

PSY 225: DEVELOPMENTAL PSYCHOLOGY

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Prerequisites: Psy 105, General Psychology

Office Hours: Tues, Thurs 1:30-3:00 p.m.
Wed. 9-11 a.m.
Other hours can be arranged by appointment

Reading:

- (1) Sigelman, C. & Rider, E. A. (2003). *Life-span human development*, 4th ed. CA: Wadsworth.
- (2) Rider, E. (2003). *Study guide to accompany life-span human development*, 4th ed. CA: Wadsworth.
- (3) Journal readings (see attached Reference List), including articles from *InfoTrac*, a large database provided by Wadsworth Publishing Co.



Course Description:

The purpose of this course is to present a comprehensive overview of contemporary developmental psychology. Developmental psychology involves the study of constancy and change throughout the entire lifespan, from conception to death. The course will cover the relevant history, theories, research, and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development. We will also discuss the various themes relevant to developmental psychology, such as continuity vs. discontinuity of development, and nature and nurture sources of development. Research discussions will include both classic and current studies within the field.

Course Policies:

- You are expected to attend and participate in class. This includes being prepared. If you do miss a class, you are responsible for finding out what material was covered and you are accountable for this material. We are going to engage in a number of group activities during class, so your attendance and participation will affect others as well as yourself.
- Exam dates are listed on the course outline. Make-ups for exams should be approved in advance, if possible, and may be a different format than regularly scheduled exams.
- You are responsible for reading all the assigned chapters in the textbook and any assigned articles. We will not discuss all of the textbook reading in class. If you have questions, bring them up in class or arrange to see me outside of class. Regularly working on exercises in the Study Guide will help you "digest" the material in the text.
- Students are reminded that all work in this course is to be their own, or in the case of group work--a product of all group members. Don't cheat yourself out of an education by cheating and don't let someone else down by not carrying your full load in the group.

Course Requirements and Expectations:

- **Exams:** There will be two exams—a midterm and a final, consisting of essay questions. The final exam will focus primarily on material covered after the midterm, but will also include one or two comprehensive questions.
- **Unannounced Quizzes:** We will have 6 quizzes that are unannounced in advance. The purpose of these is to encourage you to keep up with reading and studying the material between exams as well as provide feedback about your knowledge before exams. Quizzes will be short and objective (10 multiple choice questions) and ***will be taken outside of class using Blackboard. There are no makeups on quizzes, but you may drop one that you miss or you may drop your lowest grade if you have taken all the quizzes.***
- **Article Summaries:** Students will read and summarize two RESEARCH articles from one of the major developmental journals: *Child Development*, *Developmental Psychology*, *Journal of Experimental Child Psychology*, *Merrill-Palmer Quarterly*. Follow APA style for referencing. A useful article on writing article summaries can be found at:
http://www.hcc.cc.fl.us/adjunct/darren_smith/bbs-gwcr.htm

You will notice that this is a four-credit course, yet we meet as a class for a three-hour block of time each week for lecture and discussion. Consequently, there are additional expectations of students outside of the scheduled class time. These include:

- **Additional reading:** In addition to the standard text, we will be reading and discussing articles by original researchers and theorists in developmental psychology. A summary of the author's main points will be due the day each article is discussed in class (see syllabus for schedule of assigned readings). These short summaries will be evaluated on a four-point scale: 3=student understood and articulated the main points; 2=student understood some parts of the article, but missed or misunderstood others; 1=student missed significant points of the article; 0=student absent or paper not turned in. No late papers accepted.
- **Observation:** Each student is required to participate in biweekly observation sessions of approximately 2 hours each. Students will keep a journal describing the activities and behaviors observed and analysis of these behaviors (e.g., make connections to course material). You must turn in at least six journal entries at the end of the semester. Several local sites are available and you should call to make arrangements during the first 10 days of the semester:
 - Elizabethtown Child Care Center (located in the Church of the Brethren on Mt. Joy St.)
Contact: Gina Strouse, 361-9824
 - Hildebrandt Learning Center (Masonic Homes Child Care Center; located on the second level of the Freemason's Cultural Center on the campus of the Masonic Homes)
Contact: Rose Snyder, 367-1121 ext 33375
 - Community Nursery School (located in the Church of the Brethren on Mt. Joy St.),
367-6772

Alternatively, you may observe at an elementary school. Sign up on Wednesday, August 28th at 3:30 in the Brinser Lecture Room with several Lancaster and Harrisburg schools where arrangements have already been made.

Course Grade:

Midterm Exam	20%
Final	20%
Quizzes	20%
Article Summaries (10% each)	20%
Reading Notes	10%
Observation Journal	10%

Grading Standards:

A (94-100) A- (90-93)	An "A" indicates outstanding or excellent work; there are very few ways to improve the quality of the work or understanding of the material.
B+ (88-89) B (83-87) B- (80-82)	A grade in the "B" range indicates an above average level of work in all aspects of the course. Performance is good; there is still some room for improvement.
C+ (78-79) C (73-77) C- (70-72)	A grade in the "C" range indicates adequate completion of all course work; work or understanding is in the average or OK range.
D+ (68-69) D (63-67) D- (60-62)	A grade in the "D" range reflects less than adequate completion of the course requirements. Significant areas of weakness exist; much improvement is needed.
F (</=59)	A grade of "F" indicates failure to complete the course requirements or completion at an unacceptable level.

Web sites for the two major professional organizations devoted to developmental psychology:

Division 7 of the American Psychology Association: <http://www.psych.ucr.edu/Div7/Div7.html>

Society for Research on Child Development: <http://www.srpd.org/>

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Chapter</u>
Aug 27	Course introduction Intro to developmental psychology	1
Aug 29	Studying developmental changes-Methodology Designs: Cross-sectional, longitudinal, sequential Basic issues	1 2 (25-27)
Sept 3	Traditional theoretical models: Freud, Erikson, Learning Read: Watson & Raynor on conditioned emotional reactions Read: Harris on Watson and Raynor's Little Albert research	2
Sept 5	Modern theories: Cognitive developmental and contextual	2
Sept 10	Genetics of life-span development Gene-Environment interactions	3
Sept 12	Prenatal and early environmental influences Read: Winter (2001)	4
Sept 17	Prematurity Read: Cooper et al. (1999)	3,4
Sept 19	Physical changes throughout the lifespan Read: Kaplowitz et al. (2001). Steinberg & Morris (2001; pp. 5-7 only)	5
Sept 24	Perceptual abilities across the life span	6
Sept 26	Cognition—Piaget	7
Oct 1	Cognition—Vygotsky Comparison and evaluation of Piaget and Vygotsky Read: Flavell (1996) on Piaget's Legacy Lourenco & Machado (1996) <i>In defense of Piaget</i> Steele (1999)	7
Oct 3	Memory and Information Processing	8
Oct 8	Review of chapters 1-8	
Oct 10	MID-TERM EXAM	
Oct 15	No class (Monday schedule following Fall Break)	

Oct 17	Intelligence: Measurement Read: Deary (1998) Kane & Oakland (2000)	9
Oct 22	Factors that influence intelligence	9
Oct 24	Language	10
Oct 29	Achievement and education	10
Oct 31	Personality and Self	11
Nov 5	Gender roles Read: Colapinto on the “John-Joan” case	12
Nov 7	Sexuality across the lifespan	11
Nov 12	Social Cognition: Theory of mind and moral development Read: Walker (2000) Flavell (1999)	12
Nov 14	Social development-Attachments and friendships Read: Steinberg & Morris (2001)	13
Nov 19	Families: Parenting styles, marital phases, divorce Read: Kelly (2000)	14
Nov 21	Family Violence Psychopathology Read: Margolin & Gordon (2000)	14 15
Nov 26	Psychopathology	15
Nov 28	Thanksgiving--No classes	
Dec 3	Death and dying	16
Dec 5	Fitting the pieces together	Epilogue

Final Exam: Thursday, December 12, 11:00 a.m.-2:00 a.m.

Reference List

- Colapinto, J. (1997, December 11). The true story of John-Joan. *Rolling Stone*, 54-97. **Available online:** <http://www.pfc.org.uk/news/1998/johnjoan.htm>
- Cooper, T., Berseth, C., Adams, J., & Weisman, L. (1999). Actuarial survival in the premature infant less than 30 weeks' gestation, *Pediatrics*. **Available from InfoTrac.**
- Deary, I. (1998). Differences in mental ability. *British Medical Journal*. **Available from InfoTrac.**
- Flavell, J. H. (1996). Piaget's legacy. *Psychological Science*, 7, 200-203.
- Flavell, J. H. (1999). Cognitive development: Children's knowledge about the mind. *Annual Review of Psychology*. **Available from InfoTrac.**
- Harris, B. (1979). Whatever happened to Little Albert? *American Psychologist*, 34, 151-160
- Kane, H. & Oakland, T. (2000). Secular declines in Spearman's g: Some evidence from the United States. *Journal of Genetic Psychology*. **Available from InfoTrac.**
- Kaplowitz, P. B., Slora, E. J., Wasserman, R. C., Pedlow, S. E., & Herman-Giddens, M. E. (2001). Earlier onset of puberty in girls: Relation to increased body mass index and race. *Pediatrics*, 108. **Available from InfoTrac.**
- Kelly, J. (2000). Children's adjustment in conflicted marriage and divorce: A decade review of research. *Journal of the American Academy of Child and Adolescent Psychiatry*. **Available from InfoTrac.**
- Lourenco, O. & Machado, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review*, 103, 143-164.
- Margolin, G. & Gordon, E. (2000). The effects of family and community violence on children. *Annual Review of Psychology*. **Available from InfoTrac.**
- Steele D. (1999). Learning mathematical language in the zone of proximal development. *Teaching Children Mathematics*. **Available from InfoTrac.**
- Steinberg, L. & Morris, A. (2001). Adolescent development. *Annual Review of Psychology*. **Available from InfoTrac.**
- Walker, L., Hennig, K., & Krettenauer, T. (2000). Parent and peer contexts for children's moral reasoning development, *Child Development*. **Available from InfoTrac.**
- Watson, J. & Raynor, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3, 1-14 [reprinted in March 2000 issue of *American Psychologist*].
- Winter, M. (2001). The Brain on lead: Animal models are helping researchers understand the effects of lead exposure in children. They are finding direct correlations between lead exposure and cognitive function. *Human Ecology*. **Available from InfoTrac.**