

Principles of Developmental Psychology

01:830:271:90 & 91

Survey of life-span human development
covering prenatal, infant, child, adolescent, and adult periods.

Spring '23; Asynchronous

Instructor: Linnea Dickson ldickson@psych.rutgers.edu

Drop-in hours: Tues 10-11am, Zoom: or by appt, Zoom or in person in Tillett 101

WELCOME to Principles of Developmental Psychology!

For many of you, this course is required as part of your training on the way to your chosen career. Others are taking it out of interest, as an elective toward the major or minor in psychology, and/or simply because it fits in your schedule. But whatever your reason(s) for taking this course, my goals for you are the same: I hope you find the material **interesting and memorable**, and that you will be able **to use what you've learned** in this course to better understand yourself, now and in the future, to create healthy relationships with people in your life of all ages, to make sense of psychological claims you come across in social media, etc., and to help you with the new roles you may take on in the future (e.g., parent, caretaker, your career, etc.).

As you can see below, the majority of the assignments have been designed to allow you to focus on, and work with the material that **YOU** find most interesting and/or useful. I consider my job not just to be the one who tells you what you should learn (although there is some of that, to be sure), but more so as a curator, guide, and facilitator on your learning journey.

What Will You Learn?

To some extent you can consider this course as an advanced version of Gen Psych, and it will be helpful, but not necessary, if you remember what you learned in that class. This will not simply be a rehash of Gen Psych however! While much of what you learned in Gen Psych comes from theories and research on young adults (typically white college students!), in this course we will explore what we know about what it is to be human at all periods of the lifespan, from conception through old age. This course is taught chronologically (i.e., by age) so we will be able to track how cognition, physical functioning, emotions, personality, and relationships change (or stay the same) and how they influence each other as we move through our lives.

Course Learning Goals

Describe the unique physical, cognitive and socio-emotional hallmarks of human development at each major period of the lifespan.

Recognize and distinguish among the major developmental theories.

Begin to “think like a developmental scientist,” including being able to:

*critically evaluate developmental theories, research, and conclusions;

*compare the two major designs for measuring developmental change.

Demonstrate the ability to apply course content to real world situations.

Department goals met by this course:

Content in psychology

Higher-order cognitive skills

Research Methods in psychology (introductory level)

How Will You Learn It?

The majority of the material you will learn will be presented in the textbook and through videos that I have created. You will also be reading short posts by your group mates as well as their responses to your posts. I

am hopeful that these will reinforce your own learning and open new perspectives for you on what you're learning.

How Will You Demonstrate What You Have Learned?

There are 5 different types of assessments in this course. (Also see **Course Requirements and Grading**, below.) Assignment rubrics will be available in canvas.

- **The textbook quizzes** are designed to encourage and reward you for keeping up with the material. They will also help strengthen what you've learned by asking you to recall or work with information that you've just learned. These are credit/no credit.
- **The weekly collaborative group discussions** are designed to encourage you to gather the information you find to be the most interesting and/or useful for you. To do well on these discussions you will need to be able to explain what you've learned succinctly (in just a few sentences) and clearly. You will also need to be able to add relevant information to your group mates' posts. Ultimately, your posts and your group mates' replies will serve as the building blocks for completing the projects.
- **The weekly application assignments** are designed to encourage you to think more deeply about the course material (usually from the videos) and to apply what you've learned to your own life or real-world situations. These are written assignments, usually consisting of several short answer or short essay questions. To do well you will need to understand the material and demonstrate that understanding through clearly written answers.
- **The projects** are larger assignments designed to allow you to document everything you have learned throughout the course. For Project 1 you will create a document detailing and explaining information that you believe would be most useful for your chosen audience (e.g., parents, occupational therapists, authors, police officers). For Project 2 you will return to the answers you gave on a pre-course "quiz" and provide better, more informed answers to a selection of questions from that "quiz." You will also be given the opportunity to describe and explain the topic that you found to be the most interesting or useful to you.

What Can You Expect From Me?

Since this is an asynchronous class, we won't be meeting weekly in a classroom setting. However, you will be able to count on my presence throughout the course in several ways.

- I will be holding **open "drop-in" office hours** in person and/or via Zoom every week. **Anyone can attend these hours for any reason (course related or not) and without an appointment.** If you have a question about the material, want to discuss your standing in the class, review an assignment before you hand it in or discuss a score on a previous assignment, or if you just want to chat about something else that's on your mind, **do Drop In!**
- Feel free to email me if you have a quick question or would like to schedule an individual appointment with me. I'll return your email within 24 hours (48 hours if sent 5pm Fri – Sat night)
- I will leave comments on your submissions, highlighting what you've done well and/or pointing out what you missed or could have done better. Please make it a habit to look for my comments after your scores are posted.
- I will send out canvas announcements at least once a week, commenting on the past or upcoming week and giving reminders of upcoming assignments. I may also include course-related information such as a link to a new article or book, information about an upcoming event, a funny meme, or a job posting I came across that some of you might be interested in.

Required Materials:

Achieve for Belsky, J., *Experiencing the Lifespan 6e* (Macmillan): ISBN xxxxxxxxx

- Purchase access code for our Achieve section (which includes ebook) at the bookstore or at the Achieve site

Access our Achieve section here: <https://www.macmillanhighered.com/> [will be updated]

Technology Requirements:

Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students.

If you do not have the appropriate technology for financial reasons, please email the Dean of Students at deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid: <https://financialaid.rutgers.edu/>.

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Canvas works best using the Chrome web browser. The second-best browser is Firefox. Make sure you have the most updated versions of your web browser. If you use other browsers, such as Safari, some elements will fail; for example, images may not show up.

Canvas help: <https://it.rutgers.edu/help-support/>

Achieve system requirements: <https://mhe.my.site.com/macmillanlearning/s/article/System-requirements-for-each-product#Achieve>

Achieve Support: <https://mhe.my.site.com/macmillanlearning/s/achieve>

Course Requirements and Grading

10% - Textbook-based mastery quizzes (“LearningCurves”) in Achieve

- **PURPOSE:** Encourage and reward you for keeping up with the reading Gauge your learning/understanding
 - **2 per chapter; Usually due Mon and Wed**
 - **These are Credit/No Credit, but you have an unlimited number of opportunities to reach “mastery” for each one (before its due date).**
 - **There are 30. You may miss up to 2 and still receive full credit.**
 - **Note: These due dates will NOT show up on the Canvas dashboard or calendar.**

20% - Weekly collaborative asynchronous discussions for each chapter (“Something Useful”)

- **PURPOSE:** Gather information you are interested in and will use in preparing Projects 1 and 2; support and be supported by your classmates
 - **Small group discussions; 1 per chapter**
 - **Posts usually due Thurs; Replies usually due Sun**
 - **There will be 15 discussions, each worth 7 pts. Your lowest discussion score will be dropped.**
 - **Late posts accepted posts and replies accepted up to 2 days after their respected due dates, with a 10% penalty per calendar day.**

30% - Weekly application assignments (AA)

- **PURPOSE:** Think critically about what you’ve learned and apply it to your life or other real-world situations.
- **These will consist of multiple short answer/short essay questions based on the reading and/or videos for the week. Answers will be scored based on accuracy of content and relevance or accuracy of your application of the material to the real world.**
- **There will be 12, each worth 10 pts. Your lowest assignment score will be dropped.**
- **Usually due Sun; late submissions will be accepted for up to 7 days, with a 5% penalty per calendar day (unless otherwise arranged with me due to illness or emergency).**

40% - 2 Projects (20% each)

- **PURPOSE:** Document, apply, and reflect on what you’ve learned
 - **Project 1: Using What You’ve Learned is due 3/25 (20%)**
 - **Project 1 has 2 parts. In the first, you will briefly explain 12 concepts from the textbook and/or videos (from Chs 2-7) that you think a specific subset of people (e.g., parents, people in your intended career) should know. These will come mainly from your “Something Useful” discussions, but you are free to include other information (from the**

course) as well. In Part 2 you will create a pamphlet presenting the 7-10 most important concepts from your original list.

- **Project 2: Post-Course Reflection and Looking Ahead is due 5/5 (20%)**
 - At the beginning of the semester, you will complete the Pre-Course Inventory which assesses your current knowledge around many of the topics covered in the course.
 - For Project 2 you will revisit your answers to the Pre-Course Inventory, reflect on your original answers, and provide more accurate and complete answers. You will also discuss your favorite overall topic from the course. More information will be provided.
- **Late projects will be accepted for up to 7 days, with a 5% penalty per calendar day (unless otherwise arranged with me due to illness or emergency).**

Grading Scale

- A 90% or higher
- B+ 85% - 89%
- B 80%- 84%
- C+ 75% - 79%
- C 70% - 74%
- D 60% - 69%
- F below 60%

Academic Integrity Policy

All work that you submit must be your own and in your own words.

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the [Academic Integrity Policy](#) and the possible penalties (including suspension and expulsion) for violating the policy.

Keeping On Track

This is a 3 credit course. You should expect to spend a similar amount of time working on this course as you do any other 3 credit course. Here is a suggested weekly schedule to keep you on track:

Suggested Weekly Schedule		
Mon - Tues	Wed - Thurs	Fri - Sun
<ul style="list-style-type: none">• Read chapter• Complete first LC• Watch videos	<ul style="list-style-type: none">• Finish reading chapter• Complete second LC• Post to discussion• Review/begin Application Assign. Email me any questions you have	<ul style="list-style-type: none">• Read group mates' posts and reply• Submit Application Assignment

WEEK	Topic	Read and Watch	Submit (See Canvas for specific due dates)
Week 1 Jan 17-22	What is Developmental Psychology?	<ul style="list-style-type: none"> • Chapter 1 (through section 1.2) • My introduction video • PCI instruction video • Lecture video 	<ul style="list-style-type: none"> • Pre-Course Inventory (PCI) • Introduce Yourself Discussion Post and Replies • LearningCurve 1a • Ch1 Application Assignment
Week 2 Jan 23 - 29	Developmental Methods & Theories Prenatal Devel	<ul style="list-style-type: none"> • Chapter 1 (1.3, 1.4) • Chapter 2 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 1b, 2a, 2b • Ch 2 "Something Useful" Post and Replies • Ch2 Application Assignment
Week 3 Jan 30 - Feb 5	Phys & Cog Development in Infants and Toddlers	<ul style="list-style-type: none"> • Chapter 3 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 3a, 3b • Ch 3 "Something Useful" Post and Replies • Ch 3 Application Assignment
Week 4 Feb 6-12	Emotional and Social Devel in Infants and Toddlers	<ul style="list-style-type: none"> • Chapter 4 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 4a, 4b • Ch 4 "Something Useful" Post and Replies • Ch 4 Application Assignment
Week 5 Feb 13 - 19	Early Childhood	<ul style="list-style-type: none"> • Chapter 5 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 5a, 3b • Ch 5 "Something Useful" Post and Replies • Ch 5 Application Assignment
Week 6 Feb 20 - 26	Middle Childhood	<ul style="list-style-type: none"> • Chapter 6 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 6a, 6b • Ch 6 "Something Useful" Post and Replies • Ch 6 Application Assignment
Week 7 Feb 27 - Mar 5	Home, School, and Community	<ul style="list-style-type: none"> • Chapter 7 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 7a, 7b • Ch 7 "Something Useful" Post and Replies • Ch 7 Application Assignment
Week 8 Mar 6 - 12	Adolescence	<ul style="list-style-type: none"> • Chapters 8 and 9 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 8a, 8b, 9a, 9b • Ch 8 "Something Useful" Post and Replies • Ch 9 "Something Useful" Post and Replies • Ch 8/9 Application Assignment
Happy Spring Break!!			

Week 9 Mar 20 - 26	Constructing an Adult Life	<ul style="list-style-type: none"> • Chapter 10 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 10a, 10b • Ch 10 "Something Useful" Post and Replies • No Application Assignment this week • PROJECT 1 (3/25)
Week 10 Mar 27-Apr 2	Social Devel: Relationships and Roles	<ul style="list-style-type: none"> • Chapter 11 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 11a, 11b • Ch 11 "Something Useful" Post and Replies • Ch 11 Application Assignment
Week 11 Apr 3 – 9	Midlife	<ul style="list-style-type: none"> • Chapter 12 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 12a, 12b • Ch 12 "Something Useful" Post and Replies • Ch 12 Application Assignment
Week 12 Apr 10 – 16	Later Life: Cog, Emot, and Social Development	<ul style="list-style-type: none"> • Chapter 13 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 13a, 13b • Ch 13 "Something Useful" Post and Replies • Ch 13 Application Assignment
Week 13 Apr 17 - 23	Physical Challenges of Old Age	<ul style="list-style-type: none"> • Chapter 14 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 14a, 14b • Ch 14 "Something Useful" Post and Replies • Ch 14 Application Assignment
Week 14 Apr 24 – May 1	Death and Dying	<ul style="list-style-type: none"> • Chapter 15 • Lecture videos 	<ul style="list-style-type: none"> • LearningCurves 15a, 15b • Ch 15 "Something Useful" Post and Replies • Ch 15 Application Assignment
May 2 & 3		Reading Days	
Sun May 5			Project 2 Due

Disability Services (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. More information about the process of requesting accommodation can be found [here](#). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

Student Support and Mental Wellness

- Student Success Essentials: <https://success.rutgers.edu>
- Student Support Services: <https://www.rutgers.edu/academics/student-support>
- The Learning Centers: <https://rlc.rutgers.edu/>
- The Writing Centers (including Tutoring and Writing Coaching): <https://writingctr.rutgers.edu>
- Rutgers Libraries: <https://www.libraries.rutgers.edu/>
- Office of Veteran and Military Programs and Services: <https://veterans.rutgers.edu>
- Student Health Services: <http://health.rutgers.edu/>
- Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS): <http://health.rutgers.edu/medical-counseling-services/counseling/>
- Office for Violence Prevention and Victim Assistance: www.vpva.rutgers.edu/

Having Personal Troubles? Not Sure Where to Turn?

Dean of Students

See your [Dean of Students](#). "Our office helps students with exceptional difficulties due to medical, emotional, social, psychological, financial, confidential or family-related issues. We may provide letters to faculty for extended (a week or more) absences or circumstances that are complex, confidential or sensitive in nature. In these instances, the Dean's role is to verify documentation of the student's situation. The final decision is always up to the faculty regarding make up exams, extensions, or other options."

Student-Wellness Services:

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.