

Developmental Psychology 830:271

Summer Session I 2011

Instructor: Azriel (Azi) Grysman

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Lucy Stone Hall B269, Livingston Campus, 6:00 – 10:20 MW

Office Hours: Tillett Hall 407 (Livingston Campus) by appointment

(Note: my labs are in Tillett 215 and 602, so if you are looking for me and I am not in my office, I may be there. For smaller questions, approaching me before or after class or during breaks should usually work)

Course Objectives:

This course is intended to be a general overview of the major areas of developmental psychology, focusing on development at all ages of the life span. We will be taking a topical approach to development, so instead of focusing each class on a different age, we will focus each class on a specific area of psychology, and look at how all the age groups are affected. By the end of the course, you should have an understanding of the types of questions developmental researchers ask, and an appreciation of how psychological process changes throughout the life span, especially in childhood. Additionally, you should have a detailed understanding of the methods used in psychological research, and be able to ask critical questions of the studies that present research.

Course Reading:

Santrock, John, W. (2010) *A Topical Approach to Life-Span Development*, **Fifth Edition**. McGraw Hill, New York.

The textbook is the primary resource for this class. **I have assigned the fifth edition. I am not familiar with older editions of this text and cannot guarantee that all the relevant material is in them.** There will be reading assignments to be completed before each class. The reading is substantial, especially as there is little time between classes. I understand that you may not be able to keep up perfectly from class to class, but I urge you to try your best because you will get more out of class, and will likely perform better on tests if you have done the readings beforehand. **The exams will be partially based on the reading, and you are responsible for everything in the assigned chapters or pages even if we did not cover them in class. (Exception: For Chapters 1-2, you will only be tested on things covered in class, but I recommend using the text when you are studying)**

Course Requirements:

The course will include two exams, one written paper, mandatory attendance, and in-class assignments of varying scale. In addition, students are expected to come to class having read the text book readings for each week and participate in discussion once there.

Grading:

Exams (45%): There will be 2 multiple choice exams, as indicated on the schedule (20% for the midterm and 25% for the final).

Paper (25%): You will be required to submit a 4-5 page paper via sakai on Friday July 1. Details will be provided when the paper is assigned on June 13.

Class Participation (30%): This includes attendance and participating in class discussions, as well as a number of in-class group assignments that will come up over the course of the semester. Attendance is required and, because each class is four hours or so, more than one absence will result in a deduction of 3 points from your participation grade for each class missed. All absences that are expected should be reported to me prior to the date you need to miss. There are 7 in-class assignments. Each will be worth 5 points, and only the top six scores will count.

Grades will be assigned on the following scale, unless I see a need to curve scores up:

A	90 – 100 %
B+	87 – 89 %
B	80 – 86 %
C+	77 – 79 %
C	68 – 76 %
D	60 – 67 %
F	00 – 59 %

Course Schedule

Note: this schedule is subject to change if the instructor finds it necessary

Date	Topic	Class Specifics	Assignments
June 1	Introduction and Scientific Methods (Ch 1 & 2)	Early Developmental Theorists – Freud, Erikson, Piaget, Vygotsky	Bobo Doll experiment in-class handout
		Research Methods in Development	
		Evolution, Genes, and nature vs. Nurture	
June 6	Physical Development and Biological Aging (Ch 3)	Patterns of Body Growth	Nun Study in-class handout
		Discussion: Consequences of biology in adolescent sexuality	
		GROUP WORK: The nun study	
		Sleep and Theories of Aging	
		Nature vs. Nurture: Close up	
June 8	Motor, Sensory, and Perceptual Development (Ch 5)	Guest Lecturer	Methods for study of infants in-class handout

June 13	Cognitive Development (Ch 6)	Evaluating Piaget's Theory	Object Permanence in-class handout Final paper assigned.
		Vygotsky's Zone of Proximal Development	
		Discussion comparing the two theorists	
June 15	Language Development (Ch 9)	Mid Term Exam	Midterm Exam at beginning of class(Ch 1, 2,3,5 & 6) In-class assignment on Wug studies
		Trends in early language development	
		Nativism vs. Empiricism	
June 20	Information Processing (Ch 7)	The role of attention to memory processes	Theory of mind in class handout
		Infant memory abilities	
		Thinking and Metacognition	In-class assignment on Infantile Amnesia
June 22	Emotional Development (Ch 10)	The development of emotional control	In-class assignment on Socio-Emotional Selectivity Theory
		Temperament and emotion	
		Attachment Theory	
June 27	No class – time to work on your papers	See earlier section for paper topic choices	
June 29	Self, Identity, and Moral Development (Ch 11, pgs 386-408. Ch 13, pgs 467-479)	Defining the Self and how it changes	Final Papers Due on Friday July 1 at 5 p.m.
		Erikson and identity	
		Kohlberg's moral development	
		Criticisms of and expansions on Kohlberg	
		Final Exam Review	
July 4	No class – enjoy your independence (but you might still want to study)		
July 6	Final Exam		

Academic Integrity:

“Academic Integrity is not unlike a professional code of ethics for students. In its simplest form it means that you do not cheat on exams, do not do someone else's work, give credit to the originator of ideas and thoughts you incorporate into your own work, and do not falsify data or what someone else said or wrote.”

<http://ctaar.rutgers.edu/integrity/student.html>

Nobody expects you to know everything. Cite sources for where you got ideas or quote when writing papers, and only turn in work that is your own. Studying with others in the class is encouraged, but always make sure you do your own writing. The school has a clear policy for cheating, so let's not try to use it. If you have any questions regarding this matter, please ask me.

Disability Accommodations:

“The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. Rutgers University will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. The university will provide services in a manner that promotes independence and inclusion in all aspects of university life.”

If you need any accommodations due to a disability, please contact the Office of Disability Services (ODS) on your campus (<http://disabilityservices.rutgers.edu/>). The ODS will either contact me or give you a letter which you can bring to me so that I know how I can assist you. Please speak with me at the end of our first class if you will require accommodations. I am happy to help you with this matter.