.

### **Exams: 150 points** (2 of the first 3 exams + final exam = 150 points: 74% of your final grade)

Four examinations will be given covering material presented in the *lectures, text, and videos*. All of the examinations are *noncumulative*. Exams will consist of objective questions in a multiple-choice format. You will have 75 minutes to take the exam, although each is designed to require only 50 minutes. Each exam is worth 50 points (50 questions) and worth 25.33% of your final grade in this class.

**Make up exams:** Generally speaking, there are NO make-up exams in this class; however, occasionally there are legitimate reasons for missing an exam. Please let me know, either in advance or within 48 hours of the exam, if you are unable to take an exam; and, depending on circumstances, you may be allowed to make up the exam. If you become extremely sick or encounter some other emergency on the day of the exam, you will need to show some verification (e.g., a note from your physician, an accident report, etc.). You must contact me within 48 hours of your return to campus and arrange a time to take the make-up exam within the next 48 hours.

## BONUS CREDIT OPTIONS

You may earn **up to a total of 5 bonus credit points** that count toward your final point total for the semester. These are simply added to your total points earned from your exams to determine your final letter grade. You have two options for earning bonus points: (1) research participation, **or** (2) a research paper. (*The research paper will be submitted on Learn under the Assignments tab.*) The primary objective for research participation and the research paper is to allow you additional exposure to methodological issues relevant to psychology research. **All bonus credit is due no later than 5:00 PM on Friday, December 8, to receive credit.** Bonus credit will not be accepted after this date.

**Bonus Credit Option 1: Research Participation.** You may participate in studies being run in the psychology department. Different studies are worth different numbers of bonus points, depending on how long the study is and how involved it is. You may earn a total of 5 bonus points from participating in research studies. You will receive an e-mail at the beginning of the semester that will give you sign-on instructions for the Psychology Research (SONA) website.

**Bonus Credit Option 2: Research Paper.** This paper will familiarize you with using professional journals in exploring the field of developmental psychology. The research paper is worth up to 5 bonus credit points. For each paper, you must first find a topic **within the field of developmental psychology** that interests you and for which you can find five (5) *peer-reviewed* journal articles. Each article should present *original* research data (not just a discussion, opinion, review, or theoretical paper), and all articles should directly relate to the topic you have chosen. When writing the paper, you should employ the following format:

- 1) Introduction: State the topic you chose and why you were interested in it.
- 2) Research: Summarize in your own words the findings of each of the studies that you read. What is the purpose of each study? What was learned in each study? Be sure to go beyond what is contained in the abstract alone (i.e., don't just review the abstracts).
- 3) Evaluation: In discussing each study, give your own evaluation. How good was each study? Why? Do you agree with the conclusions drawn by the authors? Why or why not? Could the findings be explained in another way?
- 4) Summary: After presenting the individual studies, tie them together. What do they have in common? Do their findings fit together in any way? What have you learned about the topic you chose?

**Each paper must follow APA formatting. Here is a reference site for APA formatting (no need to write an abstract): <https://owl.english.purdue.edu/owl/resource/560/01/>. Your paper must be typewritten and not exceed 7 double-spaced pages. Submit under the Assignments tab in Learn. Additionally, copy the abstract (summary paragraph at the beginning) for each article and attach these copies with your paper.**

**Grading:** Although you are required to take four exams in this class, only **three** will count toward your final grade. ***The final (4<sup>th</sup>) exam is mandatory***, and of the *first three exams your lowest grade will be dropped*. Therefore, your final grade will consist of your two (2) best exam scores from the first three (3) exams + your score from the final exam + your in class writing assignments + your peer-review journal article assignments. Make-up essay exams will also be worth 50 points. Grades will not be curved.

#### **Grading Scale:**

<u>Your Total Points</u>	<u>Percentage: Total/202</u>	<u>Letter Grade</u>
198-202	98-100	A+
182-197	90-97.9	A
178-181	88-89.9	B+
162-177	80-87.9	B
158-161	78-79.9	C+
141-157	70-77.9	C
137-140	68-69.9	D+
121-136	60-67.9	D
≤ 120	≤ 59.9	F

## COURSE POLICY

**Accommodation of Learning Disabilities/Special Needs:** If you have a learning disability or special needs that would impact your ability to master the material and/or take the exams or complete assignments as described above, please contact the Accessibility Resource Center (277-3506) <http://as2.unm.edu/>; they will provide me with a letter stating your special needs to succeed in this course.

**Withdrawal:** In accordance with University regulations, students withdrawing after the deadline to withdraw without an assigned grade, are assigned a grade of “W.” (For UNM scheduled deadlines, check with the Office of the Registrar -- <http://schedule.unm.edu/>)

**Incomplete:** Under special circumstances, a grade of Incomplete (I) can be granted. Contact me as soon as possible to arrange this, and provide me with written documentation of why the course could not be completed. ***Please Note*** “Incomplete grades must be resolved no later than one year (twelve months) from the published end day of the semester in which the grade was assigned. Incomplete grades not resolved within the time frame stated in this policy will be converted automatically to an IF (failing) grade. The student is responsible for making arrangements with the instructor for resolving an incomplete grade” (<http://dos.unm.edu/faq.html#section-1-item-11>).

**Academic Integrity:** The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University’s full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

**Cell Phones and Technology:** As a matter of courtesy, please turn off cell phones, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. If you bring a laptop to class, sit in the back of the room so as not to disturb other students.

**In-Class Behavior Generally:** Because this is a large class it is very important to minimize disruptions and to show respect and consideration for other students. For this reason, **please get to class on time**, and once the lecture starts, please refrain from talking, reading, or sleeping. In class, please be prepared to actively listen/participate and take notes. If you need to leave class early (or arrive late), please sit near an exit and leave quietly.

**Please Note:** In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see p. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

**Copyright Issues:** All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

## HOW TO SUCCEED IN PSYCH 220:

- Utilize REVEL if you purchased an access code with your textbook:
  - Go to Pearson Support with any technical issues
    - Live Chat at <https://support.pearson.com/getsupport/s/contactsupport>
    - Phone: 1-855-875-1801
- Read textbook chapter(s) associated with each lecture *before* the lecture is given.
- Access PowerPoint slides on Learn—use to take notes while reading the textbook and during class lecture . . . this is your study guide.
- Attend each class, actively listen, and take notes.
- Trade contact information with one or two students whom you feel comfortable trading this information, so, if you miss class, you can get notes from a classmate.
- Take advantage of the Extra Credit opportunity!
- Come to office hours (or make an appointment to meet with me) if you need to discuss anything pertaining to this course.
- Participate in a study group! This is a tool that A students consistently employ.

## COURSE SCHEDULE

### Psy 220-501      Fall 2017

The following is a schedule of the information that we will cover in this class, along with the exam dates. **THIS SCHEDULE IS SUBJECT TO CHANGE!** Keep in mind that you are responsible for learning all material covered in the assigned chapters for tests, regardless of whether or not it is covered in class.

<u>Week/Dates</u>	<u>Topic</u>
1. August 21 August 23	Review Syllabus, Class Introductions, Tutorial on how to use UNM Learn Chapter 1: Introduction (The study of human development)
2. August 28 August 30	Chapter 2: Theories of development Chapter 2 (cont.)
3. September 4 September 6	<u>Labor Day – No class</u> Chapter 3: Heredity and Environment
4. September 11 September 12	Chapter 3 (cont.) Chapter 4: Prenatal Development & Birth
<b>5. September 18</b> September 20	<b>EXAM 1: CHAPTERS 1, 2, 3, and 4</b> Chapter 5: The First Two Years: Infants and Toddlers
6. September 25 September 27	Chapter 5 (cont.) Chapter 6: The First Two Years: Cognitive Development
7. October 2 October 4	Chapter 6 (cont.) Chapter 7: The First Two Years: Psychosocial Development
8. October 9 October 11	Chapter 7 (cont.) Chapter 8: The Play Years: Biosocial Development <u>Peer-Review Journal Assignment (submit by 11:59 PM)</u>
<b>9. October 16</b> October 18	<b>EXAM 2: CHAPTERS 5, 6, 7, and 8</b> Chapter 9: The Play Years: Cognitive Development
10. October 23 October 25	Chapter 10: The Play Years: Psychosocial Development Chapter 10 (cont.)
11. October 30 November 1	Chapter 11: The School Years: Biosocial Development Chapter 11 (cont.)
12. November 6 November 8	Chapter 12: The School Years: Cognitive Development Chapter 12 (cont.)
<b>13. November 13</b> November 15	<b>EXAM 3: CHAPTERS 9, 10, 11, and 12</b> Chapter 13: The School Years: Psychosocial Development
14. November 20 November 22	Chapter 14: Adolescence: Biosocial Development Chapter 15: Adolescence: Cognitive Development
15. November 27 November 29	Chapter 15 (cont.) Chapter 16: Adolescence: Psychosocial Development <u>Peer-Review Journal Assignment (submit by 11:59 PM)</u>
16. December 4 <b>December 6</b>	Chapter 16 (cont.) <b>EXAM 4: CHAPTERS 13, 14, 15, and 16</b>