

**Spring 2011
PSY 230
Developmental Psychology
Thursday 3:30-6:10 NH-100**

Professor: Dr. Margaret Friend
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Office Hours: Monday 4-6pm; Tuesday 1-3pm

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Prerequisites: PSY 101. You may not take this course if you have already taken (or are taking) CFD 270, 170 or Teachers Education 170.

Attendance: Mandatory.

Required Text:

Kail, R.V. and Cavanaugh, J.C. (2010). Human Development: A Life-Span View. 5th edition, Belmont, CA: Wadsworth.

Study Guide:

CengageNow for the Kail & Cavanaugh text. (See extra credit assignment for details.)

Recommended Supplementary Material:

A dictionary. If there is a word that comes up in the lecture or text that you don't understand, you are responsible to learn it. Ask me or look it up. College is where you build knowledge and vocabulary is one expression of that knowledge. That word that you don't recognize may be critical to the concept that you are studying. Here are some digital options:

www.dictionary.com
<http://www.alphadictionary.com/langdir.html>

Purpose and Organization of the Course: The purpose of this course is to provide an overview of Development from the fetal period through old age. Dominant theories in the field will be introduced. From these, we will extract the general principles that allow us to identify periods of stasis and change over the course of human life.

The course is organized chronologically beginning with fetal development and concluding with biological and cognitive change in old age. In this way, we will see how human development proceeds over the course of life.

General Learning Objectives

Objective 1. Apply basic concepts from PSY 101 to the understanding of psychological change over time.

Objective 2. Learn to see development as a process, as change over time in thought and behavior.

Objective 3. Know the major *theories* of cognitive development.

Objective 4. Learn the specific changes that occur in thought and behavior over the life span.

Objective 5. Learn the biological and social bases of these changes.

Objective 6. Demonstrate these basic computer skills:

- a. Basic word processing, email, and Blackboard
- b. Proper internet etiquette and security safeguards. (Guidelines on internet etiquette can be found here:

<http://its.sdsu.edu/blackboard/student/gettingstarted/netiquette.html>)

Scholarship:

Academic integrity is a fundamental principle of a university community. San Diego State University expects the highest standards of academic honesty from all students.

Violations include: (1) unauthorized assistance on an exam, (2) falsification or invention of data, (3) unauthorized collaboration on assignments, (4) plagiarism, (5) misappropriation of research materials, (6) unauthorized access to your professor's files or accounts, and (7) any other violation of academic integrity as established by your professor.

According to the Merriam-Webster Online Dictionary, plagiarism is:

- to steal and pass off the ideas *or words* of another as one's own
- to use another's work without crediting the source
- to commit literary theft
- to present as new and original an idea from an existing source.

If you violate academic integrity in this course, you will receive a zero for the assignment in question and you will be reported to the Dean's Office. Penalties can be severe. Additional information is available in the SDSU Bulletin, both in print and on-line.

Classroom Conduct:

Please raise your hand and wait to be acknowledged.

- If a concept is unclear to you it is probably unclear to others. Do not otherwise talk or text during class.

Make your questions brief and to the point.

- Extensive commentary distracts other students.

Resolve any schedule conflicts with this class before the second meeting.

- Do not disrupt class by arriving late or leaving early. Arrive on time, turn off your cell phone, and do not pack your belongings until I indicate that class has ended.

Definition of Grades for Undergraduate Students (from the SDSU Catalog):

A outstanding achievement; available only for the highest accomplishment

B praiseworthy performance; definitely above average

C average; satisfactory performance; the most common undergraduate grade

D minimally passing; less than the typical undergraduate achievement

F failing

A grade of A corresponds to earning 90% of the possible points in the course. B corresponds to 80%, C to 70%, D to 60% and F to less than 60% of the possible points in the course. The average undergraduate grade is a C. Plus/minus grading is not available (see SDSU General Catalog 2010-2011, p. 461.)

Keep Track of Your Grades: This is a link to a GPA calculator to help you plan ahead to achieve your desired GPA and to graduate on time:

<https://monet.sdsu.edu/es/advising/gpacalc/gpacalc.cfm>

Final Grade: There are three, non-cumulative, exams and four essays required in this course. There are a total of 400 points possible in the course and the proportion of those points that you earn will determine your grade as detailed above. The assignments for the course, each of which contributes equally to your final grade, are discussed below.

Exams: Each exam will cover one-third of the material required in the text and lectures. All exams are multiple-choice format. Each exam is worth 100 points and constitutes 25% of your grade in the course. For the first exam, you will need the large red Parscore form (F-288 enrollment form). We will use the regular skinny red Parscore form (F-289) for subsequent exams.

You must attend all scheduled exams. There are no make-ups and no exceptions.

Developmental Period Essays: There are 4 scheduled films throughout the semester corresponding to each of the 4 major periods of development that we will cover in text and lecture. After viewing each film, you will turn in a two-page, double-spaced, essay reflecting on the treatment of development in the film.

In each essay, you **must** answer the following questions:

- 1) What period of development is being described?
- 2) What is the filmmaker trying to tell us about this period of development?
- 3) How does the filmmaker go about making this period of development seem distinct from other periods?
- 4) Do you agree with this distinction? Why or why not?

You must **not** submit a review of this film found online--this would constitute plagiarism. You must **not** submit an essay longer or shorter than 2 pages.

Essays that do not meet these criteria will not be awarded credit. There is no partial credit. The due dates for the essays are listed in your syllabus. Each essay that meets the criteria above is worth 25 points for a total of 100 possible points. Your final essay score is equal in weight to an exam and constitutes 25% of your grade in the course.

Essays are required and must be submitted via the digital drop box on the Blackboard page by 8:00pm on the day following the video.

Here are the instructions:

- 1.) Type your essay into a text document (using Word or a similar text editor).
- 2.) Save your document.
- 3.) Open this course on Blackboard.
- 4.) Select *Tools* from the left sidebar.
- 5.) Select *Digital Dropbox* from the list of tools.
- 6.) Click *Add File*.
- 7.) Type your first and last name and essay number (1, 2, 3, or 4) in the title box.
- 8.) Click *Choose File*.
- 9.) Select the document containing your essay.
- 10.) Click *Submit*.
- 11.) Click *Send File*.
- 12.) Select Margaret Friend and Raven Bates from the pull-down menu.
- 13.) Select the document containing your essay.
- 14.) Click *Submit*

Extra Credit. There is one extra credit opportunity every week. Each week on Sunday morning at 6am a quiz will be posted online at www.cengagebrain.com. The quiz will remain available until the following Saturday at 6pm.

There is a practice, pre-test component which is un-graded and a post-test component for which you may receive up to 5 extra credit points per week. You may take both the pre-test and the post-test 2 times each.

Your final points earned on each post test will be added to your final score in the course as extra credit. The opening and closing dates for the quizzes appear in your syllabus. Please see the information sheet on the following page for instructions to activate your Cengage account.

Students with Disabilities:

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. The web site for Student Disability Services is: <http://www.sa.sdsu.edu/sds/index.html>



Student Registration and Payment

Textbook ISBN: 0-495-60037-7

Access Code ISBN:

Course Name: PSY 230 Human Development

Start Date: January 18, 2011

Instructor Name: Margaret Friend, Ph.D.

Course Key: E-EP7NP25EGRJE

Initial Registration

1. Go to <http://login.cengagebrain.com/cb/login.htm>.
2. Log In or to Create a New Account, Click **Create an Account**.
3. Enter your **Cengage Access Code** (see note below); click **Continue**.
Note: The CengageNOW Access Code came with your textbook (if purchased new), and this code begins with **P**. (Do not confuse this code with your Course Key, provided by your instructor, which begins with an **E**.) If a code did not come with your textbook, see the document entitled "Purchasing a CengageNOW Access Code Online."
4. Enter your **account information**, and on the license agreement portion, click the **radio button** for **I Accept**; click **Continue**.
5. For Location, click the **drop-down menu**, and select **United States**.
6. For Institution Type, click the **drop-down menu**, and select **2/4 Year College**.
7. For State, click the **drop-down menu**, and select **State**.
8. For City, click the **drop-down menu**, and select **City**.
9. Click **Search**.
10. Click the **radio button** for **your institution**; click **Register**. You will be taken to **My Home Dashboard Page**, with links to each of the components to your textbook.
Note: At this point, you have successfully registered to use the **content** associated with your textbook. You will now register into your instructor's course.
11. On the left, under **My Courses & Materials** locate **CengageNOW** for **your product** and click **Open**.
12. In the empty field, enter the Course Key provided by your instructor: **E-XXXXXXXXXX**.
13. Click **Submit**. You should receive a Congratulations message. Click the **Assignments tab** to review and access your assignments.

Payment Options

- **Option # 1:**
 - Purchase best buy package of ISBN (XXXXX) includes access to digital product and textbook together at your local college store(s)
- **Option # 2:**
 - Purchase or Rent* a best buy package of ISBN (XXXXX) includes access to digital product and textbook together at CengageBrain.com
 - To purchase [click here](#) or type www.cengagebrain.com into your browser and search by ISBN (XXXXX)
** Many, but not all, best buy packages will have a rental option.*
- **Option # 3:**
 - Purchase an Instant Access Code to (XXXXX) (includes access to digital product) at CengageBrain.com
To purchase [click here](#) or type www.cengagebrain.com into your browser and search by ISBN (XXXXX)

Course Schedule

Date	Topic	Student Learning Objectives	Assignment
Jan. 20	First Meeting Attendance, Crasher, Prerequisites		
Jan 23, 6am through Jan 29, 6pm	Week 1	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Jan. 27	Human Development	Know the recurrent issues in human development Know the basic forces in human development and how timing effects their impact Know the cognitive-developmental and ecological-systems approaches to explaining development Know basic research <i>methods</i> in developmental Know the basic research <i>designs</i> in developmental	Chapter 1
Jan 30, 6am through Feb. 5, 6pm	Week 2	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Feb. 3	Prenatal Development and Birth	Know the definitions of major mechanisms of heredity Know the periods of prenatal development and the changes that occur in them Know the effects of stress, nutrition, maternal age, and teratogens on prenatal development	Chapter 2

Feb 6, 6am through Feb. 12, 6pm	Week 3	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Feb. 10	The Newborn	Know the basic components of the human brain Know when and how brain structures emerge Know the methods for assessing brain function and which functions are present early in development Know about brain plasticity and experience-expectant and experience-dependent growth	In-class Film: <i>Babies</i> Chapter 3 pp. 95-100; 107-117
Feb. 11 8:00pm			Essay 1 due
Feb 13, 6am through Feb. 19, 6pm	Week 4	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Feb. 17	The Emergence of Thought and Language	Know the distinctions between Piagetian, Information Processing, and Vygotskian accounts of thought Know the implications of these accounts for teaching children Be able to define and apply the “zone of proximal development” Learn how and when children move from perceiving speech sounds to perceiving words Know the precursors for spoken language (cooing and babbling) Know how children learn the meaning of words Know the explanations for children’s acquisition of grammar	Chapter 4
Feb. 24	Exam 1		

Feb 27, 6am through Mar. 5, 6pm	Week 5	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Mar. 3	School-Age Children	Know the Piagetian and Information Processing accounts of thought in school-age children Know how heredity and the environment influence intelligence Know how ethnicity and socioeconomic status influence intelligence test scores Know the components of skilled reading Know how arithmetic skills change over time and how children from different countries compare Know what makes schools and teachers effective	In-class film: <i>Au Revoir Les Enfants</i> Chapter 6 pp.208-224; 232-241
Mar. 4 8:00pm			Essay 2 due
Mar. 6, 6am through Mar. 12, 6pm	Week 6	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Mar. 10	Adolescent Cognitive Development	Know the physical changes that mark the transition to young adulthood Know what factors cause these changes Know the effect of these physical changes on psychology Know how increases in knowledge and metacognition influence adolescent thinking Know what changes in problem-solving and reasoning take place Know how adolescents reason about moral issues Know how reasoning about moral issues differs across cultures	Chapter 8

Mar. 13, 6am through Mar. 19, 6pm	Week 7	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Mar. 17	Young Adulthood	Know how transitions into early adulthood are marked Know what aspects of young adulthood make it a separate developmental stage Know how intelligence is defined in adulthood Be able to define postformal thought Know how stereotypes influence thinking	In-class Film: <i>21 Up</i> Chapter 10 pp.358-363; 373-384
Mar. 18 8:00pm			Essay 3 due
Mar. 24	Exam 2		
Mar. 28-Apr. 1	Spring Break		
Apr. 2, 6am through Apr. 9, 6pm	Week 8	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Apr. 7	MidLife	Know what stress is and how it affects physical and psychological health Know how intelligence changes in adulthood Know the differences between adults and young people in how they learn Know the changes that occur in priorities in midlife How does the relationship between adults and their children change at midlife? How do middle-aged adults deal with aging parents? What is the nature of the interaction between grandparents and grandchildren?	Chapter 13 pp. 475-485; 490-502

Apr. 10, 6am through Apr. 16, 6pm	Week 9	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Apr. 14	Late Adulthood	What are the characteristics of older adults? What is the distinction between the third and fourth age? What changes occur in thinking as people age? Know how creativity and wisdom relate to age	In-class Film: <i>Autumn-Spring</i> Chapter 14 pp. 509-539
Apr. 15 8:00pm			Essay 4 due
Apr. 17, 6am through Apr. 23, 6pm	Week 9	Prepare for lecture and review post-lecture to insure comprehension of assigned material.	Pre- and post-test extra credit Cengage online
Apr. 21	The End of Life	Be able to define death including the legal and medical criteria Know the ethical dilemmas around euthanasia Know how feeling about death change over adulthood How do people experience grief? How does this change over the life-span?	Chapter 16
Apr. 28	Review for Third Exam		
May 5	Exam 3		
May 19: 4pm	Optional Final		

