

Developmental Psychology (Fall 2016)
PSCH 320

Instructor:

Christopher Baker, Ph.D.

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Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, T 3:30-4:30 pm, or by appointment

Teaching Assistant:

Erika Marshall, MPH(c)

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Office/Hours: BSB B143 (in basement) / TH 1-2 pm, or by appointment

Text: Kail, R. & Cavanaugh, J. (2015). *Human Development: A Life-Span View* (7th ed.). Boston, MA: Wadsworth/Cengage Learning. ISBN:978-1305116641

NOTE: Loose Leaf, eBook, or 6th Edition are OK for this course

Meeting Time/Location: TTH 11:00 – 12:15 / Lecture Center Building D2

Credit Hours (3), Prerequisites: C or better in PSCH 242 Intro to Research in Psychology

Course Description: Analysis of research and theory concerning biological, psychological, sociocultural and life-cycle influences on human development across the lifespan.

Blackboard:

- Course syllabus posted under **Syllabus**
- Project consent form posted under **Materials**

- Shell* PowerPoint slides posted under **Lectures**

*Slides DO NOT contain key points, only figures/graphs and contextual details -
You must come to lecture to fill in missing information on slides.

Attendance: This course relies on information presented during class that is not available in-text or in readings. It will be especially important to attend classes to perform well. If you are unable to attend a class, it is your responsibility to obtain the materials covered. Please inform me of any circumstance that would cause you to miss multiple classes.

Disability Services: If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: <http://drc.uic.edu>

(312) 413-2183 Voice

(312) 413-7781 FAX

DRC Staff Members contact information is available on the Meet the DRC Staff Page

(<http://drc.uic.edu/meet-the-drc-staff>)

Please let me know if there is anything I can do to be helpful!

Academic Dishonesty: Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

EVALUATION: Overview

Type	Points	Course Grade
Section 1 exam:	50 pts	20%
Section 2 exam:	50 pts	20%
Section 3 exam:	50 pts	20%
Quizzes + Discussions	50 pts (30 + 20 pts)	20%
Cross-Sectional Experiment:	50 pts	20%
	250 pts	100%

Extra Credit: (1) Creative Project. (2) Extra credit opportunities will be available in-class. The more you attend class, the more likely you will be there for an extra credit opportunity.

Makeup Policy: Makeup exams and quizzes are all-essay format and are substantially more difficult than scheduled exams. It is to your benefit to attend all scheduled quizzes and exams.

Religious/Cultural Holidays: I respect and accommodate all religious/cultural holidays. If a test or quiz conflicts with a holiday, you will not be asked to take the makeup version. However, you must give advanced notice so that accommodations can be made.

Curve: Grades will be scaled when appropriate. Otherwise, grades will be based on the standard 90/80/70/60 scale.

Course Outline: 8/23/2016-12/01/2016

*** Outline subject to change with advanced notice**

-- week 1--

August 23: Course Overview

August 25: Foundational Concepts and Theories

Reading: *Chapter 1 (sections 1.1, 1.2)*

--week 2--

August 30: Developmental Research

Reading: *Chapter 1 (section 1.3)*

September 1: Heredity and Environment - Film

Reading: *Chapter 2 (section 2.1)*

*** September 2, Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via Student Self-Service without receiving W (Withdrawn) grade on academic record. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.**

--week 3--

September 6: Prenatal Development, Infant Mortality

Reading: *Chapter 2 (sections 2.3, 2.4)*

September 8: Quiz 1, Discussion 1

--week 4--

September 13: The Newborn and Physical Development

Reading: *Chapter 3 (sections 3.1, 3.2)*

September 15: Sensation, Perception, Becoming Self-Aware

Reading: *Chapter 3 (sections 3.4, 3.5)*

--week 5--

September 20: Early Cognitive Development, Information Processing

Reading: *Chapter 4 (sections 4.1, 4.2)*

September 22: Culture and Language

Reading: *Chapter 4 (sections 4.3, 4.4)*

--week 6--

September 27: EXAM 1

September 29: Attachment and Emotions

Reading: *Chapter 5 (sections 5.1, 5.2)*

--week 7--

October 4: Gender Roles and Identity - Presentation

Reading: *Chapter 5 (sections 5.4)*

October 6: Cognitive Development, Intelligence Testing

Reading: *Chapter 6 (sections 6.1, 6.2)*

--week 8--

October 11: Special Children, Needs, Skills

Reading: *Chapter 6 (sections 6.3, 6.4)*

October 13: Quiz 2, Discussion 2

--week 9--

October 18: Peers and Media, Understanding Others

Reading: *Chapter 7 (sections 7.2, 7.3, 7.4)*

October 20: Health and Morality

Reading: *Chapter 8 (sections 8.2, 8.3, 8.4)*

--week 10--

October 25: Identity, Struggles of Adolescence

Reading: *Chapter 9 (sections 9.1, 9.2, 9.4)*

October 27: EXAM 2

* October 28, Last day for undergraduate to use late drop and receive grade of W on academic record.

--week 11--

November 1: Emerging Adulthood, Health, Cognitive Development

Reading: *Chapter 10 (sections 10.1, 10.2, 10.3)*

November 3: Changing Higher Education - Film

Reading: *Chapter 11 (section 11.2, 11.4)*

Cross-Sectional Quasi-Experiments Due

--week 12--

November 8: Election Day: GO VOTE

November 10: Cognitive and Personality Changes

Reading: *Chapter 13 (section 13.2, 13.3)*

--week 13--

November 15: Quiz 3, Discussion 3

November 17: Physical Aging, Mental Health

Reading: *Chapter 14 (section 14.2, 14.3, 14.4)*

--week 14--

November 22: Food, Aging and Disease

Reading: *Chapter 15 (section 15.1, 15.2, 15.4, 15.5)*

November 24: Thanksgiving

--week 15--

November 29: Creative Projects Due

December 1: EXAM 3

EXTRA CREDIT: Creative Project

The purpose of this project is to give students an opportunity to demonstrate substantial knowledge of a course topic through creative means. Students may be awarded up to 10 points extra credit. Students will be judged on the degree to which they demonstrate knowledge of a topic (up to 5 points) and their creativity in demonstrating this knowledge (up to 5 points). Group projects (up to 5 students) are allowed only for those doing performance-based activities; these should not exceed 5 minutes. Individual projects can be submitted in-class and do not have to be performed.

NOTE: All creative projects are due by class time. No exceptions.

Cross-Sectional Quasi-Experiment: Due November 3

Step 1: Locate 5 individuals ~18-20 years old and 5 individuals ~28-30 years old. Match the groups across demographics as best you can (e.g., similar ratio of women/men in both groups).

(NOTE: These cannot be students in this class, close friends, or family members.)

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Step 2: Add 5 questions about memories to the questionnaire that you think will highlight different stages of development between your two groups. Questions have to be about memories and the goal is to identify memories that are likely to differentiate these two groups.

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Step 3: Obtain consent from each participant. Participants will be asked to respond to a short questionnaire about their memories for a course assignment. They should review the questions before they consent to participate. Make sure they understand that recalling these memories may be extremely emotional and potentially distressing and that they should participate only if they feel they will not be affected in any negative way.

(NOTE: consent form provided on blackboard.)

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Step 4: Administer the questionnaire to your 10 participants.

(NOTE: You choose how to administer the questionnaires - individually, as a group, face-to-face, or over email. However, this is not an interview. Make sure participants record their own responses and then hand or send them back to you.)

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QUESTIONNAIRE:

1. Briefly describe the memory that provides you with the most amount of happiness at this point in your life.
2. Briefly describe a memory that reflects a major turning point in your life.
3. Briefly describe a memory that reflects a major obstacle you overcame.
- 4-8. Five questions about memories of your choosing.....

Write-up: Instructions

FORMAT:

Write-up: 4 Pages, Double Spaced, 12 pt font, 1 inch margins.

Questions + Answers: No Length Requirement, Double Spaced, 12 pt font, 1 inch margins.

SUBMISSION:

(1). A printed hardcopy of your project should be submitted in-class. This includes: (a) the 4-page paper, (b) the interview questions + answers and (c) the signed consent forms.

(2). A copy of the paper only should also be submitted through Safe Assign on Blackboard.

TOPIC:

Include a brief description of your two groups. (*1/4 page*)

Identify and discuss 3 concepts from the course (readings or lectures) that emerged in the responses of the 18-20 year olds. (*1.5 pages – half page per concept*)

Identify and discuss 3 **different** concepts that emerged in the responses of the 28-30 year olds. (*1.5 pages – half page per concept*)

Compare and contrast the overall findings of your two groups. Discuss how a cohort effect may have contributed to these findings. (*3/4 page*)

GRADING:

This paper is 20% of your final grade, thus it should be of professional college-level quality.

10 points: Overall quality of writing.

10 points: Quality of questionnaire.

10 points: Analysis of 3 concepts about adolescence and/or young adulthood.

10 points: Analysis of 3 concepts about emerging adulthood or adulthood.

10 points: Comparison of two groups and discussion of potential cohort effect.

-1 pt: Hardcopy not stapled.

-3 pts: Each significant spelling/grammatical error.

-5 pts: Failing to submit both hardcopy and copy through Safe Assign.

-5 pts: Submitting paper over 4 pages or more than a line fewer than 4 pages.

-5 pts: Each instance of failing to follow other format requirements or assignment instructions.