



PSYC 260: Introduction to Developmental Psychology
Spring, 2017
T/R 12:35-1:50pm @ D224

Professor: Jiaxi (David) Wang, Ph.D.
Email: jwang@uwsp.edu
Phone: 715-346-3096
Office: SCI D-239
Office Hours: Monday – Thursday 11-12pm or by appointment

Required Text and Materials

Berk, L. E. (2013). *Exploring Lifespan Development*. Upper Saddle River, NJ: Pearson Education.

Course Description

This course will examine multiple facets of developmental psychology. Specifically, this course will cover human development from conception to death. The major topics include cognitive, emotional and physical development during chronological stages of human lifespan: infancy & childhood, adolescence & young adulthood, and finally middle and late adulthood.

Course Objectives

By the end of this class, students should be familiar with terminology and concepts associated with the psychological study of children, adolescent and adults. The student will research and integrate into their personal history with aspects of development. The student will be able to recognize myths and stereotypes regarding human development and will be reasonably capable of evaluating research and popular presentations concerning human development. The student will demonstrate the ability to utilize research databases and read and understand scientific articles. The student will demonstrate the ability to communicate effectively in a scientific format, while simultaneously examining and integrating personal experiences within that scientific framework.

Grading Procedure: Total (500 pts.)

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|--|----------|
| 3 Exams (100 pts. each) | 300 pts. |
| 4 Papers (25 pts. each) | 100 pts. |
| 10 In class discussions (10 pts. each) | 100 pts. |

Letter Grades (percentages)

| | | | |
|-----|--------|-----|-------|
| A: | 100-94 | C+: | 79-77 |
| A-: | 93-90 | C: | 76-74 |
| B+: | 89-87 | C-: | 73-70 |
| B: | 86-84 | D+: | 69-67 |
| B-: | 80-83 | D: | 66-60 |

Assignments and Assessments

Exams:

3 exams will be given throughout the semester to assess your understanding of course content. It is imperative that you do all of the readings in your textbook, as not all of the information you will be tested on is provided in the power point notes. All exams will consist of 50 questions (true/false and multiple choice) worth 2 points each.

Papers:

You are required to write four papers which will help you reflect on course-relevant topics and broaden your understanding of developmental psychology. They will be approximately 2 pages in length and follow the APA style (1 inch margin, double-spaced, and in 12-point Time New Roman font). Your name and assignment title must only be on the cover page (which is not counted as the body). Please proofread before submitting! Points will be lost for spelling and grammar issues.

In class discussion:

Part of this class will be focusing on discussion of interesting, and/or controversial topics and case studies in developmental psychology. Your participation is crucial in understanding the full content of this course. I will randomly collect in-class discussion reports throughout the semester.

Class Policies

Attendance: No formal attendance will be recorded for this course. However, it is strongly recommended for students to attend every lecture to receive the full benefit of this course. In addition, absent individuals are expected to obtain lecture notes and information on their own (e.g., from class mates).

Makeups: Makeup opportunities for late/missed assignments will only be granted for valid reasons that can be substantiated by students.

In Class Technology: No technology is permitted during exams, the only exception is when student has prior approval from the Disability Services office or other pertinent units on campus. Laptops are permitted for note taking purposes during lectures.

Disability: In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in this course, he or she should notify the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through Disability Services (DS: LRC 609, 715-346-3365). To learn more about DS, go to: <http://www.uwsp.edu/disability/Pages/default.aspx>. To learn more about the university's policies/procedures, go to:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

Professionalism: The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the University's Community Rights and Responsibilities.

The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. For details, refer to:

- *Community Rights and Responsibilities*
(<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>)
- *Academic Misconduct Webpage* (<http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>)

My Policy: Be respectful to yourself, your fellow students and your instructor throughout the semester. Disruptive/disrespectful behavior will not be tolerated.

Tentative Schedule

| Wks | Dates | Class Topic | Assignments |
|-------|--------------|---|---------------------------------|
| 1 | 1/24 1/26 | Syllabus Ch1 | Paper 1 Assigned |
| 2 | 1/31 2/2 | Ch2 Ch3 | |
| 3 | 2/7 2/8 | Ch3 cont. | |
| 4 | 2/14 2/16 | Ch4 | Paper 1 Due |
| 5 | 2/21 2/23 | Ch5 | Paper 2 Assigned |
| 6 | 2/28 3/2 | Ch6 | |
| 7 | 3/7 3/9 | Review Exam 1 | |
| 8 | 3/14 3/16 | Ch7 Ch8 | Paper 2 Due |
| 9 | 3/21 3/23 | Ch9 Ch10 | Paper 3 Assigned |
| 10 | 3/28 3/30 | Spring Break! | |
| 11 | 4/4 4/6 | Ch11 Ch12 | |
| 12 | 4/11 4/13 | Review Exam 2 | |
| 13 | 4/18 4/20 | Ch13 Ch14 | Paper 3 Due Paper 4 Assigned |
| 14 | 4/25 4/27 | Movie Movie | |
| 15 | 5/2 5/4 | Social & emotional middle adulthood Physical Aging | |
| | 5/9 5/11 | Social & emotional Aging Ch19 Death and Dying | |
| Final | 5/15 | 2:45-4:45pm | Paper 4 Due |

*The instructor reserves the right to amend this syllabus as deemed necessary and will communicate any changes to the class.

