

DEVELOPMENTAL PSYCHOLOGY

Course Syllabus

Psychology 220.501: Spring 2018 (38947)

UNM Valencia, Vocational/Career Tech Center, Room 103

Mondays/Wednesdays, 10:30 – 11:45 a.m.

Instructor: Cheryl Bryan, Ph.D.

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

Office Hours: M/W 8:00 – 8:45 a.m. & 11:45 a.m. – 1:15 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.

Office Phone: 505.925.8643

CHESS Office: 505.925.8600

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

COURSE OBJECTIVES: You will have the opportunity to:

- identify the basic principles, concepts, and methodologies of developmental science.
- explain the overarching meta-theoretical frameworks behind developmental science.
- describe 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 DESCRIPTION

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.

TECHNICAL SKILLS AND REQUIREMENTS

Technical Skills: In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM Learn (Help documentation located in the "How to Use Learn" link, which is located in the left-hand column/course menu in Learn.)
- Use Learn Email ("Course Messages") – including attaching files, opening files, downloading attachments
- Use Skype (for online meetings with Instructor)
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications (*If you are working on an Apple device, you will need to translate all documents to a MS Word format.*)
 - Create, download, update, save and upload MS Word documents
 - Download, change view, as well as print and/or save MS PowerPoint presentations
 - Create, download, update, save and upload PDF files

Technical Requirements: For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the "Create a Support Ticket" link in your course.

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including **UNM's Computer Pods**.
- For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of **Java**, **Flash**, and **Mozilla Firefox**. They may not come preloaded.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)

Tracking Course Activity: UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.

COURSE STRUCTURE AND REQUIREMENTS

Instructor Response Time: Within Learn, I routinely check for student correspondence and respond within 24 hours (Mon - Thurs) and 48 hours (Fri - Sun). I check Learn email much more often than LoboMail, so for the quickest response use Learn “Course Messages” to email me for this course regarding personal course issues. If Learn is unavailable, and you must reach me immediately, you can text me at 505.301.6222. (Be sure to state your name and the course you are texting about in the message.) If you email me through LoboMail, please note that it is UNM policy to not accept email from non-UNM accounts. Also, be sure to put something in the subject line; otherwise, I might not read it thinking it is SPAM. *Again, I check Course Messages in Learn much more often than LoboMail, so if you need a timely response, email me through Course Messages in Learn.*

Procedures for Completing Coursework:

- All assignments/assessments open and close on specific dates at specific times, and will NOT be reopened after they close—see Course Schedule for assignment dates/times.
- Make-up Exam (not quizzes): Generally speaking, there are NO make-up exams (for missed exams) in this course; however, occasionally there are legitimate reasons for missing an exam. Please let me know, either in advance or within 24 hours of the exam, if you are unable to take an exam. Depending on circumstances, you may be allowed to make up the exam—however, it will be a different exam than originally posted on Learn; it may be an essay exam. If you become extremely sick or encounter some other emergency on the day of the exam, you will need to provide some verification (e.g., a note from your physician, an accident report, etc.).
- All work in this course needs to be submitted within Learn. If you have difficulty using a tool to complete work, use the “Create a Support Ticket” link in the Course Menu immediately and notify me (your instructor) as well.

Research Paper: (1 x 30 points = 30 points: 12% of your final grade—5 points for submission of your three chosen journal articles to write about + 25 for the final paper)

This paper will familiarize you with using professional journals in exploring the field of developmental psychology. The research paper is worth up to 30 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 three (3) *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 5 double-spaced pages. Submit under the Assignments tab in Learn. Additionally, copy the abstract (summary paragraph at the beginning of each journal article) for each of the three (3) articles and attach these copies with your paper—you can cut-and-paste the abstracts on pages *after* the Reference page. **Please note:** Mid-term (before Spring Break) you will choose and submit the three (3) journal articles that you have chosen to use for your research paper. See Course Schedule for due dates.

COURSE STRUCTURE AND REQUIREMENTS (cont.)

Discussions: (1 x 10 points = 10 points: 4% of your final grade)

You will complete one discussion at the beginning of class. The discussion is a “get to know your classmates” discussion. This assignment is titled *Introduction Discussion*. For complete details of the assignment go to the Discussion tab in the far left-hand column in Learn.

Quizzes: (12 x 5 = 60 points: 24% of your final grade)

There are 12 quizzes (one per chapter), which open at designated times in Learn (see schedule)—*each quiz is open for one week, opening Monday mornings at 12:01 a.m., and closing Sundays at 11:59 p.m.* You are allowed to take each quiz as often as needed/wanted (while open) with your highest score counting toward your grade. Each quiz has 10 questions and is worth a total of five (5) points each. Quizzes CANNOT be made up if missed, and will not be opened at a later date. You will have 15 minutes to complete each 10-question quiz. Within a chapter no two quizzes are the same, and exam questions will *not* be taken from the quiz questions. All quiz questions are taken from the textbook.

Exams: 150 points (2 of the first 3 exams + final exam = 150 points: 60% 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.

EXTRA CREDIT OPTIONS (*Optional*, worth up to 5 points)

You may earn **up to a total of 5 extra 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 three options for earning bonus points: (1) research participation, *or* (2) a research movie paper, *or* (3) a research paper. (*The research papers—both options 2 & 3—will be submitted in 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 Friday, May 4, 11:59 PM to receive credit. Bonus credit will not be accepted after this date.**

Extra 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.

Extra Credit Option 2: Research Movie Paper. Movie Reviews (worth 5 points total—NOT 5 points for each movie, and you must report on 2 movies to get credit). Watch 2 of the movies listed below. Connect 5 scenes in EACH movie with 5 topics that you have learned in this class about adolescent development. No need to write an essay, just relate the concepts/theories to scenes in each movie—a paragraph per concept/theory. Write enough to show that you understand the topic/concept/theory and note the chapter for which it relates. Enjoy!

Movie choices: *Weird Science*, *The Breakfast Club*, *Thirteen* (warning, this movie is a little dark), or *Mean Girls*. Please submit the assignment either in the assignment box or as an attachment in Learn.

Extra Credit Option 3: Research Paper. Complete a second Journal Assignment—please see previous page for details.

GRADING

Although you are required to take four exams in this class, only **three** will count toward your final grade. **The final (4th) 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 + quizzes + your writing 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>
245-250	98-100	A+
225-244	90-97.9	A
220-224	88-89.9	B+
200-219	80-87.9	B
195-199	78-79.9	C+
175-194	70-77.9	C
170-174	68-69.9	D+
150-169	60-67.9	D
149 and below		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. For Valencia: <http://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html>.

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*.

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.

COURSE POLICY (cont.)

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). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

HOW TO SUCCEED IN PSYCH 220:

- Spend 5 to 8 hours a week working on this course—outside of class-time.
- 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.
- Utilize student support services. If you need assistance finding the support you want, please meet with me—I am here to help you succeed in this course.
 - Also, here is a link: <http://valencia.unm.edu/campus-resources/>

COURSE SCHEDULE
Psy 220-501 Spring 2018

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. **All quizzes** will be due on the Sunday after we complete a chapter—the due date will be updated in Learn when we complete a chapter; meanwhile, presume the quiz due dates are the Sunday after the “Chapter X (cont.)” date. For example, the quiz for Chapter 1 will close January 28.

<u>Week/Dates</u>	<u>Topic</u>
1. January 15 January 17	<i>NO Class ~ Martin Luther King Jr. Day</i> Review Syllabus, Class Introductions, Tutorial on how to use UNM Learn Chapter 1: Introduction (The study of human development)
2. January 22 January 24	Chapter 1 (cont.) Chapter 2: Theories of development
3. January 29 January 31	Chapter 2 (cont.) Chapter 3: Heredity and Environment
4. February 5 February 7	Chapter 3 (cont.) Chapter 4: Prenatal Development & Birth
5. February 12 February 14	EXAM 1: CHAPTERS 1, 2, 3, & 4 (open during class-time--10:30 to 11:45 AM) Chapter 5: The First Two Years: Infants and Toddlers
6. February 19 February 21	Chapter 5 (cont.) Chapter 6: The First Two Years: Cognitive Development
7. February 26 February 28	Chapter 6 (cont.) Chapter 7: The First Two Years: Psychosocial Development
8. March 5 March 7	Chapter 8: The Play Years: Biosocial Development EXAM 2: CHAPTERS 5, 6, 7, & 8 (open during class-time--10:30 to 11:45 AM) <i>Choose three (3) journal articles & submit the “reference” citations by Sunday, March 11, at 11:59 PM</i>
9. <i>March 12-18</i>	<i>NO Classes ~ Spring Break</i>
10. March 19 March 21	Chapter 9: The Play Years: Cognitive Development Chapter 9 (cont.)
10. March 26 March 28	Chapter 10: The Play Years: Psychosocial Development Chapter 10 (cont.)
11. April 2 April 4	Chapter 11: The School Years: Biosocial Development Chapter 11 (cont.)
12. April 9 April 11	Chapter 12: The School Years: Cognitive Development Chapter 12 (cont.)
13. April 16 April 18	EXAM 3: CHAPTERS 9, 10, 11, & 12 (open during class-time--10:30 to 11:45 AM) Chapter 13: The School Years: Psychosocial Development
14. April 23 April 25	Chapter 14: Adolescence: Biosocial Development Chapter 15: Adolescence: Cognitive Development
15. April 30 May 2	Chapter 15 (cont.) Chapter 16: Adolescence: Psychosocial Development <i><u>Journal Assignment (submit by 11:59 PM)</u></i>
16. May 7 May 9	Chapter 16 (cont.) EXAM 4: CHAPTERS 13, 14, 15 & 16 (open during class-time--10:30 to 11:45 AM)