

Psychology 4220, Developmental Psychology – Syllabus, Spring 2007

Call number 78-116

Lecture: MWF 1:25pm - 2:15pm., Psychology 243

Lab: Thursday, 2:00pm - 3:15pm, Psychology 111

Instructor: Dr. Janet Frick

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Office Hours: by appointment (Tues/Thurs are more open)

Lab Instructor: Krisztina Varga

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*The course syllabus is a general plan for the course;
deviations announced to the class by the instructor may be necessary.*

General Course Information

Course Description

Psychology 4220 is an upper division undergraduate course covering research and theory concerning the psychological development of the maturing human. This course will cover physical, cognitive, and social/emotional development from conception through adolescence. This class will emphasize the scientific and theoretical basis of developmental psychology, but will also show the relevance of the topics covered to “real life” issues (such as parenting and public policy concerns). Lecture sessions will primarily involve presentation and discussion of course material, while lab sessions will primarily emphasize activities and projects designed to enhance learning and application of the course material. It is hoped that you will leave this class not simply with a list of facts of the “what” and “when” of developmental psychology, but an understanding of the “how” and “why” of the processes underlying development, and an appreciation for the role that research in developmental psychology plays in our everyday lives. Students who have taken CHFD 2950-2950L, Introduction to Child Development, may find that some of the course material will overlap. This course is designed to be more in-depth, with a greater emphasis on the research basis of developmental psychology.

Prerequisites

Students must have completed (and passed) PSYC 2980 prior to taking this course. PSYC 2990 may be taken as a co-requisite with **one** upper division psychology 4-hour lab course, such as this one. Students who have not completed 2980 and 2990 (or are not currently enrolled in 2990) will be withdrawn from the class by the instructor, according to departmental policy.

Required Textbook

Siegler, R., DeLoache, J., & Eisenberg, N. (2006). How Children Develop (2nd edition). Worth Publishers.

Book website: <http://www.worthpublishers.com/howchildrendevelop2e/>

Be sure to get the 2nd edition of the book. Some additional readings may be assigned in lab and/or made available on webct.

Grading

There are 500 points available in the course. 400 are from exams, and 100 from lab activities. Class participation will be factored into your grade.

Grading is based on the following percentage scale:

A	93.00 - 100.00	C+	78.00 - 79.999
A-	90.00 - 92.999	C	73.00 - 77.999
B+	88.00 - 89.999	C-	70.00 - 72.999
B	83.00 - 87.999	D+	68.00 - 69.999
B-	80.00 - 82.999	D	60.00 - 67.999
		F	0 - 59.999

Borderline grades are not automatically rounded up. Decisions about “curving” are made on a case-by-case basis at the end of the semester. The factors I will take into consideration in assigning a grade in borderline cases include attendance (including lab), quality of class and lab participation, and whether assignments have been turned in on time. *Note:* Students who miss more than 10% of class or lab meetings may have their grade lowered one letter grade (see attendance policy below). Instructor decisions on grades are FINAL, and grades will **not** be changed except in cases of clerical error. Please do not ask me at the end of the semester to change your grade.

Exams are closed-book, mixed-format (short-answer, short essay, multiple-choice, true-false, fill-in-the-blank) examinations based on the material covered in the preceding section of the course (including textbook, lectures, films, and material presented during the lab). They will emphasize the material in the preceding section of the course (although some cumulative information may be included). Each exam is worth 100 points, so 400 points are possible on exams. The exam times are noted on the class schedule on the back page. **Makeup exams are not given.** Students who are participating in a university-sponsored activity which requires them to miss an exam time *may* be allowed to take the exam early; such situations require written verification, two weeks’ notice, and approval of Dr. Frick. Any student who misses an exam will be given a cumulative makeup test worth 100 points on reading day (May 1). The only exceptions to this policy will be unexpected, unusual situations that sometimes arise (death, hospitalization); these situations will require documentation, and decisions will be made on a case-by-case basis.

A separate lab syllabus will be given in lab. This will describe all lab activities and assignments. The TA is in charge of the lab and all questions regarding the lab should be directed to him or her.

Course Policies for PSYC 4220

Students with disabilities should see me as soon as possible, and provide a letter from the UGA Disability Services Office describing what special accommodations you might require. I will be happy to work with you in any way you need.

A grade of “incomplete” is not an option except in extremely rare circumstances, and must be approved by the instructor. It is not an option if you are failing the course (see the Undergraduate Bulletin).

A student may withdraw from the class prior to the midpoint of the semester (March 1), but you are only guaranteed a grade of “W” if you are passing the course (see the Undergraduate Bulletin).

Attendance and preparation for class are expected. You are responsible for all class content and announcements whether you are present or not. It is important that you complete reading assignments before coming to class because lectures, discussions, and activities assume you are already familiar with the material. I may give unannounced pop quizzes if I feel students are not completing the readings prior to coming to class. Attendance

will be taken on a random basis throughout the semester. The UGA Academic Affairs policy on attendance is available online. Poor attendance will greatly reduce your likelihood of a borderline grade being "bumped" up, and it may result in your grade being lowered (in cases of students who miss more than 10% of class or lab meetings). In addition, I will withdraw from class any student who does not attend the first two lectures of the semester without contacting me (to allow students wishing to add the class to join).

It is expected that students will read the textbook thoroughly. There is not time in lecture to cover everything discussed in the book; lectures will be used to highlight important topics and go into more depth on difficult concepts, as well as having discussions, watching video clips, etc. Lectures will also cover some material not covered directly in the book. The exams will have questions from all course material, which includes the entire assigned textbook, all lecture and lab presentations, articles read, films, guest speakers, etc.

Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones, not reading the newspaper during class, etc. All academic work must meet the standards contained in "A Culture of Honesty" (available online). Students are responsible for informing themselves about those standards before performing any academic work. Cheating and plagiarism will not be tolerated; these will be discussed in more detail. But for starters, unless you are specifically instructed to work in groups on an assignment, you are to turn in homework assignments or papers that reflect your own work and thinking. You should not work with a partner and turn in what is essentially the same assignment as someone else. You are welcome to discuss ideas with classmates, but the process of writing and creating whatever you turn in should be done on your own. Plagiarism can occur when students take phrases or passages from books, articles, or the internet, and use them in their own papers without proper documentation. You need to take ideas and put them in your own words, and not just "string together" passages that other people have written, and then present it as your own thinking. Plagiarism can also occur when students turn in passages that are nearly equivalent to what someone else has written, with only a few words changed here or there. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else. The minimum penalty for being found guilty of violating the academic honesty policy will be a grade of "0" on the affected assignment and an automatic lowering of your final course grade one full letter grade; further penalties could include a note on your transcript, failing the class, or expulsion from the university.

Decisions about grades are made carefully, and are final at the end of the semester. Please do not contact the instructor about a grade change unless there has been a clerical error which you can document. Requests to change final grades are a waste of your time as well as mine. I do not give "extra credit" or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved **before** "reading day" (in this case, before May 1). Once we arrive in the final exam period, your grade from earlier in the semester is set.

I am available to meet with you by appointment. I teach this semester at 11:15, 1:25, and 2:30, and often have 3:30 meetings on MWF, so I may not be available before or after class. Tuesdays and Thursdays are more open for longer meetings.

Tentative Lecture and Exam Schedule (subject to change if necessary)

Week	Date	Topic	Assignment or Reading
1	Jan 8-12	Introduction, History and Methods	Chapter 1
2	Jan 15-19	Prenatal, Birth, Newborn	Chapter 2 *no class Monday (MLK holiday)
3	Jan 22-26	Biology and Behavior	Chapter 3
4	Jan 29-Feb 2	Continue 1-3, review and exam	EXAM 1, Fri Feb 2 Chapters 1-3
5	Feb 5-9	Theories of Cognitive Development	Chapter 4
6	Feb 12-16	Infancy: Perception, Motor Development, Learning and Cognition	Chapter 5
7	Feb 19-23	Language and Symbol Use / Conceptual Development	Chapter 6 and/or 7 (TBA in class)
8	Feb 26-Mar 2	Intelligence and Academic Achievement	Chapter 8 EXAM 2, Friday Mar 2 Chapters 4-8
9	Mar 5-9	Theories of Social Development	Chapter 9
10	Mar 12-16	(no class, spring break)	
11	Mar 19-23	Emotional Development	Chapter 10
12	Mar 26-30	Attachment	Chapter 11
13	April 2-6	Continue, review, and exam	EXAM 3, Friday April 6 Chapters 9-11
14	April 9-13	Family	Chapter 12
15	April 16-20	Peers / Moral Development	Chapters 13-14
16	April 23-27	Gender Development and Conclusions	Chapter 15-16
	April 30	Continue and review	
	Friday, May 4 12-3 pm	Final Exam	EXAM 4, Friday May 4 Chapters 12-16 (plus some cumulative material)