

# Psychology 4220, Developmental Psychology – Syllabus, Spring 2008

Lecture: MWF 10:10am - 11:00am., Main Library B2 (aka dungeon classroom)

Lab: various meeting times (lab syllabus given in lab)

**Instructor: Dr. Janet Frick**

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Office Hours: by appointment

*The course syllabus is a general plan for the course;  
deviations announced to the class by the instructor may be necessary.*

## General Course Information

### *Course Description*

Psychology 4220 is an upper division undergraduate course covering research and theory concerning the psychological development of the maturing human. This course will cover physical, cognitive, and social/emotional development from conception through adolescence. This class will emphasize the scientific and theoretical basis of developmental psychology, but will also show the relevance of the topics covered to “real life” issues (such as parenting and public policy concerns). Lecture sessions will primarily involve presentation and discussion of course material, while lab sessions will primarily emphasize activities and projects designed to enhance learning and application of the course material. It is hoped that you will leave this class not simply with a list of facts of the “what” and “when” of developmental psychology, but an understanding of the “how” and “why” of the processes underlying development, and an appreciation for the role that research in developmental psychology plays in our everyday lives. Students who have taken CHFD courses may find that some of the course material will overlap.

### *Prerequisites*

Students must have completed (and passed) PSYC 2980 prior to taking this course. PSYC 2990 may be taken as a co-requisite with **one** upper division psychology 4-hour lab course, such as this one.

### *Required Textbook*

Siegler, R., DeLoache, J., & Eisenberg, N. (2006). How Children Develop (2<sup>nd</sup> edition). Worth Publishers.

Book website: <http://www.worthpublishers.com/howchildrendevelop2e/>

Be sure to get the 2<sup>nd</sup> edition. Some additional readings may be assigned in lab and/or made available on webct. Please bring loose-leaf paper, or a notebook from which paper can be removed, to each class and lab. We will occasionally have in-class writing assignments which will need to be turned in on paper.

### **Grading**

There are 600 points available in the course. 450 are from exams, in-class small writing assignments, and lab participation; and 150 from lab activities. Grading is based on the following points scale:

A	555 – 600 points (92.50% and up)	C+	465 – 479 (77.50 - 79.999%)
A-	540 – 554 (90.00 - 92.499%)	C	435 – 464 (72.50 - 77.499%)
B+	525 – 539 (87.50 - 89.999%)	C-	420 – 434 (70.00 - 72.499%)
B	495 – 524 (82.50 - 87.499%)	D+	405 – 419 (67.50 - 69.999%)
B-	480 – 494 (80.00 - 82.499%)	D	360 – 404 (60.00 - 67.499%)
		F	0 – 359 points

Borderline grades are generally **not** rounded up. Yes, you might miss a grade cutoff by one point. Grades are impacted by attendance, quality of participation in lab, and whether assignments have been turned in on time. Instructor decisions on grades are FINAL, and once posted, grades will **not** be changed except in cases of clerical error. Please do not ask me at the end of the semester to change your grade, or give you more extra-credit opportunities. I get very cranky when people do that.

**\*\*Note:** Students who miss more than 10% of class or lab meetings may have their grade lowered one letter grade (see attendance policy below).

**Exams** are closed-book, mixed-format (short-answer, short essay, multiple-choice, true-false, fill-in-the-blank) examinations based on the material covered in the preceding section of the course (including textbook, lectures, films, and material presented during the lab). They will emphasize the material in the preceding section of the course (although some cumulative information may be included). Each exam is worth 100 points, so 400 points are possible on exams. The exam times are noted on the class schedule on the back page. **Makeup exams are not given.** Students who are participating in a university-sponsored activity which requires them to miss an exam time, or who have an important professional commitment (e.g., grad school interview) will generally be allowed to take the exam early; such situations require written verification, two weeks' notice, and approval of Dr. Frick. Any student who misses an exam will be given a cumulative makeup test worth 100 points during the final exam period (in addition to the regular final exam). The only exceptions to this policy will be unexpected, unusual situations that sometimes arise (death, hospitalization); these situations will require rigorous documentation, and decisions will be made on a case-by-case basis.

In addition to exams, small in-class writing assignments will be given throughout the semester. These will be unannounced, and the points cannot be made up unless a student is absent for a previously excused / documented absence. These will be worth 30 points. Finally, 20 points of your final grade will consist of a participation grade, determined by the TA's and Dr. Frick, and based on attendance and quality of class / lab participation.

**A separate lab syllabus** will be given in lab. This will describe all lab activities and assignments. The TA is in charge of the lab and all questions regarding the lab should be directed to him or her.

### Course Policies for PSYC 4220

**Students with disabilities** should see me as soon as possible, and provide a letter from the UGA Disability Services Office describing what special accommodations you might require. I will be happy to work with you in any way you need.

**A grade of "incomplete"** is not an option except in extremely rare circumstances, and must be approved by the instructor. It is not an option if you are failing the course (see the Undergraduate Bulletin).

**A student may withdraw** from the class prior to the midpoint of the semester (March 4), but you are only guaranteed a grade of "W" if you are passing the course (see the Undergraduate Bulletin).

**Attendance and preparation for class** are expected. You are responsible for all class content and announcements whether you are present or not. It is important that you complete reading assignments before coming to class because lectures, discussions, and activities assume you are already familiar with the material. I may give unannounced pop quizzes if I feel students are not completing the readings prior to coming to class. The UGA Academic Affairs policy on attendance is available online. Poor attendance may result in your grade being lowered (in cases of students who miss more than 10% of class or lab meetings). In addition, I will withdraw from class any student who does not attend the first two lectures of the semester without contacting me (to allow students wishing to add the class to join).

**It is expected** that students will read the textbook thoroughly. There is not time in lecture to cover everything discussed in the book; lectures will be used to highlight important topics and go into more depth on difficult concepts, as well as having discussions, watching video clips, etc. Lectures will also cover some material not covered directly in the book. The exams will have questions from all course material, which includes the entire assigned textbook, all lecture and lab presentations, articles read, films, guest speakers, etc.

**Professional behavior** is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones, not reading the newspaper during class, not surfing the internet (which is distracting to classmates who are trying to pay attention), etc. All academic work must meet the standards contained in "A Culture of Honesty" (available online). Students are responsible for informing themselves about those standards before performing any academic work. Cheating and plagiarism will not be tolerated; these will be discussed in more detail. But for starters, unless you are specifically instructed to work in

groups on an assignment, you are to turn in homework assignments or papers that reflect your own work and thinking. You should not work with a partner and turn in what is essentially the same assignment as someone else. You are welcome to discuss ideas with classmates, but the process of writing and creating whatever you turn in should be done on your own. Plagiarism can occur when students take phrases or passages from books, articles, or the internet, and use them in their own papers without proper documentation. You need to take ideas and put them in your own words, and not just “string together” passages that other people have written, and then present it as your own thinking. Plagiarism can also occur when students turn in passages that are nearly equivalent to what someone else has written, with only a few words changed here or there. You don’t have to commit “word for word” copying to plagiarize – you can also plagiarize if you turn in something that is “thought for thought” the same as someone else. The minimum penalty for being found guilty of violating the academic honesty policy will be a grade of “0” on the affected assignment and an automatic lowering of your final course grade one full letter grade; further penalties could include a note on your transcript, failing the class, or expulsion from the university.

***I am available to meet with you*** by appointment. I am teaching over 400 students this semester, so you should meet with your TA’s for study help or for routine issues that arise. If you’re unable to resolve the issue with the TA, feel free to contact me. Note that many routine questions are answered in this syllabus. Please read it carefully before emailing questions to me or to the TA’s. However, don’t hesitate to ask us for help – we want you to enjoy this class! Also, if you do email me, please use regular email ([jfrick@uga.edu](mailto:jfrick@uga.edu) or [janetfrick@gmail.com](mailto:janetfrick@gmail.com)), rather than webct email. I check regular email fairly compulsively, but only check webct once a day or so, so you’ll get a quicker answer via regular email.

**Tentative Lecture and Exam Schedule** (subject to change if necessary)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment or Reading</b>
1	Jan 7-11	Introduction, History and Methods	Chapter 1
2	Jan 14-18	Prenatal, Birth, Newborn	Chapter 2
3	Jan 21-25	Biology and Behavior	Chapter 3 *no class Monday (MLK holiday)
4	Jan 28-Feb 1	Continue 1-3, review and exam	<b>EXAM 1, Fri Feb 1</b> <b>Chapters 1-3</b>
5	Feb 4-8	Theories of Cognitive Development	Chapter 4
6	Feb 11-15	Infancy: Perception, Motor Development, Learning and Cognition	Chapter 5
7	Feb 18-22	Language and Symbol Use / Conceptual Development	Chapter 6 and/or 7 (TBA in class)
8	Feb 25-29	Intelligence and Academic Achievement	Chapter 8 <b>EXAM 2, Friday Feb 29</b> <b>Chapters 4-8</b>
9	Mar 3-7	Theories of Social Development	Chapter 9
10	Mar 10-14	(no class, spring break)	
11	Mar 17-21	Emotional Development	Chapter 10
12	Mar 24-28	Attachment	Chapter 11
13	Mar 31 – Apr 4	Continue, review, and exam	<b>EXAM 3, Friday April 4</b> <b>Chapters 9-11</b>
14	April 7-11	Family	Chapter 12
15	April 14-18	Peers / Moral Development	Chapters 13-14
16	April 21-25	Gender Development and Conclusions	Chapter 15-16
	April 28	Continue and review	
	<b>Wed April 30</b> <b>8-11 am</b>	<b>Final Exam</b>	<b>EXAM 4, Wed April 30</b> <b>Chapters 12-16</b> (plus some cumulative material)