
PSYCHOLOGY 260: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

FALL 2019

3 GEP SS CREDITS

Instructor: Dr. Sandy Neumann

Office hours: M 12-12:50pm (Marshfield)

Office: STEM 522 (Marshfield)

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Prerequisite: Completion of PSY 201 or 202 w/C- or better or by consent of Dr. Neumann.

Required texts:

Pyrzczak, F. (2014). *Evaluating research in academic journals: A practical guide to realistic evaluation* (6th ed.). Glendale, CA: Pyrczak Publishing.

(ISBN: 978-1-936523-34-4)

Santrock, J. W. (2012). *Essentials of life-span development* (2nd ed.). New York: McGraw Hill.

(ISBN: 978-0-07-353207-3)

Recommended text:

Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (2nd ed.). Thousand Oaks, CA: Sage. (ISBN: 978-1-4522-6839-2)

Course resources:

- Canvas webpage

Welcome to Developmental Psychology!

Developmental Psychology is an exciting subfield within Psychology. This semester we will examine how humans change – physically, cognitively and socially – throughout their lives. We will also concentrate on end-of-life issues. By the end of December, we will have not only a better understanding of this area of Human Development, but of ourselves as well.

Course format

I will try to make our class sessions as interesting and invigorating as possible. I will utilize lectures, in-class demonstrations, small group discussions and other activities to accomplish this. I only ask that you make a contribution as well to help make this a class that you would want to come to.

Learning outcomes

After taking this course a student will be able to:

1. Recognize and use basic vocabulary related to both psychological research methods and the subfield of developmental psychology.
2. Understand the major theories of development, including theories of social, cognitive, and physical development.
3. Produce a written report using American Psychological Association style for citations and references.

Some other expectations

Welcome to the academy – a community of scholars and learners! The standards have now been raised and, accordingly, so have the expectations of personal and academic behavior. So that we are “on the same page”, what follows are some expectations that I have for you as burgeoning scholars, as well as what you can expect from me.

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What I expect from you as a student in my class:

- You will conduct yourself as a ***mature adult***, ready for a college education. Engaging with the material, asking questions, taking lecture and reading notes are just a few examples of the behavior that is expected. Behaviors such as engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated. If you act like an adult, I will treat you as such; if you act like a 5-year old...
- Although ***laptops and tablet computers*** are welcome in this classroom for the purposes of class-related work (e.g., note-taking, accessing readings), ***mobile/smart phones*** are not. Furthermore, I expect that you will turn off these devices to prevent them from disrupting class. If an outside commitment (e.g., first responder duties) mandates that you have a phone on and ready, then be sure to inform me ASAP.
- You will conduct yourself in an ***honorable manner*** when completing exams or any other form of work that will be individually evaluated. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the myth that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

What you can expect from me as your teacher:

- I will come to class prepared to teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

A note about emailing Dr. N

I expect that students enrolled in this class will use email only when face-to-face interaction is impossible (e.g., notifying me that you won't be in a class because you're in a ditch). I expect that students enrolled in this class will make every effort to ask questions in person – in or out of my office hours. I also expect that all students use proper etiquette when emailing me. If not, expect that your email will go unanswered.

Assistance for students at the Marshfield campus

If you need immediate access to food, the campus maintains a small food pantry that you can utilize with no questions asked. This pantry is for students who cannot afford to buy food, not those who simply forgot to bring their lunch. It is located in Rm 136A (in the lower hallway of the Leopold science building on the Marshfield campus). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Marshfield campus Library or Dr. N to access them. No questions asked.

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Academic misconduct (i.e., Plagiarism & Cheating) policy

- Any student found to have engaged in academic misconduct on an exam or research review, as defined in UWS 14.03, will be failed for that quiz or exam (as allowed by UWS 14.04) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student's disciplinary file [UWS 14.04(h)].
 - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

IGNORANCE OF PLAGIARISM AND/OR PROPER APA CITATION WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL DISCUSS WAYS TO AVOID PLAGIARISM AND REVIEW CITATION STYLE, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Graded opportunities

1. Attendance **35 points possible (35 non-exam hours @ 1 point each [Marshfield] or 1.5 points each [Wausau])**

You will earn points toward your final grade by attending class. Starting in Week 2, every non-exam class session is worth 1 point. We all may miss 2 (Wausau) or 3 (Marshfield) class sessions **without** penalty. If Dr. N misses more than 2 (Wausau) or 3 (Marshfield) class periods, you will be given additional days to miss without penalty.

You will earn points for:

- ✓ Arriving on time
- ✓ Sleeping in class (but I will make fun of you)

You will **NOT** earn points for:

- ✓ Arriving late (5+ minutes)
- ✓ Leaving early (5+ minutes)
- ✓ Using a phone

- Absences due to the following reasons (*if properly documented*) are considered excused and you will not lose points: military service, jury duty or other subpoenaed court appearance, inclement weather/college closing, religious observances, transfer institution orientation, pregnancy-related complications, and childbirth. It is your responsibility to inform Dr. N of such absences.
- You will lose points for, among other things, travel for events (e.g., music, art, sporting), illness and doctor's appointments.

2. Participation **40 points possible (4 units @ 10 points each)**

Being a warm body in the classroom is only part of being a successful college student. Your final grade will be influenced by your ability to meet (or not) the expectations specified above. You will demonstrate this by taking part in irregularly timed activities and homework assignments.

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3. **Research reviews** **75 points possible (3 assignments @ 25 points each)**
 Understanding research is an integral part of being an educated and informed world citizen. This semester, you will complete 4 assignments designed to help you become fluent in the language of research. More information is forthcoming.
 - ✓ I will drop your lowest review score.

4. **Exams** **200 points possible (4 @ 50 points each)**
 There will be four exams over the course of the semester. They will be traditional in-class exams covering the course material. They will utilize a variety of formats including multiple choice and essay questions. The last exam will be administered during finals week and will not be cumulative.

5. **Extra credit** **Up to 20 extra credit points toward your final grade**
 - ✓ Available on all exams.
 - ✓ Other extra credit opportunities will be offered at a variety of times throughout the semester.
 - ✓ Asking me a question that can clearly be answered by having read the syllabus will result in 1 extra credit point being deducted.

Make-up policy

- **Class notes:** It is your responsibility to find out what you missed. Check Canvas or a peer.
- **Attendance:** Can be made up only with an excused absence.
- **Participation points:** Cannot be made up.
- **Research Reviews:** Every student starts the semester with a 5-day grace period. These 5 days are yours to use (or not) for any single assignment, or to spread out for multiple assignments. For example, you may turn in 1 research review 1 day late, and a second review 4 days late. Once all 5 days are used, no other late assignments will be accepted. Please plan wisely.
 - The first late day begins immediately after the class period in which the assignment was due.
- **Exams:** No make-up exams are given during the semester. Students who miss an exam for some excused reason listed above may make it up during week 15. Any other reason (e.g., illness) will not be accepted. Make-ups are scheduled around the availability of Dr. N and may not be the same exam that your peers took. There are no make-ups for missed make-ups. Exam 4 cannot be made up as it takes place during finals week.
- **Extra credit:** Since these are extra points, assignments will not be accepted late.

Final grades

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 60%
		F	59 % and below

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Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class – except for those that disrespect somebody’s existence. Please examine those in private or with the help of Dr. N.

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COURSE SCHEDULE		
Date	Topic	Reading Assignment
Getting Started		
9/4 & 9/7	Welcome and Overview (Syllabus, Assignments, etc.)	
	The study of human development	C. 1 (pp. 1-23)
	Research methods in psychology – Parts of a research article, including the Results section	
9/10	Research methods in psychology – Research statements	<i>Hypotheses, purposes, and questions</i>
9/12	Research methods in psychology – Methods and data collection strategies	C. 1 (pp. 23-31)
9/13	Research methods in psychology – Who cares?!	No reading
UNIT 1: Prenatal & Infant development		
9/17	Prenatal development	C. 2 (pp. 32-57)
9/19	Focus: The birthing time	C. 2 (pp. 57-66) <i>Declercq et al. (2013), pp. V-XVII</i>
9/20	Infant development	Cs. 3 (pp. 87-90) & 4 (pp. 106-108, 43-44, 112-115)
9/24	Focus: Breastfeeding	<i>Galson (2009)</i>
9/26	Review for Exam 1	
9/27	Exam 1	Chapters 1-4
UNIT 2: Childhood		
10/1	Reflect on Exam 1 Research Review #1 introduced	Bring Pycszak & Review #1 article
10/3	Physical development in childhood	Cs. 5 & 7
10/4	Cognitive development in childhood	Cs. 5 & 7 <i>Lord (2017)</i>
10/8	Socioemotional development in childhood	Cs. 6 & 8
10/10	Focus: Racism's effects on children Focus: Effects of electronics on child development	<i>Children, Adolescents, and the Media</i> <i>Pediatricians: Black children suffer significantly from racism</i>
10/11	Review for Exam 2	Review #1 due

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UNIT 3: Adolescence & Early adulthood		
10/15	Exam 2	Chapters 5-8
10/17	Reflect on Exam 2 Review #2 introduced	Bring Pyrczak
10/18	Physical development in adolescence	C. 9 (pp. 242-245)
10/22	Cognitive development in adolescence	C. 9 (pp. 242-245)
10/24	Socioemotional development in adolescence Focus: Suicide awareness & prevention	C. 10 (pp. 265-266)
10/25	Focus: Period-shaming Focus: Guidelines for practice with men and boys	C. 10 (pp. 250-254) <i>Siebert (2018)</i> <i>APA (2018)</i> Review #2 due
10/29	Physical development in early adulthood	C. 11
10/31	Focus: Sexuality	Complete sex survey in Canvas
11/1	Focus: Sexuality, continued	TBA reading in Canvas
11/5	Focus: Abortion	<i>APA (2008), pp. 87-93</i>
11/7	Socioemotional development in early adulthood	C. 12
11/8	Focus: The Gottman Relationship Institute	<i>The science of marriage</i>
11/12	Review for Exam 3	
11/14	Exam 3	Chapters 9-12
11/15	Reflect on Exam 3 Review #3 introduced	Bring Pyrczak

UNIT 4: Middle & Late adulthood		
11/19	Physical and cognitive development in middle adulthood	C. 13
11/21	Socioemotional development in middle adulthood	C. 14 Review #3 due
11/22	Physical and cognitive development in late adulthood	C. 15

UNIT 4: Middle & Late adulthood		
11/26	Focus: The Nun Study & preparing to get Alzheimer's Review #4 introduced	<i>Time article on the Nun Study</i> Complete the Age IAT

No class on November 28-29

UNIT 4: Death & Dying: The last developmental hurdle		
12/3	Focus: Working with older adults	<i>APA (2014)</i>
12/5	Grief, Death, & Dying	C. 17
12/6	Video: Facing Death	No reading
12/10	Focus: Preparing for our own death	Review #4 due
12/12	Focus: Preparing for our own death	
12/13	Exam 4 Review	

Finals Week/Exam 4

TThF 10am section: Wednesday, December 18, 12:30-2:30pm	Exam 4 on Chapters 13-17
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