

Developmental Psychology, PSY 230

Fall 2009

Instructor: Barbara A. McDonald, Ph.D. (bamcdonald.psych@gmail.com)

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Office Hours: By Appointment

**TAs: Chris Knecht (chrisknecht@sbcglobal.net)
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Course Purpose:

The purpose of this course is to acquaint you with the theories of development, the research and the concepts that help parents, teachers and psychologists understand the birth process, the play years and the school years, adolescence, young adulthood, middle adulthood and old age. The course is organized around these progressing age groups through a physical, cognitive and social/emotional development model. Three sub-themes you will see highlighted are social policy issues (and where they come from), brain development, and cultural influences on development. In addition, many relevant real-life issues will be explored through our BABY DAY and class visitors. If you have a special topic you would like to learn more about, please see me and we will try to include it. If you have someone with an interesting developmental issue that might want to come and talk to the class, talk to me about your idea. The best classes are those that are collaborations between you and me.

Required Textbook:

The textbook for this course is Development Through the Lifespan, 4th Edition by Laura E. Berk. **This book is available to RENT OR BUY at Aztec Shops.** For some of the age periods we study, I will provide a case study to read that will help you understand someone at that particular age. I will put these case studies on Blackboard and will discuss them in class.

Using Blackboard:

This course will use Blackboard. To access it, go to <http://blackboard.sdsu.edu>. You will use Blackboard to access the syllabus, the lecture outlines, study guides and any announcements I think might help you. This is the way I will communicate with you. Chris and or Victoria, your TAs, will also send you emails through Blackboard and record scores into Gradebook. **You should check Blackboard before every lecture to download and print notes.** You should check Gradebook every week also to make sure your points are accurately recorded and you know how you are doing in the course.

Course Grade:

The course grade will consist of your performance on three exams, nine (drop one) in-class exercises that will include writing or reporting on group discussions and one more

in-depth group assignment. The tests will be worth 100 points apiece. The in-class exercise assignments will be worth ten points for a total of 80 more points. (There will actually be nine in-class assignments, of which one will be dropped.) Finally, there is a more in-depth group project that requires a couple of in-class meetings and a bit of work outside the classroom for 35 points. There are 415 total possible points. There will be some opportunities for extra credit, which will include bringing a baby or child to class corresponding to the time period we are studying, inviting a guest to participate in an interview, or by filling out a survey. But basically, you should not count on extra credit to improve or save your grade. Any extra credit points are applied to your grade after it has been calculated and are not added directly into your course points as substitutes for points you have missed.

Course Points

		Points Each	Points Total
EXAMS	3 Tests	100	300
In-class Assign	9 exercises (drop one)	10	80
In-depth group assign	TBA	35	35
Total			415

Test 1 will cover chapters 1-6 and all lecture and discussion material. Test 2 will cover chapters 7-12 and all lecture and discussion material. Test 3 will cover chapters 13-19 as well as major information from parts one and two of the course and all lecture and discussion materials. Tests will consist of multiple choice questions. There will be a study session before the exams. Please see Chris, Victoria or me if you have any questions or concerns.

Test and Grading Policies

Tests must be taken when scheduled. If you cannot take an exam due to a very serious reason AND you contact me about this prior to the exam, you may make it up if you can take it during my office hours. Grades are based on percentage of course points received, with 90% and above = A- to A; 80-89% = B-, B, or B+; 70-79% = C-, C or C+; 60-69% = D-, D or D+; and below 60 = F.

Group Discussions and Assignments

You will be assigned to a group and each group will report to either Chris or Victoria. The in-class group assignments will be discussions about a topic or activity relevant to the age we are studying. There will be an individual report due from each member about the group discussion and your response to the material. Before each group assignment there will be a group form posted on Blackboard that you will download and bring. Also, please note that the information from these group discussions will probably be asked about on the tests.

HERE IS THE IMPORTANT INFORMATION ABOUT GETTING YOUR POINTS:
You will turn in your group response paper to YOUR GROUP TA (either Chris or Victoria). All of the group papers should be turned in as a group. IF YOU DO NOT turn in a Group Response Paper, WE WILL NOT GIVE YOU POINTS. BE RESPONSIBLE FOR YOUR OWN POINTS, CHECK BLACKBOARD EVERYWEEK TO MAKE SURE YOU ARE GETTING YOUR POINTS AND CONTACT YOUR TA IMMEDIATELY IF YOU DON'T GET THE POINTS YOU EXPECT.

The In-depth Group Project

This project will involve some work within your group meetings, a bit of work outside of class and a presentation of your information. There are several possibilities for your group project.

- Your group can plan and put on **BABY DAY, Preschool Day or Schoolchild Day**. Only two groups can participate per special day so once these groups have been identified no more can choose this option. If you do choose this option, your plan will need to be approved by Barbara and the TAs.
- Your group can do a project and presentation on some topic relevant to **FAMILIES**. Your group might want to do a project related to culture and the family, different types of families, family dysfunctions, changes in the family. You will have your project approved through Barbara and the TAs and you will be given a presentation date. Your presentation will consist of ten minutes where you give your ideas and use media to support your concepts.
- You might have an idea about Developmental Psychology that you want to present. Please have Barbara and the TAs approve your plan before you get too far into the work on it.

Communicating with me

Office Hours: by appointment. You can also contact me by email but be sure to indicate in subject line who you are and that you are writing about the class. My email is bamcdonald.psych@gmail.com. Please note the day(s) I will miss class due to the faculty furlough.

Important Information about the Impact of the State-Mandated Faculty and Staff Furlough at SDSU

The devastating California state budget cuts prohibit faculty and staff at SDSU from working on two days per month during the 2009/10 academic year.

The faculty furlough prohibits faculty members from teaching, being on campus, doing research, and consulting with students on two days per month. Faculty furlough days vary from faculty to faculty. The furlough days I will take on instructional days are the following: September 28, November 24 and 25. On those days, classes and office hours are cancelled and telephone and e-mail messages will not be answered. **The only class day that affects you is Tuesday, November 24.**

The **staff furlough** causes most University, College, and Department Offices to close on the following days : Sept 11, 18; Oct 2, 16; Nov 13, 25; Dec 21, 22, 23, 24.

Swine Flu

If you have the flu, please stay home and take care of yourself. Symptoms of the flu include bad cold, elevated temperature, body aches and chills and general fatigue. We will have at least one swine flue make-up exercise. Contact me and your TA to let us know you are ill.

Typical Class Schedule:

3:30-4:45 Lecture

4:45-5:00 Break

5:00-6:10 Lecture, cont, Group Discussions, Activities, Movies

Course Schedule: Stay tuned for any changes to syllabus. Reading can be done before or after lecture, depending on your study method. Some students like to have advance information about the topic, others prefer to read after the lecture has been presented.

Date:	Topic
Reading*	

WEEK ONE

Tue 9/1	Introduction; important theories
Chapter 1&2	Overview of issues, research, terms

WEEK TWO

Tue 9/8	Prenatal Development
Chapter 3	Birth

WEEK THREE

Tue 9/15	Infancy & Toddlerhood: Physical and
Chapter 4&5	

Cognitive Development
Study

Case

WEEK FOUR

Tue 9/22 Infancy & Toddlerhood: Social/emotional dev.
Chapter 6
Attachment theory & research
BABY DAY

WEEK FIVE

Tue 9/29 Review for the exam
TEST ONE, Scantron: Red Parscore F-289

WEEK SIX

Tue 10/6 Early Childhood: Physical & Cognitive dev.
Chapter 7

WEEK SEVEN

Tue 10/13 Early Childhood: Social & Emotional
dev. Chapter 8
The importance of Play Case
Study
PRESCHOOL DAY

WEEK EIGHT

Tue 10/20 Middle Childhood: Physical Dev.
And Cognitive & Social dev.
Chap 9&10

WEEK NINE

Tue 10.27 Adolescence: Choices and Outcomes
Chapter 11
Adolescence: Cognitive and Social/emotional
dev. Chapter 12

School Age and Adolescence Day
Study

Case

WEEK TEN

Tue 11/3 **TEST TWO, Scantron: Red Parscore F-289**
 Young Adulthood, physical development and
life change Chap 13

WEEK ELEVEN

Tue 11/10 Young Adulthood: Social & Emotional
dev. Chapter 14
 Finding a compatible career, mate &
lifestyle

WEEK TWELVE

Tue 11/17 More Young Adulthood
 Middle Age: Physical & Cognitive Development
Chapter 15

WEEK THIRTEEN

Tue 11/24 NO Class, Furlough Day
 Happy Thanksgiving on Thursday!

WEEK FOURTEEN

Tue 12/1 Middle Age: Social/emotional dev.
Chapter 16
 Late Adulthood: Physical & Cognitive dev.
Chapter 17
 Alzheimers & dementia
 Late Adulthood: Social/Emotional dev.
Chapter 18

WEEK FIFTEEN

Tue 12/8 Death, Dying and Bereavement
Chapter 19
 TEST THREE, Scantron: Red Parscore F-289

Important page numbers from each chapter. (These page numbers will help you know what to read and what I am likely to test.)

Chapter 1	Pp. 5-10, 15-24, 31, 36, 38
Chapter 2	Pp. 46-51, 54-55, 56, 58, 59-61, 64, 67, 70-74
Chapter 3	Pp. 81-93, 95-102, 106-114
Chapter 4	Pp. 120-132, 134-146
Chapter 5	Pp. 152-160, 160-164, 165-166, 172-178
Chapter 6	Pp. 184-190, 190-195, 196-206, 206-208
Chapter 7	Pp. 217-219, 224-227, 227-234, 234-236, 236-243, 248-250
Chapter 8	Pp. 256-261, 261-264, 264-270, 270-272, 274-280
Chapter 9	Pp. 290-293, 294-298, 299-306, 309-311, 315-318
Chapter 10	Pp. 330-336, 337-339, 339-342, 343-350
Chapter 11	Pp. 363-370, 371-376, 380-388,
Chapter 12	Pp. 400-404, 405-411, 415-422
Chapter 13	Pp. 431-437, 443-449, 449-458
Chapter 14	Pp. 464-467, 468-482, 489-493
Chapter 15	Pp. 500-512, 512-514, 515-522
Chapter 16	Pp. 530-535, 536-540, 542-549
Chapter 17	Pp. 562-572, 579-584, 587-590
Chapter 18	Pp. 600-610, 613-618,
Chapter 19	Pp. 636-642, 642-646, 650-654, 655-659