Developmental Psychology

Psychology 230
Section 2; Schedule Number: 22817
4:00-6:40 pm Tuesdays LSS-248
Fall 2015

Instructor: Kelsey S. Dickson, Ph.D.
Email: kdickson@mail.sdsu.edu
Phone: 858.966.7703 ext. 6907

Office Hours
Tuesdays: 6:45 – 7:45 pm OR by appointment*
*These hours are subject to change. If so, you will be notified in class or by email

Required Text

Course Description
The focus of this course will be on the sequence of human development through examining the various domains of development (e.g., physical, cognitive, emotional, language, moral, and social) from conception through the early adulthood. It will also focus on processes related to atypical development and the contexts of development (e.g., family, society, and culture). Finally, this course will include the current theoretical perspectives used to guide research as well as research methodology used in developmental psychology. Information from lectures and the textbook are important for a thorough understanding of course material. Not all text material will be covered during class sessions; you will be responsible for reading the textbook and learning this information.

Course Objectives
The primary goal of this course is to expand student knowledge and understanding of (1) the sequence of human development, (2) the major processes underlying developmental change, (3) explanations of individual differences in development, (4) factors influencing development, (5) current theoretical perspectives and research methods in the field of developmental psychology, (6) how research findings are applied to teaching, learning, and clinical context of development.

Course Requirements:
1) Reading Assignments as specified on course schedule.
2) Examinations as scheduled (5 exams). For each exam, exam material will come from both lecture and text readings. Each exam is worth 50 points.
   Optional: Extra Credit Assignments. You can earn up to 10 extra credit points
Registration Requirements
Students must have satisfied the prerequisite Introductory Psychology (PSY-101) to be in this course. Students who do not have the proper prerequisite risk being deregistered from the class. You are required to provide proof of having satisfied this prerequisite (e.g., copy of transcript).

Communication with the Instructor

1) Announcements
In general, important announcements will be made in class. I will use email, however, to communicate with students outside of class when necessary (for example to notify students when class has been canceled). Please check your email regularly or have your SDSU email forwarded to your preferred account.

2) Email
The best way to correspond with me is via email. In order to facilitate email communication, please include the phrase “Developmental Psychology” in the subject section and identify yourself at the end of the email. I check my email regularly, and will respond as soon as possible; however, do not email me at 2:00 am and expect a swift response! Also, questions that require long or involved responses are best handled by coming to office hour; therefore, I may ask you to come in during these hours if your question is too involved to be answered via email.

3) Blackboard Vista
I will use our class Blackboard website (blackboard.sdsu.edu) to distribute some of the pre-printed material for this class (for example: PowerPoint slides and other relevant materials). Most students find it easiest to take notes and study for exams when they have the Vista materials printed and with them during class. It is your responsibility to notify me if you are having difficulties accessing materials on Vista.

Exams / Extra Credit / Grading

1) Examinations
There will be five (5) exams (50 points each). None of these exams will be cumulative. Exams will be multiple choice, true/false, matching, fill-in-the-blank, and/or short answer. Questions will come from lectures AND the textbook. A review session will take place for part of the class period before an exam; this time is for questions from you, not lecture from me. Review sheets will available via Blackboard and are a simple version of class materials to be tested; specific questions and details will be provided only in class. Therefore, it is to your advantage to come to class for the review sessions. In regards to exams:
   - Come on time to exams. You may not start an exam once anyone else has finished an exam.
   - No electronic devices are permitted during exams. Cell phones and other electronic devices should be put away during exams. If I notice you using one of these devices during an exam, you will receive a zero on the exam.
   - Exam scores will be placed on Blackboard.
Exams will not be handed back after the test. However, you are welcome to come in during my office hours (or schedule an appointment) to see your exam.

- If you miss an exam or anticipate missing an exam, you are responsible for contacting me immediately (within 3 days of the exam time). Make-up exams are only available if a student has contacted me within this 3-day period of time. Please note: It will be to your advantage to make every exam; make-up exams will be equivalent in difficulty, but the content will not be identical. If an exam is missed and no make-up is taken, the student will receive a zero for the exam.

2) **Extra Credit**
Five (5) extra-credit assignments will be given at random; they will be a mixture of in-class and take home assignments and range from 2-4 points per assignment. You may earn up to 10 extra credit points by completing these assignments. I realize that there are times students miss class for reasons outside of their control, with this system you can some (but not all) in-class extra credit days before it will impact your total extra credit score. No other extra credit opportunities will be available, and grades will not be curved. Therefore, take advantage of these opportunities when you can!

3) **Grading**
Grades will be based on total points earned. There are five exams (including the final). There will be a total of 250 possible points (5 exams x 50 points each). Remember, ten extra credit points are also available.

- 224 – 250 points = 90-100% = A
- 199 – 223.5 points = 80-89% = B
- 174 – 198.5 points = 70-79% = C
- 149 – 173.5 points = 60-69% = D
- 0 – 148.5 points = 50-59% = F

4) **Cheating**
In the event an individual is suspected of cheating on an exam, the instructor will discuss the matter privately with the individual. If the evidence suggests the individual did cheat on an exam, the individual will receive 0 points for that exam. In addition, for all subsequent exams the individual will be proctored by the instructor at a time and place determined by the instructor (e.g., 7:00 a.m. in the instructor’s office). Furthermore, the individual will be referred to the University Student Affairs Office for disciplinary action.

5) **Questions about an Exam Grade or Question**
Questions about an exam grade or an exam question must be made in writing. If, for example, you believe there is an acceptable alternative answer to a particular question on an exam, evidence from the text or lecture supporting the alternative answer must be provided. For example, citing the paragraph and page number in the text for the alternative answer is acceptable.
Classroom Etiquette

1) **Attendance:** Although class attendance is not mandatory, it is strongly encouraged. If you miss class, or are late to class, you are still responsible for ALL material covered and for any announcements made! In addition, regular attendance is needed to earn the maximum number of extra credit points – remember extra credit will be offered for completing random in-class assignments only. (Points will not be deducted from your grade if you choose not to attend class.)

2) Please **do not be disruptive** during class time. Please arrive to class on time. **Do not** talk/text on your phone, read the newspaper, chat with your neighbor, Facebook, or doing anything else that may disrupt the class. If you are expecting an emergency phone call, please inform me of this before class.

**Academic Accommodations**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at \(619\) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated and to your benefit.
**Course Schedule**

This schedule is a rough estimate of the way in which our semester will progress. Dates for lecture topics are *approximate*. I reserve the right to change the course schedule. Dates of exams and due dates of assignments will only be changed if absolutely necessary. Any changes will be announced in class and via email.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Tu August 25</td>
<td>Welcome &amp; Syllabus; History, Theory, and Research Strategies; Biological &amp; Environmental Foundations;</td>
<td>1 &amp; 2</td>
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<tr>
<td>Tu September 1</td>
<td>Biological &amp; Environmental Foundations; Prenatal Development</td>
<td>2 &amp; 3</td>
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<td>Tu September 8</td>
<td>Birth and the Newborn Baby; Exam 1 Review</td>
<td>4</td>
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<tr>
<td>Tu September 15</td>
<td>EXAM 1</td>
<td>1-4</td>
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<td>Tu September 22</td>
<td>Infants and Toddlers: Physical &amp; Cognitive</td>
<td>5 &amp; 6</td>
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<td>Tu September 29</td>
<td>Infants and Toddlers: Cognitive &amp; Emotional/Social</td>
<td>6 &amp; 7</td>
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<td>Tu October 6</td>
<td>Early Childhood: Physical &amp; Cognitive; Exam 2 Review</td>
<td>8 &amp; 9</td>
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<td>Tu October 13</td>
<td>EXAM 2</td>
<td>5-7</td>
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<td>Tu October 20</td>
<td>Early Childhood: Cognitive &amp; Emotional/Social</td>
<td>9 &amp; 10</td>
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<td>Tu October 27</td>
<td>Middle Childhood: Physical &amp; Cognitive; Exam 3 Review</td>
<td>11 &amp; 12</td>
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<td>Tu November 3</td>
<td>EXAM 3</td>
<td>8-10</td>
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<tr>
<td>Tu November 10</td>
<td>Middle Childhood: Cognitive &amp; Emotional/Social</td>
<td>12 &amp; 13</td>
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<td>Tu November 17</td>
<td>Adolescence: Physical &amp; Cognitive; Exam 4 Review</td>
<td>14 &amp; 15</td>
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<td>Tu November 24</td>
<td>EXAM 4</td>
<td>11-13</td>
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<td>Tu December 1</td>
<td>Adolescence: Cognitive &amp; Emotional/Social</td>
<td>15 &amp; 16</td>
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<td>Tu December 8</td>
<td>Emerging Adulthood and Adulthood*</td>
<td>17*</td>
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<tr>
<td>Tu December 15</td>
<td>EXAM 5 (FINAL EXAM)</td>
<td>7</td>
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*There may be additional readings for this topic that will be provided to you.*