

Psychology 4220: Developmental Psychology: Syllabus: Spring 2008

Lecture: MWF 9:05pm - 9:55pm: Psychology 243

Instructor: Rush Smith

Office: 251 Psychology Email: rgs12@uga.edu

Office Hours: by appointment

Lab Instructor: Melissa Dengler

Lab: Tuesday 3:30pm - 4:45pm, SLC 147

Office: 244 Psychology Email: lilmiss@uga.edu

Office Hours: by appointment

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 the TA.

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. This course is designed to place an emphasis on the research basis of developmental psychology.

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. Students who have not completed 2980 and 2990 (or are not currently enrolled in 2990) will be withdrawn from the class by the instructor, according to departmental policy.

Required Textbook

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

Exams are closed-book, multiple-choice questions based on the material covered in the preceding section of the course (including textbook, lectures, films, and material presented during the lab). For the most part, 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. **Makeup exams are not given.** Students who are participating in a university-sponsored activity which requires them to miss an exam time *may* be allowed to take the exam early; such situations require written verification, two weeks' notice, and approval by me. All students are required to take all 4 exams regardless of class standing going into the final. The only exceptions to this policy will be unexpected, unusual situations that sometimes arise (death, hospitalization); these situations will require documentation, and decisions will be made on a case-by-case basis.

Lab will be worth a total of 100 points that will be added to your points from the class. Therefore, lab constitutes 20% of your final grade, which is more than enough to either help you or hurt you...

Attendance and preparation for class is expected. Attendance will be taken at random time periods throughout the semester to give me a good idea of who is coming to class. I will use this information to help me with borderline situations at the end of the semester.

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, etc. All academic work must meet the standards contained in "A Culture of Honesty" (available online).

Decisions about grades are made carefully, and are final at the end of the semester. Please do not contact the instructor about a grade change unless there has been a clerical error which you can document. I do not give "extra credit" or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved **before** "reading day" (in this case, before April 29th). Once we arrive in the final exam period, your grade from earlier in the semester is set.

I am available to meet with you by appointment. Please email me or talk with me after class if there is something you need to discuss with me.

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 (October 12th), but you are only guaranteed a grade of "W" if you are passing the course (see the Undergraduate Bulletin).

Grading will be based on the plus/minus system and will be determined based on the following percentages:

A	93 - 100	C+	77 - 79.99
A-	90 - 92.99	C	73 - 76.99
B+	87 - 89.99	C-	70 - 72.99
B	83 - 86.99	D	60 - 69.99
B-	80 - 82.99	F	0 - 59.99

***Remember, 500 points total. 400 from exams and 100 from lab activities**.*

Tentative Lecture and Exam Schedule (subject to change if necessary)	
Topic	Assignment or Reading
Syllabus, Introductions	
Introduction, History and Methods	Chapter 1
Jan 21st: MLK DAY	
Prenatal, Birth, Newborn	Chapter 2
Biology and Behavior	Chapter 3
Continue 1-3, review and exam	EXAM 1 Chapters 1-3
Theories of Cognitive Development	Chapter 4
Infancy: Perception, Motor Development, Learning and Cognition	Chapter 5
Language and Symbol Use / Conceptual Development	Chapter 6 and 7
Intelligence and Academic Achievement	Chapter 8 EXAM 2 Chapters 4-8
Theories of Social Development	Chapter 9
Emotional Development	Chapter 10
March 10th – 14th: SPRING BREAK	
Attachment	Chapter 11
Continue, review, and exam	EXAM 3 Chapters 9-11
Family	Chapter 12
Peers / Moral Development	Chapters 13-14
Gender Development and Conclusions	Chapter 15-16
Continue and review	
MONDAY MAY 5th: FINAL EXAM 8:00-11:00am: Chapters 12-16	

This is a general outline for the semester to give you an ideal schedule for the course. However, it is subject to change and MORE THAN LIKELY WILL over the course of the semester. I will always announce changes made to this outline in class. Changes will probably involve postponing exams/lectures or shifting lectures around. There will be NO surprises!