

PRAIRIE VIEW A&M UNIVERSITY

College of Juvenile Justice and Psychology
PSYC 2423: Developmental Psychology

INSTRUCTOR: Aisha Asby Ph.D.
OFFICE LOCATION: COJJP 250
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OFFICE HOURS: MW 9:00 am – 1:00 pm
Th 9:00 am – 1:00pm (by appointment)

CLASS MEETING DAY(S) & TIME: MW 2:00pm – 3:20 pm; Rm. 235

COLLEGE PHILOSOPHY:

The College of Juvenile Justice and Psychology is committed to producing graduates with superior written and oral communication skills. Instructional techniques will include a variety of technological and research tools. Our pedagogy emphasizes content and style in both individual and group settings. Our professors are encouraged to use their individual creative styles in the pursuit of academic excellence.

COURSE OVERVIEW AND OBJECTIVES:

The goal 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. This 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. Topics covered will include conception, genetics, prenatal development and physical, motor, perceptual and social development from infancy to early adolescence. Theories of social and cognitive development will also be covered.

At the end of this course, the student will be able to:

1. Demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive, and psychosocial changes throughout the entire life span.
2. Identify major theorists that contribute to the field of developmental psychology.
3. Demonstrate an understanding of different stages of development through the lifespan.
4. Identify and apply developmental concepts to everyday life.
5. Demonstrate improved critical thinking and communication skills.

REQUIRED TEXTBOOK:

Feldman, R.S (2008). *Discovering the Life Span* (1st Edition). New Jersey: Prentice Hall.
MyDevelopmentLab - Pegasus

COURSE REQUIREMENTS:

1. Attend class and be on time. Classroom doors will be locked five (5) minutes after class begins. Students who arrive after doors are locked will be considered absent. If you miss a class, you are responsible/accountable for finding out and retrieving what material was covered.
2. Participate in all class discussions and activities.

3. Read all the assigned chapters in the textbook and any assigned articles in a timely manner. 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.
4. Complete all required assignments and exams as scheduled.
5. Discuss **ANY SIGNIFICANT CONCERNS/QUESTIONS** with the instructor **IMMEDIATELY**.
6. Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
7. Cell phones, pagers, any other distracting devices must be turned **OFF** during class. If used during class, it will be confiscated and returned at the end of class.
8. Maintain appropriate behavior during discussions. Be respectful of others!
9. Turn in all assignments on time. All written assignments are due no later than 11:30 pm on the due date. **Late assignments will NOT be accepted.**
10. Check E-courses (WebCT) frequently for updates and announcements sent by the instructor. When a topic is posted, everyone is required to participate. The discussion topic will be determined by the instructor.
11. Participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul language or abusive language will not be tolerated.

CLASS ATTENDANCE:

Class attendance is important. Attendance will be taken every day. All students are expected to attend all class sessions and be on time. Students will be allowed a five (5) minute grace period at which time the doors will be locked. Students not in class when doors are locked will be considered absent and will not be permitted entrance. Students must adhere to the attendance policy listed in the Undergraduate Catalog, 2008-2009. Grade points will be deducted based on the number of excessive **UNEXCUSED** absences. Validity of the excuses will be determined by the instructor, and documentation will be required. **NOTE:** Excessive absenteeism, whether excused or unexcused (3 or more), may result in a student's course grade being reduced or in assignment of a grade of "F."

ACADEMIC DISHONESTY:

Academic dishonesty of any kind will **NOT** be tolerated! Scholastic dishonesty includes, but is not limited to cheating, plagiarism (unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit), collusion (the unauthorized collaboration with another person in preparing written work). Students who engage in academic misconduct are subject to university disciplinary problems. Plagiarized papers (>50%) will receive an automatic "F." Submit all papers and/or group papers via Safe Assign (E-Courses). During examinations, all personal belongings and books, except a pencil and/or pen, will be placed under student's desks. Students caught cheating will receive an automatic "F" for that test.

STUDENT DISABILITIES:

If you have a university-accepted disability and need special accommodations, please contact the Office of Disability Services at (936) 857-2601, ext. 2620, immediately. Once you have received a letter of adjustment from the disability office, appropriate adjustments and modifications will be considered for the class.

GRADING POLICY: This course will utilize the following instruments to determine student grades:

Class Participation: All students will be evaluated based on daily attendance and participation in classroom discussions and activities. The participation grade will be based, not only on spontaneous comments and questions, but also on your ability to discuss assigned readings. Class participation grades

are not determined by the number of contributions you make in class but by the quality and relevance to the discussion. Thus, it is important that you have read the materials before class.

Homework: Students will be required to complete take home assignments that should be submitted at the beginning of class when due. Late assignments will not be accepted without a valid excuse. Class participation and homework assignments will account for 20 percent of your final grade.

Exams: There will be two tests and two exams, a midterm and a final, consisting of short answer and multiple choice questions. Exams will consist of materials covered during class lectures, textbook readings, handouts, and discussions. The final exam will focus primarily on material covered after the midterm. Both exams have a possible total score of 100 points. Bonus questions may be provided on an exam that will yield extra credit points to be added to the average of the student's total class grade or to the particular exam. Make up exams will be given for emergency purposes only. In the event that a student is given the opportunity (at the instructor's discretion) to make up an assignment or exam, points will be deducted based on each class day missed from the original due date of that assignment or examination.

Quizzes: Short quizzes will be given prior to or following chapter discussions. Exams and quizzes will account for 50 percent of student's final grade.

Article Summaries: Students will read and summarize one **RESEARCH** article from one of the major developmental journals: *Child Development*, *Developmental Psychology*, *Journal of Experimental Child Psychology*, *Merrill-Palmer Quarterly*. Follow APA style for referencing. Summaries will be turned in at the **BEGINNING** of class.

Reflective Writing Assignments: Students will write two papers (minimum three pages) applying concepts and theories in developmental psychology to the student's personal development in order to demonstrate critical thinking skills and knowledge of the topic. All written assignments are due no later than 11:30 pm on its due date, via WebCT (E-Courses). **NOTE:** Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich Text, or plain text format. Writing assignments and article summary will account for 30 percent of your final grade.

Each assignment/examination will be calculated then averaged to determine the student's grade. Bonus points for extra credit assignments and attendance will be added to the sum total of the averaged grade. Grading categories are as followed:

	<u>Points</u>	
Midterm	150	A = 90% and above
Final	150	B = 80 – 89%
Tests & Quiz (2)	250	C = 70 – 79%
Classroom Activities	200	D = 60 – 69%
Reflective Writing	200	F = 59% and below
Article Summary	50	

Course Outline

<u>Date</u>	<u>Topic</u>
1/21/2009	Course Introduction/Syllabus review
1/26/2009	Developmental Theories Read: "Tips for Writing Article Summaries"
1/28/2009	Research in Developmental Psychology Homework: Library Assignment (Locate an empirical study in developmental psychology).
2/2/2009	Prenatal Development, Birth, & the Newborn Read: Sternberg, K.G., Lamb, M.E., Greenbaum, C., Cicchetti, D., Dawdud, S., Cortes, R.M., Krispin, O., & Lorey, F. (1993). Effects of domestic violence on children's behavior problems and depression. <i>Developmental Psychology</i> , 29(1), 44-52. (for Journal Summary) Homework: MyDevelopmentLab (Chapter 1) <i>Homework due</i>
2/4/2009	QUIZ Homework: (Read) Randolph, S.M. (1989). Infant Attachment in Black American Families: An Interim Report. In Proceedings of the 12 th Empirical Conference on Research in Black Psychology. A.G. Harrison (Ed.) Washington, DC: NIMH.
2/9 /2009	Development in Infancy Homework: MyDevelopmentLab (Chapter 2) <i>Journal Summary I due</i>
2/11/2009	Development in Infancy (cont.)
2/16/2009	Development in the Preschool Years Homework: Reflective Writing Assignment I (Infancy & Preschool Years) MyDevelopmentLab (Chapter 3)
2/18/2009	Development in the Preschool Years (cont.)
2/23/2009	TEST <i>Reflective Writing Assignment I due</i>
2/25/2009	Development in Middle Childhood Homework: MyDevelopmentLab (Chapter 4)
3/2/2009	Development in Middle Childhood (cont.) Homework: Piagetian Tasks (Part I)
3/4/2009	Classroom Activity (Paigetian Tasks- Part II) Note: Respond to discussion question(s) posted on E-Courses.

3/9/2009 Review for Mid-Term Exam
Piagetian Tasks Discussion
Write-up for Piagetian Tasks due

3/11/2009 **MID-TERM EXAM (Chapters 1-4)**

3/16-21/2009 **SPRING BREAK**

3/23/2009 Development in Adolescence
Homework: MyDevelopmentLab (Chapter 5)

3/25/2009 Development in Adolescence (cont.)

3/30/2009 Development in Early Adulthood
Homework: Reflective Writing Assignment II (Adolescence & Early Adulthood)
MyDevelopmentLab (Chapter 6)

4/1/2009 Development in Early Adulthood (cont.)

4/6/2009 **TEST**
Reflective Writing Assignment II due

4/8/2009 Development in Middle Adulthood
Homework: MyDevelopmentLab (Chapter 7)

4/13/2009 Development in Middle Adulthood (cont.)

4/15/2009 Development in Late Adulthood
Homework: MyDevelopmentLab (Chapter 8)
Observation-Community Services for the Aged (Part I)

4/20/2009 Development in Late Adulthood (cont.)

4/22/2009 Observation-Community Service for the Aged (Part II)
Note: Respond to discussion question(s) posted on E-Courses.

4/27/2009 Death and Dying
Homework: MyDevelopmentLab (Chapter 9)
Write-up from Observation due

4/29/2009 Death and Dying (cont.)

5/4//2009 **LAST DAY OF CLASSES**
REVIEW FOR FINAL EXAM
NOTE: The date of the final exam is TBA

