

Psychology 330: Developmental Psychology
California State University, San Marcos

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Text: Child Development By: John Santrock; 11th Edition

Course Description: This course focuses on human development from conception through childhood. We will examine the physical, cognitive, and emotional changes that occur during the first decade of life. In addition, we will consider the environmental contexts in which development occurs, including the role that family members and the society play in an individual's development.

Course Prerequisite: Completion of LDGE area D.

This course satisfies the UDGE area DD requirement for NON-PSYCHOLOGY MAJORS ONLY. This course satisfies the prerequisite requirement for Psychology 395 (Developmental Psychology Lab).

Course Objectives:

This course is designed to help students meet the following **General Developmental Psychology Objectives** (bold objectives also reflect the learning objectives for UDGE courses) :

- Understand the basic methodological issues in the study of human development including:
 - research designs (case studies, experimental, correlational)
 - measurement issues (reliability and validity)
 - ethics
- Understand developmental research designs (longitudinal, cross-sectional, and sequential).
- Understand the scientific method and the role of theories in research.
- Be aware of the biases that affect our study of development, including those that influence our interpretation of the development of women and ethnic minorities.
- Understand how the context of development (families, peers, schools/workplace, communities, cultures) affects the developmental trajectories of individuals.
- Understand the lifespan perspective on human development (i.e., that we continue to develop throughout our lives; Baltes' view of plasticity, multidirectionality, history and context)
- Demonstrate knowledge of developmental issues (e.g., nature/nurture, continuity/discontinuity, mechanistic/organismic).

Skills:

- Summarize research articles and book chapters on developmental issues.
- Synthesize and evaluate information on a topic taken from various sources.
- Distinguish an empirical article from a review article.

- Cite references in APA style.

In addition, this course will reflect the following learning objectives specific to Infancy and Childhood:

- Understand the basic foundation of genetics (e.g., mitosis, DNA) and the patterns of inheritance (e.g., dominant/recessive, polygenetic, X-linked).
- Identify the stages of prenatal development from conception to birth and discuss the impact of various teratogens.
- Describe physical development throughout childhood including motor skills, brain development, and changes in height and weight and discuss issues surrounding these domains (e.g., obesity, brain growth spurts).
- Describe language development from infancy through childhood, including issues related to bilingualism.
- Understand social and emotional development, including concepts of temperament, attachment, and emotion regulation (e.g., self-control).
- Discuss the role of adults in the development of children, including parents, caregivers, and teachers.
- Compare and contrast moral development in young and older children.
- Recognize how contemporary issues (e.g., violence, poverty, divorce) affect development.
- Recognize and explain differing theoretical views of cognitive development (e.g., Piaget, information processing) and methods of measuring intelligence.
- Demonstrate understanding of the development of the self and social cognition (e.g., theory of mind).

Course Requirements:

This course is designed to give students “hands-on” experiences with developmental issues. To this end, students will demonstrate mastery of course material through their performance on three exams and three assignments: (1) the “build a toy” project, (2) the “Lot in Life” project, and (3) a poster presentation based on their Lot in Life project. In the first assignment, students will use their knowledge about development to construct a toy for a child. In addition, they will link this toy to the empirical literature on development. At the end of the semester, these toys will be donated to a charity serving children. Second, each student will confront a specific developmental issue that may affect some of us during our life times by completing a project based upon their “Lot in Life.” Finally, students will present their projects orally to the class during the last day of class. These assignments are described in more detail below.

Evaluation: Evaluation of your mastery of course material will be based performance on course requirements. Each of the graded components will be weighted as follows:

Task	% of course grade	number of points
Exam 1	20%	100
Exam 2	20%	100
Exam 3	20%	100
toy project	10%	50

Lot in Life project	20%	100
poster presentation	6%	30
Class attendance	4%	20
Total	100%	500

Grades will be based on points earned. The grade breakdown is as follows:

A- = 450 - 469	B- = 400 - 419	C- = 350 - 369	D- = 300 - 319	F = below 300 points
A = 470 - 500	B = 420 - 434	C = 370 - 384	D = 320 - 334	
	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	

NO LATE PAPERS WILL BE ACCEPTED. THE TOY PROJECT AND PAPER ARE DUE MARCH 1st. THE LOT IN LIFE PAPER IS DUE APRIL 12TH. PAPERS ARE TO BE TURNED IN TO ME, IN CLASS, ON THE DAYS THAT THEY ARE DUE. Start early; I will be happy to assist you with your assignments. No make-ups will be given for exams unless there are very special circumstances and I am informed **PRIOR** to the exam. If an emergency arises that will prevent you from turning in the paper on time or taking a scheduled exam, **YOU MUST CONTACT ME DIRECTLY (I.E., NO VOICEMAIL OR EMAIL) BEFORE THE EXAM OR PAPER IS DUE. MAKE-UP EXAMS OR LATE PAPERS WILL ONLY BE ACCEPTED IF THE STUDENT CONTACTS ME BEFOREHAND AND THE EMERGENCY IS VERIFIED BY APPROPRIATE DOCUMENTATION.**

In compliance with federal ADA laws: If you have a need for any in-class accommodations or special test-taking arrangements because of a verified physical or perceptual limitation, please speak with me during the first two weeks of class.

Academic Honesty: Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. **Note: Copying text from another source without giving the proper citation is considered plagiarism.**

Introduction to Course

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Thursday Jan. 25th	Introduction to Course Receive "Lot in Life" assignments	Chapter 1 & 2

Biological & Cognitive Development

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
February 1st	Biological Process	2 & 3
February 8th	Biological Process	4 & 5
February 15th	Biological Process	6
February 22nd	EXAM # 1	Capters 1-6

March 1st	Cognitive Development TOY PROJECT DUE	7
March 8th	Cognitive Development	8 &9
March 15th	Cognitive Development	10
March 22nd	EXAM # 2	Chapters 7-10
March 29	Spring Break	

Social Emotional Development

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
April 5th	Emotional Development	11
April 12th	The Self & Identity Gender	12 & 13
April 19th	Gender & Moral Development	13 & 14
April 26th	Families & Peers	15 & 16
May 3rd	Schools & Achievement & Culture Poster Presentations DUE	17 & 18

MAY 10th FINAL