

Principles of Developmental Psychology
Rutgers University, New Brunswick; 01:830:271
Summer 2018; First Session (May 29 – July 6)
MW 6:00-8:45, IN CLASS: Tillett 230

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Syllabus may change.
Check Sakai often!

Required Materials: Online access to Discovering the Life Span, 4e, R. S. Feldman, Pearson; with Revel: URL: <https://console.pearson.com/enrollment/v7hkbb>

A physical textbook is not required, but is suggested. You can order a reduced-price loose-leaf version online from your Pearson/Revel account.

COURSE DESCRIPTION

This is a hybrid course, which means that a significant portion of your course work (and course grade) will be completed outside of class and/or online. It is imperative that you have reliable internet access.

The reading load for this course is intense – you will be reading a 10-chapter textbook in 6 weeks! If you do not have the time and inclination to do a great deal of reading this is not the course for you.

COURSE GOALS

Upon successful completion of this course

- *Students will recognize the major physical, cognitive and socio-emotional hallmarks of human development at each major period of the lifespan.
- *Students will be able to recognize and distinguish among the major developmental theories.
- *Students will demonstrate a beginning ability to “think like a developmental scientist” which includes:
 - *being able to critically evaluate developmental theories, research, and conclusions;
 - *understanding how change over time is conceptualized and researched.
- *Students will demonstrate the ability to apply their knowledge of the course content to real world problems.

COURSE POLICIES AND EXPECTATIONS

In-Class Work. 60% of your course grade will be based on quizzes, exams and activities done during class. Therefore, attendance at our Monday and Wednesday class meetings is **mandatory**. If you are not sure you will be able to attend every class I strongly suggest you not sign up for this course.

Chapter quizzes. 10%: There will be a 10-question multiple-choice quiz for each of the 10 chapters. The quizzes for chapters 1 & 2 will be given during our second class meeting (Mon 6/4). The remaining quizzes will be given 1 per class meeting. You may use any notes you have taken while reading the text while you take the quizzes. Your notes must be handwritten or printed out (no open computers, phones, etc.).

Midterm and Final. 25% total: The midterm and final (not cumulative) will be based on material covered in lecture. They will be multiple-choice with approximately 40-50 questions each. I will provide study guides for the material covered in each lecture.

In-class Activities. 25%: A portion of each class meeting will be devoted to activities designed to allow you to apply what you have learned in class and from your text. Most of these activities will involve at least some collaboration with one or more of your classmates. Your grade on these activities will be based on effort, accuracy, thoroughness, and insight. More details will be given in class.

At-Home Work. 40% of your course grade will be based on the work you do at home.

Reading and Module Quizzes. 20%: Your textbook contains 10 chapters, each with 3 “modules.” A 15 question multiple-choice quiz is given at the end of each module. The quizzes are structured such that you can earn 0 to 3 points for each question. Answering the question correctly on the first attempt earns 3 points. For each incorrect attempt your score on that question is reduced by 1 point. There are 450 total points available (30 modules x 15 questions x 3 points). To earn the full 20% toward your course grade you must earn at least 360 points (80% of the 450 available points). **These are open-book quizzes**, so if you take your time you can earn 100% on all of them. Scores above 360 will earn **extra credit** as follows: 361-382 = .5% added to course grade; 383-404 = 1% added to course grade; 405-427 = 1.5% added to course grade; 428-450 = 2% added to course grade.

“Shared Writing” Entries. 10%: Each chapter includes one “Shared Writing” activity. These are short (2 or 3 sentences long), “low stakes” writing activities based on the “From Research to Practice” section of the chapter that ask you to think about the potential real-world implications of the chapter material. Your answers will be visible to both me and your classmates and you will be expected to respond to your classmates posts to earn full credit. (1% each)

Extra credit may be given to students whose responses to the prompt and/or to their classmates go “above and beyond.”

Scientific Journal Article Summaries. 10%: Your text references hundreds of scientific journal articles as it describes the state of our knowledge about human development. Your assignment is to summarize 2 scientific journal articles cited in your text. When you come across a section of your text that you find particularly interesting or useful, look for a journal article citation related to that information (usually found at the end of a paragraph). Here’s an example from the chapter on adolescence:

Other factors can affect the timing of menarche. For example, environmental stress from parental divorce or intense family conflict can effect an early onset (Ellis, 2004; Belsky et al., 2007; Allison & Hyde, 2013).

Clicking on a citation in the textbook will reveal the full reference. (Some citations are for chapters and books. Find one that references a journal article.) Use the citation to find the article at

libraries.rutgers.edu. Make sure the article you choose is the right kind; one that describes research conducted by the authors. Your assignment is to summarize this article. More specific instructions will be given in class.

You are responsible for 2 summaries, one due on the 6th class (Mon, 6/18) and the second near the end of the last week of class (Thurs, 7/5). Your first article must be based on a citation from chapters 1 -5; the second from chapters 6-10. Each summary is worth 5%.

Grading Your course grade will be calculated as follows

Module Quizzes	20%
“Shared” Writing	10%
Article Summaries	10%
In-class Activities	25%
Chapter Quizzes	10%
Midterm and Final	25%

Extra Credit Opportunities

Participate in research conducted by Psychology Dept. researchers: variable


Earn more than 80% of Module Quiz points: up to 2%.

Shared writing extra credit: up to 2%.

You may earn a MAXIMUM of 4% points of extra credit.

No other extra credit will be offered.

IMPORTANT DATES

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
MAY 27	MAY 28	MAY 29 (Session 1 Begins)	MAY 30 FIRST CLASS	MAY 31 1.1, 1.2, 1.3 Ch1 Sh Wr*	JUNE 1 2.1, Ch2 Sh Wr	JUNE 2 2.2 , 2.3
JUNE 3 3.1,	JUNE 4 Ch1 Quiz Ch2 Quiz	JUNE 5 3.2 , 3.3, Ch3 Sh Wr	JUNE 6 Ch3 Quiz	JUNE 7 4.1, 4.2	JUNE 8 4.3, Ch4 Sh Wr	JUNE 9 5.1
JUNE 10 5.2	JUNE 11 Ch4 Quiz	JUNE 12 5.3, Ch5 Sh Wr	JUNE 13 Ch5 Quiz	JUNE 14 6.1, 6.2	JUNE 15 6.3, Ch6 Sh Wr	JUNE 16 7.1
JUNE 17 7.2	JUNE 18 Summary 1 Ch6 Quiz MIDTERM	JUNE 19 7.3, Ch7 Sh Wr	JUNE 20 Ch7 Quiz	JUNE 21 8.1, Ch8 Sh Wr	JUNE 22 8.2, 8.3	JUNE 23 9.1
JUNE 24 9.2	JUNE 25 Ch8 Quiz	JUNE 26 9.3, Ch9 Sh Wr	JUNE 27 Ch9 Quiz	JUNE 28 10.1, 10.2	JUNE 29 10.3, Ch10 Sh Wr	JUNE 30
JULY 1	JULY 2 Last Class Ch10 Quiz FINAL	JULY 3	JULY 4 No Class 	JULY 5 Summary 2	JULY 6 (Session 1 Ends)	JULY 7

*ShWr = Shared Writing

A module's (e.g. 1.1) due date refers to the quiz for that module.