

Introduction to Developmental Psychology

Fall 2017, TTh 11:00-12:15, D224

Instructor: Erica Weisgram, Ph.D.

Office: Science D235

Office Hours: TTh 1-2, or by appointment

E-mail: eweisgra@uwsp.edu

Text: Santrock, J. W. (2011). A Topical Approach to Lifespan Development (8th Ed.). McGraw Hill: Boston. (available through text rental)

Course Website: Desire2Learn

UWSP GEP Social Science Learning Outcomes

This course meets the General Education Program Investigative Level Social Science requirement for undergraduate students. The GEP Social Science Learning Outcomes are as follows:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Specific Course Objectives

The goal of this course is to provide students with a general understanding of developmental psychology from conception to death. By examining physical, cognitive, and social development, students will learn how individuals change over time. In addition, this course is to provide students with an understanding of research methods in developmental psychology. By studying experimental design as well as examining research in the field of developmental psychology, students will gain an understanding of the scientific study of developmental psychology.

At the conclusion of this semester, students will be able to:

- identify and describe major terms and concepts in developmental psychology.
- describe the methods that psychologists use to study the development of children, adolescents, and adults
- describe and explain the major theories of developmental psychology.
- describe how individual development is influenced by biological, cognitive, and social-cultural factors.
- apply theories of developmental psychology to real life examples in class, in the media, and in their own lives.
- evaluate the strengths and weaknesses of major theories in developmental psychology.
- think critically about current research and topics in developmental psychology.

Course Requirements

- 200 pts. Exams (Multiple Choice and Essay)
- 20 pts. Journal Article Summary
- 20 pts. Cross-Cultural Parenting Reflection
- 10 pts. In-class activity/attendance points

Exams. There will be four exams given throughout the semester with the last exam taking place during finals week. All exams will cover material presented in lecture, films, and the textbook. **The first three exams will be both multiple choice (40 pts.) and essay (10 pts.) in nature. The final exam will be entirely multiple choice.** If a student is unable to take the exam on the scheduled date for a University-Approved Reason (with documentation or notice from the Dean of Students office), arrangements may be made *beforehand* to take a make-up the exam at another time. All No Shows (students who do not notify the instructor of an absence before the exam) who do not have documentation of illness or accident will receive a 0 on the exam and will not be allowed to take the test at an alternate time. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeup policy. Exams will not be comprehensive. **Final exams will be given on the date scheduled by the Registrar's office, without exception.**

Journal Article Summary. Students will summarize 1 journal article throughout the course, worth 20 points. In these summaries, students will review the theory, methods, and results of the journal article as well as provide a thoughtful evaluation and reaction. These summaries are to be written in the students' own words and should not contain quotes from the article. In addition, using the authors' words as one's own constitutes plagiarism—students need to *summarize* with their own words. Summaries should be 1 page (single-spaced) in length (**must be less than 700 words** to get full credit), thus you should be concise. **Papers must be in Microsoft Word or .pdf format** (not Google docs, .rtf, or anything else that won't open on a campus computer). **Papers will be turned in by 11:59pm to the D2L Dropbox on the date indicated below.**

Cross Cultural Parenting Reflection. Students will summarize and reflect on 1 chapter from the book "How Eskimos Keep Their Babies Warm: And Other Adventures in Parenting (from Argentina to Tanzania and everywhere in between)," worth 20 points. Students will summarize the main points of the chapter, reflect on interesting aspects of parenting in another culture, and make recommendation to parents about what aspects they should or should not incorporate into their parenting. Summaries/reflections should be 1 page (single-spaced) in length total (**must be less than 700 words** to get full credit), thus you should be concise. **Papers must be in Microsoft Word or .pdf format** (not Google docs, .rtf, or anything else that won't open on a campus computer). **Papers will be turned in by 11:59pm to the D2L Dropbox on the date indicated below. Late papers will receive a 10% per day penalty.**

Attendance. Attendance is expected for this course. As exams include a significant lecture component, it is in students' best interest to attend class. **Also, attendance (2 pts. each; 10 pts. of the final course grade) will be conducted without prior notice.** You must attend class to earn attendance points. There will be 8 opportunities during the semester to earn points. Thus, there are three "freebies" included here in case a student is gone for illness, family emergency, athletics, etc. As a result, there will not be any opportunities to make up these points. If a student needs to miss classes for an extended period due to personal or medical concerns, they should contact the Dean of Students Office at DOS@uwsp.edu. If a student stops attending class for an extended period, the instructor will report the absence to the Registrar's office.

Final Course Grades:

Final grades will be determined as follows:

A	93%-100%	C+	77%-79%
A-	90%-92%	C	73%-76%
B+	87%-89%	C-	70%-72%
B	83%-86%	D+	67%-69%
B-	80%-82%	D	60%-66%
		F	<60%

Course Policies

- Students should arrive to class on time with cell phones turned off and in their backpack/bag/pocket. Students found using their phone or having their phone out on their desk will be asked to leave until they are finished.
- Students should read the appropriate chapters in the text before attending class.
- Students should be open-minded to learning new information.
- Students should demonstrate respect and professionalism toward fellow students and the instructor throughout the course.

Course Communication

E-mail will be the official mode of communication for this course. Students should feel free to e-mail me at any point with questions about course content. Students can generally expect a prompt response. (However, e-mails sent past 5pm may not be read until the business next day.) When e-mailing, please put "PSY 260" in the subject line to prevent being sorted into Junk Mail by the e-mail filter.

Withdrawal from Courses

See Registration and Records for more information and dates for withdrawing from courses this term:
<https://www.uwsp.edu/regrec/Pages/default.aspx>

Academic Dishonesty

Academic dishonesty of any form (i.e., cheating, plagiarism, etc.) will not be tolerated. If a student is participating in any dishonest behavior, they will receive a "0" for the assignment or exam. It is important to uphold the academic integrity of this institution. Additional information about the consequences of academic dishonesty can be found here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>. Please consult this website if you have any questions or concerns about academic plagiarism:
<http://library.uwsp.edu/guides/vrd/plagiarism.htm>

Students with Disabilities

Students with disabilities will be appropriately accommodated. Please see Disability Services (<http://www.uwsp.edu/disability/Pages/default.aspx>) for further information and contact me with your form within the first two weeks of class.

Student Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

Mandatory reporting

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities. Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

Use of Electronic Devices

Electronic Devices are not to be used during class time without the consent of the instructor. Any student found distracting others or the instructor with their use of electronic devices will be asked to put said device away or leave the classroom. Students may not photograph, videotape, or audio record the instructor without the express permission of the instructor. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy.

Emergency Procedures

In the event of a medical emergency call 911 or use Red Emergency Phone (List Location). Offer assistance if trained and willing to do so. Guide Emergency Responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window.). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Meet at the HEC Center. Notify instructor or emergency command personnel of any missing individuals. Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point

Resources for students:

- Tutoring-Learning Center: <http://www.uwsp.edu/tlc/>
--Excellent resource for students who are in need of a little extra assistance.
- Counseling Center: <http://www.uwsp.edu/counseling/Pages/default.aspx>
--Provides assistance for students for a number of issues including personal and academic concerns (including Time Management!)
- Psychology Club: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
--Presentations, workshops, and meetings around the study of psychology
- Psi Chi: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
-National Psychology Honor Society
- Peer Mentoring: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
--Mentoring program for psychology majors

Date	Topic	Readings/Assignment Deadlines
Sept. 5	Syllabus, Themes and Theories of Lifespan Dev.	Chapter 1
Sept. 7	Research Methods	
Sept. 12	Research Methods	
Sept. 14	Genetics/Prenatal Development	Chapter 2
Sept.19	Prenatal Development	
Sept. 21	Brain Development, Reflexes	Chapter 3, Journal Summary Due
Sept. 26	Visual and Auditory Perception	Chapter 5
Sept. 28	**EXAM 1 (Chapters 1, 2, 3, & 5)**	
October 3	Piaget's Theory of Cognitive Dev.	Chapter 6
October 5	Piaget (cont.)	
October 10	Cognitive Development	Chapter 7
October 12	Cognitive Development	
October 17	Language Development	Chapter 9
October 19	Language Development	
October 24	**EXAM II (Chapters 6, 7, & 9)**	
October 26	Emotions, Temperament	Chapter 10
October 31	Attachment	
November 2	Attachment	
November 7	Self and Identity	Chapter 11
November 9	Identity	
November 14	Gender Development	Chapter 12
November 16	Gender Development	
November 21	**EXAM III (Chapters 10, 11, & 12)**	
November 23	Thanksgiving Break	

November 28	Bronfenbrenner	
November 30	Parenting and Families	Chapter 14
December 5	Parenting and Families	
December 7	Peers	CROSS CULTURAL PARENTING
December 12	Peers	Chapter 15
December 14	Death and Dying	Chapter 17
December 20 2:45	**EXAM IV (Ch. 14, 15, & 17 + Bronfenbrenner)**	

Recommended Readings (not required)

- *Einstein Never Used Flash Cards: How Our Children Really Learn-- And Why They Need to Play More and Memorize Less.* By : Hirsh-Pasek, Golinkoff, & Eyer. Rodale Books.
- *The Scientist in the Crib: What Early Learning Tells Us About the Mind.* By : Gopnik, Meltzoff, & Kuhl. Harper Publishers.
- *Baby Signs: How to Talk with Your Baby Before Your Baby Can Talk.* By : Acredolo, Goodwyn, & Abrams. McGraw-Hill.
- *Love at GOON Park.* By: Blum. Basic Books. (Harry Harlow Biography)
- *Handbook of the Psychology of Aging, Seventh Edition.* Edited by : Schaie & Willis. Academic Press.
- *Parenting Beyond Pink and Blue.* Christia Spears Brown. Ten Speed Press.

Volunteer Opportunities in the Community Related to DP for those who are interested

- Central Wisconsin Children's Museum: <http://www.cwchildrensmuseum.org/Volunteer.html>
- Boys and Girls Club: <http://www.bgclubpc.org/page114235.aspx>
- Ministry Health Care Hospice Program
<http://ministryhealth.org/MinistryHealth/Services/HomeCareServices/VolunteerOpportunities.nws>
- Service Information from UWSP: <http://www4.uwsp.edu/centers/sieo/volunteerism/>
- United Way Portage County Volunteer site: www.volunteersrock.org/
- Big Brothers and Big Sisters of Central Wisconsin : <http://www.bigimpact.org/>
- Family Crisis Center : http://www.capserv.org/crisis_center.html
- Aging and Disability Resource Center : <http://www.co.portage.wi.us/adrc/OurLocation.html>