



OTRP *online*
office of teaching resources in PSYCHOLOGY

Developmental Psychology (PSY 200 A, 4 cr.), Fall 2012

Instructor Details

Professor: Dr. Carrie Brown

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Office hours: Mondays and Wednesdays, 10:30 a.m. – 12:30 p.m. I look forward to seeing you during my office hours. Individual appointments are also available.

Class Details

Class days/time: Mondays, Wednesdays, Fridays, 9:30 – 10:20 a.m.

Location: Teasley Lecture Hall – Bullock Science Center

Prerequisites: PSY 101 or PSY 102

Required Readings

1. Feldman, R. S. (2010). *Development Across the Life Span*. Prentice Hall.
 2. Additional readings (for exams) are posted on Moodle.
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My Greeting to You

Welcome to our course! I am excited to share this semester with you. Developmental psychology is a fascinating field and I hope that by the end of our semester together you will agree. Believe it or not, you were once a tiny zygote. Look how far you have come! A highly intricate, beautiful dance between several factors including genetics, caretakers, siblings, peers, schooling, neighborhood, media, nutrition, government, culture, and globalization have shaped who you are – physically, cognitively, and socially – right at this very

moment. If you think you are done developing, you are wrong! You will continue to develop throughout your life.

In this course, we will work together to learn what psychological science can tell us about our physical, cognitive, and social development throughout the lifespan. Our learning process will be multimodal. There will be lectures, films, discussions, exams, journaling, a bibliography project, in-class writing assignments, and in-class activities.

Our Learning Goals

In higher education, there is a demand for setting clear expectations for student learning. These expectations are achieved, in part, through learning goals. The American Psychological Association (APA), the largest psychology association in the world, has developed the *APA Guidelines for the Undergraduate Psychology Major*. The guidelines suggest 10 learning goals that should be attained by all psychology majors.

As your instructor, it is essential that I set clear learning goals for you, as this will help put you on the right track toward attaining optimal performance in this course and at the completion of your degree. If psychology is not your major, rest assured that learning goals will be beneficial for you, too. In this course, we will do our best to work toward as many of the APA's 10 goals as we can via a multimodal approach to learning.

1. Knowledge Base of (Developmental) Psychology
 2. Research Methods in (Developmental) Psychology
 3. Critical Thinking Skills in (Developmental) Psychology
 4. Application of (Developmental) Psychology
 5. Values in (Developmental) Psychology
 6. Information and Technological Literacy
 7. Communication Skills
 8. Sociocultural and International Awareness
 9. Personal Development
 10. Career Planning and Development
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My Teaching Philosophy

I hold the philosophy that you, the student, are a developing “psychologically literate citizen.” In other words, I see you as a person who can take the knowledge you gain in this course and apply it to your life by using the knowledge to live as fully and healthfully as possible, better understand and care for your loved ones, and become a stronger member of your local

community and the larger world. Our course has been constructed to align with my philosophy. I will do my best to help you develop into a psychologically literate citizen by pursuing APA's 10 learning goals. I intend for this to unfold in a classroom environment that is dynamic, thought-provoking, and supportive.

Class Schedule

(Although every effort will be made to follow the syllabus, I reserve the right to make changes.)

Date	Topic	Chapter(s)	Important
W, Aug 29	Welcome!	---	Attendance & Prompt #1 Journal Entry #1 Posted
F, Aug 31	Syllabus Review	---	Attendance & Prompt #2 Journal Entry #2 Posted
M, Sept 3	---	---	No Class (Labor Day)
W, Sept 5	Things You Should Never Say To or Ask a Developmental Psychologist	1	Attendance & Prompt #3 Journal Entry #3 Posted
F, Sept 7	Three Perspectives on Development	1	Attendance & Prompt #4 Journal Entry #4 Posted
M, Sept 10	Planned (and Unplanned) Research in Developmental Psychology	1	Attendance & Prompt #5 Journal Entry #5 Posted
W, Sept 12	What Many People Don't Know About Development	2	Attendance & Prompt #6 Journal Entry #6 Posted
F, Sept 14	Topics in Childbirth	3	Attendance & Prompt #7 Journal Entry #7 Posted
M, Sept 17	Breastfeeding	3	Attendance & Prompt #8

			Journal Entry #8 Posted
W, Sept 19	The Physical Infant	4	Attendance & Prompt #9 Journal Entry #9 Posted
F, Sept 21	The Intellectual Infant	5	Attendance & Prompt #10 Journal Entry #10 Posted
M, Sept 24	Piaget: A Primer	5	Attendance & Prompt #11 Journal Entry #11 Posted
W, Sept 26	The Social Infant	6	Attendance & Prompt #12 Journal Entry #12 Posted
F, Sept 28	Are We Attached to Our Attachment Style?	6	Attendance & Prompt #13 Journal Entry #13 Posted
M, Oct 1	What's the Best Way to Care for an Infant?	---	Attendance & Prompt #14 Journal Entry #14 Posted
W, Oct 3	What's the Best Way to Care for an Infant? (Continued)	---	Attendance & Prompt #15 Journal Entry #15 Posted
F, Oct 5	What's the Best Way to Care for an Infant? (Continued)	---	Attendance & Prompt #16 Journal Entry #16 Posted Journal Entries #1 - #15 Are Due In My Office By 5 P.M.
M, Oct 8	Exam One	1-6	Study Guide Will Be Posted On Oct 5
W, Oct 10	The Active Preschooler	7	Attendance & Prompt #17 Journal Entry #17 Posted

F, Oct 12	---	---	No Class (Fall Break)
M, Oct 15	The Thinking Preschooler (Continued)	7	Attendance & Prompt #18 Journal Entry #18 Posted
W, Oct 17	Why Preschoolers Need to Play	8	Attendance & Prompt #19 Journal Entry #19 Posted
F, Oct 19	Preschools Across Cultures	7 & 8	Attendance & Prompt #20 Journal Entry #20 Posted
M, Oct 22	Preschools Across Cultures (Continued)	7 & 8	Attendance & Prompt #21 Journal Entry #21 Posted
W, Oct 24	Growing & Thinking in Middle Childhood	9	Attendance & Prompt #22 Journal Entry #22 Posted
F, Oct 26	The Sexualization of Middle Childhood	9 & 10	Attendance & Prompt #23 Journal Entry #23 Posted
M, Oct 29	The Sexualization of Middle Childhood (Continued)	9 & 10	Attendance & Prompt #24 Journal Entry #24 Posted
W, Oct 31	Bullying in Middle Childhood	10	Attendance & Prompt #25 Journal Entry #25 Posted
F, Nov 2	Adolescence: A History	---	Attendance & Prompt #26 Journal Entry #26 Posted
M, Nov 5	The Adolescent Brain	11	Attendance & Prompt #27 Journal Entry #27 Posted
W, Nov 7	Menstruation	11	Attendance & Prompt #28 Journal Entry #28 Posted

F, Nov 9	“Who am I?” Adolescent Identities	12	Attendance & Prompt #29 Journal Entry #29 Posted Journal Entries #16 - #28 Are Due In My Office By 5 P.M.
M, Nov 12	Exam Two	7-12	Study Guide Will Be Posted On Nov 9
W, Nov 14	Early Adulthood	13	Attendance & Prompt #30 Journal Entry #30 Posted
F, Nov 16	Early Adulthood (Continued) & Parenthood	13 & 14	Attendance & Prompt #31 Journal Entry #31 Posted
M, Nov 19	Parenthood (Continued)	14	Attendance & Prompt #32 Journal Entry #32 Posted
W, Nov 21	---	---	No Class (Thanksgiving Break)
F, Nov 23	---	---	No Class (Thanksgiving Break)
M, Nov 26	Cognitive Gains (and a Few Losses) in Middle Adulthood	15	Attendance & Prompt #33 Journal Entry #33 Posted
W, Nov 28	Menopause	15	Attendance & Prompt #34 Journal Entry #34 Posted
F, Nov 30	Midlife Crisis: Fact or Fiction?	16	Attendance & Prompt #35 Journal Entry #35 Posted
M, Dec 3	Late Adulthood: What It Means for You	17 & 18	Attendance & Prompt #36 Journal Entry #36 Posted

W, Dec 5	Views on Aging	17 & 18	Attendance & Prompt #37 Journal Entry #37 Posted
F, Dec 7	Dispelling Myths of Late Adulthood	17 & 18	Attendance & Prompt #38 Journal Entry #38 Posted
M, Dec 10	Wrap-Up	---	Journal Entries #29 - #38 Are Due In My Office By 5 P.M.
W, Dec 12	---	---	No Class (Reading Day)
Dec 18	---	---	Bibliography Project Due In My Office By 5 P.M.

Methods of Evaluation

Exams

There will be two exams. Both exams will occur during our class schedule. Both exams will contain three parts: (1) multiple-choice questions (from the textbook and lectures), (2) a series of short answer questions (from the textbook and lectures), and (3) a series of questions related to one extra reading that will be posted on Moodle (check Moodle for these readings). Each exam will be closed-book, closed-notes. Please note that what is covered in class and what is in the textbook do not always overlap. Therefore, it is your responsibility to take careful notes during class and to closely read the textbook. Both exams will count toward your final grade. The only way I will give a make-up exam is if you contact me within 24 hours of an exam. I will only give a make-up exam for extreme circumstances (e.g., serious illness).

Journal Entries

During the semester, you will keep a journal. Your journal will be an electronic document that you maintain. Be sure to save your file many times, and keep a back-up file, just in case. You will print your journal and submit it to me three times during the semester, as indicated on the course schedule. There will be a total of 38 journal entries, but only 35 will count toward your final grade. So, if you skip a journal entry, or if one of your journal entries is not done well, you will not be penalized. On each of the days indicated on

the course schedule, I will post a journal entry topic on Moodle. The journal entries will help you apply the course content to your life, and they will also help you prepare for the exams. Each of your journal entries must be in Times New Roman 12 point font, double spaced, 1 in margins, and no less than 1 full page in length. For each journal entry, you should type your name and the journal entry number at the top, and then type your entry from there. Each of the journal entries will be graded as a 0 (not completed), 1 (obviously rushed, not thoughtful, poor writing style/grammar, and/or not at least one page in length), or 2 (successfully completed). I highly recommend that you complete each journal entry on the day (or close to it) that it is posted on Moodle, as this will help you stay on top of your workload.

Attendances & Prompts

At the beginning of every class, you will be asked to write a prompt. Each prompt will take a minute or two. Once you have written the prompt, you will write your name at the top of the piece of paper. I will collect these in every class. The goal of each prompt is to warm up your brain by having you think and write about the topic that we will cover on that particular day. Your prompts will not be graded, but you will be given 2 points for writing the prompt, and 1 point for writing your name. There are a total of 38 prompts and corresponding 38 attendances this semester. Only 35 of the prompts and 35 of the attendances will count toward your final grade. So, if you miss a class or arrive late to class and miss the prompt, you will not be penalized.

Bibliography Project

For this project, you will choose one topic in developmental psychology that interests you. Your textbook is a good place to find a multitude of potential topics (you can talk to me, too, if you need help choosing a topic). Once you have chosen your topic, you will use PsycINFO (an online database maintained by the American Psychological Association) to find 10 research articles on your chosen topic. Each article you select must have been published between 2000 – 2012. Also, each article must be empirical (no dissertations allowed). This means that each article summarizes a research study (i.e., it has an introduction, method, results, and discussion). Throughout the semester, I will show you, step by step, how to use PsycINFO to locate your research articles. Also, feel free to consult our excellent library staff – they can help you, too. Once you have selected your 10 research articles, you will do the following: (1) Print the abstract of each research article (you

will see each research article's abstract directly on PsycINFO – this is what you will print), (2) Create a Word document – this will be your “References” page. This is where you will type all 10 research article references in APA style (I will teach you APA style in class), and (3) Hand in your 10 printed abstracts and your printed References page(s) to me by 5 p.m. on December 18 (no e-mail versions will be accepted).

Breakdown of Your Final Grade

2 Exams (@ 50 points each) =	100 points
35 Journal Entries (@ 2 points each) =	70 points
35 Attendances (@ 1 point each) =	35 points
35 Prompts (@ 2 points each) =	70 points
1 Bibliography Project =	25 points

	300 points

Grading Scale

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62
			F = 59 or less

My Expectations of You

Come to Class and Arrive on Time

My expectation of you is that you will attend all class meetings. I understand that life can be unpredictable and this can sometimes make attending class difficult. If circumstances make you miss more than three classes during the semester, you may have overextended yourself and you should consider withdrawing from the course.

It is also my expectation that you will arrive to class on time. When you are late to class, it distracts your classmates (and me). If you are late, come in quietly and sit quickly. If you are compulsively late, we will need to address this.

Seek My Assistance at Any Time

We've all needed help in something at some point in our lives. If you find yourself not understanding something, please talk to me.

Seek Assistance from Others

Agnes Scott has excellent resources for your writing and speaking. Consider seeking assistance from the Center for Writing and Speaking: cws@agnesscott.edu, telephone extension 5201.

Inform Me within 24 Hours of a Missed Exam

Serious illness, death in the family and other grave events are unfortunately a part of life. A make-up exam will only be given if you contact me within 24 hours of an exam – no exceptions. I will only give a make-up exam for extreme circumstances (e.g., serious illness, death in the family).

Read Your Textbook

In order to maintain the rigor of a 4-credit course, you will be responsible for reading all of the assigned material. I will not simply “re-cover” what you have read in the text. For you to be successful in this course, you must read the assigned readings *before* you come to class.

Regularly Check Moodle and Your E-mail

During our semester together, I may send important updates to you via Moodle and/or e-mail. Please, regularly check these. If you don't, you might miss something important.

(Electronically) Correspond With Me in a Professional Manner

Feel free to send me an e-mail any time you'd like. I will be happy to respond. I strongly encourage you to compose e-mails that are professional. In order to prepare you for the workforce, it's essential that you develop professional e-mail etiquette. This means that you should send e-mail messages to me that have a header (e.g., “Dear Dr. Brown, “Hello Dr. Brown”), a coherent body (i.e., complete sentences, good grammar, respectful tone), and a closing (e.g., “Sincerely,” “Best,” “Regards”). This may seem nitpicky, but I assure you that it's in your best interest.

Turn Off or Silence Your Cell Phone

Did you know that research has revealed that when a cell phone rings during class, students' performance is impaired (End et al., 2010)? Therefore, please turn off or silence your cell phone before class begins, and place it out of your (and my) sight.

Use Your Laptop for Note Taking Only

Laptops are absolutely okay, but only for note taking (no Facebook!).

Respect Your Classmates, and Me

During the semester, I will encourage you to share your opinions and personal experiences. At times, I will also share my opinions and personal experiences. We must remember that each of us is unique, and therefore each of us has the right to our views. Having said that, it is perfectly fine for you to disagree with each others' views, but you must always remain respectful.

If You Have a Disability, Talk to Me

All accommodations for disabilities are authorized through the Office of Academic Advising. If you are registered with the Office, please tell me. Both Academic Advising and I respect students' confidentiality when accommodations are made.

Maintain Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course

instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.

- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with me if you need clarification about any of these policies.

Your Expectations of Me

You can expect me to arrive to class and office hours on time, to respond to e-mail messages within 24 hours, to be willing to meet with you for any reason, to present class material in a clear and organized fashion, to always be enthusiastic about the material, to keep the class as lively as possible, to do my best to help you grasp the material, and to maintain a sense of humor.

Course Evaluations

Your feedback about this course is valuable to me, the psychology department, and the college administration. Your comments are taken seriously and the comments are used to improve the course in the future. At the end of the semester, you will receive an e-mail asking you to complete an online evaluation of this course. I hope you will complete the evaluation.
