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# Developmental Psychology (Fall 2008)

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## What, When, & Where

Course # : Developmental Psychology, Psych 2410 (Class #14516)  
When : August 25<sup>th</sup> - Dec 19<sup>th</sup>, Tuesdays & Thursdays, 12:30pm - 1:45pm  
Where : Physics Bldg 126

## Instructor Info

Instructor : Kristy vanMarle, Asst. Professor, Dept. of Psychological Sciences  
Office : Room 218 McAlester Hall  
Email : vanmarlek@missouri.edu  
Phone : 573-884-7864 (but email is preferred!)  
Office hours : Fridays, 9:30-10:30am, and by appointment  
Online : Blackboard course website -- <https://courses.missouri.edu/>

## Course Description

Welcome! The goal of this course is to provide you with an overview of the theoretical and empirical approaches to the study of child development. Developmental psychology is an especially broad discipline that attempts to characterize how change occurs throughout the lifespan. We will examine human development from birth through adolescence, covering aspects of physical, social, and cognitive development. You will be exposed to the major theories and debates within developmental psychology, and there will be special emphasis placed on empirical research within the field. By the end of this course you should be able to: (1) understand and describe the onsets and changes in various abilities and behaviors, (2) examine and critically evaluate theories that attempt to explain age-related changes in infants' and children's behavior, and (3) understand the logic of the experimental methods used to study developmental phenomena.

ONE NOTE ABOUT THE COURSE: Students might expect this course to provide them with definitive facts about how humans develop. In reality, however, hard facts are rarely available. The field is complex and relatively new, and it is rich with controversies and differing perspectives on development. It is therefore important to remember that the theories you will be exposed to can and should be challenged. **No theory is perfect and there are no flawless experiments.** You are encouraged to keep this in mind as you learn what is currently believed to be true about development and you should feel welcome to critically evaluate the validity and implications of the empirical findings and theories to which you will be exposed.

ALSO NOTE THAT... there is a lot of reading in this course. I plan to get through the entire textbook, which will require you to dedicate a significant amount of time to the assigned readings.

### **\*\*\*Important Note about Earning Credit for this Course\*\*\***

A student cannot receive credit for more than one of the following courses: Psych 2410, HDFS 2420/3420, or ESCP 2500.

## Readings

Textbook: Siegler, R., DeLoache, J., & Eisenberg, N. (2006). *How Children Develop*, 2<sup>nd</sup> Ed. Worth Publishers. Additional primary source readings may be assigned and will be available on the course website on Blackboard: <https://courses.missouri.edu/>.

## Lecture Notes

Lecture notes will be available for download shortly before each lecture. They can be found on the course website on Blackboard: <https://courses.missouri.edu/>.

## Expected Work and Grading

I hope it goes without saying that you are expected to attend and participate in all classes. The readings and lectures will not overlap completely, and the exams will cover material from both.

### 1. (30%) Quizzes:

To get the most out of this course, it is essential that you carefully and critically study the assigned readings. To encourage this, there will be 7 quizzes over the course of the semester. You will complete each quiz online through Blackboard. Each quiz will be available for at least 24 hours for completion, but once you log in to complete a quiz, you must complete it in one attempt. Quizzes are “open book”. Please refer to the syllabus for the due date/time of each quiz. Each quiz will consist of approximately 15 multiple-choice questions from the readings. Failure to complete a quiz on time will result in a score of a **0%** for that quiz -- NO EXCEPTIONS!! The lowest two quiz scores will be dropped, with the remaining five determining your average quiz score.

### 2. (50%) Exams:

50% of your course grade will be determined by FOUR examinations. The first exam will be on September 23<sup>rd</sup>, and will cover material from August 26<sup>th</sup> through September 18<sup>th</sup>. The second exam will be on October 16<sup>th</sup> and will cover material from September 25<sup>th</sup> through October 14<sup>th</sup>. The third exam will be on November 11<sup>th</sup> and will cover material from October 21<sup>st</sup> through November 6<sup>th</sup>. The fourth exam will be on December 16<sup>th</sup> and will cover material from November 13<sup>th</sup> through December 11<sup>th</sup>. Of these four exams, the one on which you perform best will be worth 20% of your course grade; the remaining three will each be worth 10%. Missing any of the first three exams will mean you forfeit the weighted exam grading – all scored exams will be weighted equally. Additionally, missing the fourth exam will earn you a **0%** on that exam. All exams will consist of multiple-choice questions and will cover material from both the readings and lectures. There will be no make-up exams. Please read Important Policies.

### 3. (20%) Opinion Papers:

20% of your course grade can be earned by writing two 1-2 page Opinion Papers (double-spaced, 1” margins on all sides). A topic will be assigned in class to which you will respond. Each response is worth 10 points and will be graded. Responses that are thoughtful and clearly written will receive 10 points. Responses that are poorly written or do not address the topic will receive 5 points. Responses must be typed or legibly printed -- you may handwrite them, but you will receive a 0 if they cannot be easily read or understood. Papers must be at least one full page to be graded. Grades are determined at the discretion of the Professor and/or Teaching Assistant. Each response will be due one week following the assignment of the topic. Please refer to schedule in syllabus for due dates.

## Important Policies

Grading: ALL GRADES MUST BE **EARNED**. GRADES WILL NOT BE GIVEN OUT BECAUSE OF NEED. It is useless to try to change your grade by telling me how much you want or need a higher grade. If you need a higher grade, earn it. The only way to earn points towards your final grade is by attending/participating in class, and performance on quizzes and exams.

There are several things I do to help students improve their grades: (1) weight exam scores depending on performance, (2) review exams with students and suggest ways for improving their studying skills, and (3) when appropriate, adjust the final grade/point distribution. The rest is up to you. If you are not happy with your grade, do not ask me to change it. The **ONLY** reason I will change a grade is when there has been an error in scoring. You will be wasting your time and my time if you choose to ignore this policy.

Make-up Exams: THERE WILL BE NO MAKE-UP EXAMS except when a student has a documented medical excuse for missing **ALL FOUR EXAMS**. If a student misses the first, second, or third exam for any reason (including, but not limited to illness, emergency, or religious reasons), those exam scores will be dropped from the final total and the score(s) on the remaining one, two, or three exams will constitute (with equal weight) the exam portion of the final grade. Missing the fourth exam for any reason will earn you a **0%** for that exam. Students must provide documentation of four medical emergencies to qualify for a make-up exam. In all cases, make-up exams will involve completely new questions, possibly in other formats. (Advice: you really want to avoid having to take a make-up exam.)

## Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Cheating includes not only "cheat sheets" and stealing answers from your neighbors' during in-class exams, but also plagiarism (i.e., stealing others' ideas/words and presenting them as if they were your own). It is easy to avoid plagiarizing... simply give credit where credit is due.

I will not tolerate cheating under any circumstances. If you are considering cheating in my class, don't. It is not fair to the other students. If I find out that you have cheated, you will earn a 0 on that assignment (or exam) and I may report your violation of integrity to the Office of the Provost.

## Students with Special Needs

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

Office location: 218 McAlester Hall

Office hours: Fridays 9:30-10:30am

To request academic accommodations (for example, a notetaker), students must also register with the **Office of Disability Services**, (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

**\*\*\*NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE\*\*\***

## Schedule

<u>Date</u>	<u>Important Due Dates</u>	<u>Textbook Readings</u>	<u>Topic</u>
26-Aug			Introductions
28-Aug		Chapter 1 (pp. 2-37)	History, Themes, Experimental Methods
2-Sep			Video - NOVA: "Life's Greatest Miracle"
4-Sep		Chapter 2 (pp. 40-80)	Prenatal Development
5-Sep	*QUIZ 1 DUE BY 5PM*		COVERS CHAPTERS 1 & 2
9-Sep		Chapter 3 (pp. 82-124)	Biology & Behavior
11-Sep		Chapter 4 (pp. 126-144)	Theories of Cognitive Development Piaget's Theory
16-Sep			Finish Piaget's Theory of Cognitive Development Information Processing Theories
18-Sep		Chapter 4 (pp. 144-156)	Core Knowledge & Sociocultural Theories
19-Sep	*QUIZ 2 DUE BY 5PM*		COVERS CHAPTERS 3 & 4
23-Sep			<b>EXAM 1</b>
25-Sep		Chapter 5 (pp. 168-208)	Perception & Motor Development
29-Sep		Chapter 6 (pp. 210-248)	Language Acquisition, Language Development <i>Assign topic for Opinion Paper #1</i>
2-Oct			Video - NOVA: "Secrets of a Wild Child"
7-Oct	<b>OPINION PAPER #1 DUE</b>		Nonlinguistic Symbols and Development
9-Oct		Chapter 7 (pp. 254-275)	Conceptual Development (Who, What, Where, When)
10-Oct	*QUIZ 3 DUE BY 5PM*		COVERS CHAPTERS 5 & 6
14-Oct		Chapter 7 (pp. 275-292)	Conceptual Development (Why, How Many, Theory of Mind)

16-Oct			<b>EXAM 2</b>
21-Oct		Chapter 8 (pp. 292-331)	Intelligence and Academic Achievement
23-Oct		Chapter 9 (pp. 332-371)	Theories of Social Development Theories of Social Cognition
<b>24-Oct</b>	<b>*QUIZ 4 DUE BY 5PM*</b>		<b>COVERS CHAPTERS 8 &amp; 9</b>
28-Oct		Chapter 10 (pp. 372-398)	Emotional Development
30-Oct		Chapter 10 (pp. 398-412)	Regulation of Emotion Children's understanding of Emotion
4-Nov		Chapter 11 (pp. 412-426)	Attachment
6-Nov		Chapter 11 (pp. 426-452)	Conceptions of the Self, Ethnic Identity, Sexual Identity, Self-Esteem
<b>7-Nov</b>	<b>*QUIZ 5 DUE BY 5PM*</b>		<b>COVERS CHAPTERS 10 &amp; 11</b>
11-Nov			<b>EXAM 3</b> <i>Assign topic for Opinion Paper #2</i>
13-Nov			Video - NOVA: "Sex: Unknown"
<b>18-Nov</b>	<b><u>OPINION PAPER #2 DUE</u></b>	Chapter 15 (pp. 570-588)	Gender Development
20-Nov		Chapter 12 (pp. 452-491)	The Family
<b>21-Nov</b>	<b>*QUIZ 6 DUE BY 5PM*</b>		<b>COVERS CHAPTERS 12 &amp; 15</b>
25-Nov			<b>NO CLASS – THANKSGIVING BREAK!!</b>
27-Nov			<b>NO CLASS – THANKSGIVING BREAK!!</b>
2-Dec		Chapter 13 (pp. 492-512)	Peer Relationships, Peer Groups
4-Dec		Chapter 13 (pp. 512-529)	Peer Status Role of Parents in Children's Peer Relationships
9-Dec		Chapter 14 (pp. 530-555)	Moral Development Moral Judgment, Conscience, Prosocial Behavior
11-Dec		Chapter 14 (pp. 555-569)	Antisocial Behavior
<b>12-Dec</b>	<b>*QUIZ 7 DUE BY 5PM*</b>		<b>COVERS CHAPTERS 13 &amp; 14</b>
16-Dec			<b>EXAM 4 – 126 Physics Bldg – 1:00 to 3:00pm</b>