

**Developmental Psychology (Spring 2016)**  
**PSCH 320-12226**

**Instructor:**

Christopher Baker, Ph.D.

Email: bakerc@uic.edu

Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, W 10-11 am, or by appointment

**Teaching Assistant:**

Brittany Myers

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Office/Hours: BSB 1080 / Tuesday 10 - 11 am, 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 3:30 – 4:45 / Lecture Center Building D4

**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 forms 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

<u>Type</u>	<u>Points</u>	<u>Course Grade</u>
<b>Section 1 exam:</b>	<b>50 pts</b>	<b>1/6</b>
<b>Section 2 exam:</b>	<b>50 pts</b>	<b>1/6</b>
<b>Section 3 exam:</b>	<b>50 pts</b>	<b>1/6</b>
<b>Quizzes + Discussions</b>	<b>50 pts (30 + 20 pts)</b>	<b>1/6</b>
<b>Naturalistic Observation:</b>	<b>50 pts</b>	<b>1/6</b>
<b>Cross-Sectional Experiment:</b>	<b>50 pts</b>	<b>1/6</b>
	<b>300 pts</b>	<b>100%</b>

**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 around when an extra credit opportunity is administered.

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

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

**Course Outline: 1/12/2016-5/28/2016**

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

*-- week 1--*

**January 12:** Course Overview

**January 14:** Foundational Concepts and Theories

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

*--week 2--*

**January 19:** Developmental Research

Reading: *Chapter 1 (section 1.3)*

**January 21:** Heredity and Environment - Film

Reading: *Chapter 2 (section 2.1)*

**\* January 22, 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--*

**January 26:** Prenatal Development, Infant Mortality

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

**January 28: Quiz 1, Discussion 1**

*--week 4--*

**February 2:** The Newborn and Physical Development

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

**February 4:** Sensation, Perception, and Becoming Self-Aware

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

*--week 5--*

**February 9:** Early Cognitive Development, Information Processing

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

**February 11:** Culture and Language

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

--week 6--

**February 16: EXAM 1**

**February 18: Attachment and Emotions**

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

--week 7--

**February 23: Gender Roles and Identity - Presentation**

Reading: *Chapter 5 (sections 5.4)*

**February 25: Cognitive Development, Intelligence Testing**

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

--week 8--

**March 1: Special Children, Needs, Skills**

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

**March 3: Quiz 2, Discussion 2**

--week 9--

**March 8: Peers and Media, Understanding Others**

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

**Naturalistic Observation Due**

**March 10: Health and Morality**

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

--week 10--

**March 15: Identity, Struggles of Adolescence**

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

**March 17: EXAM 2**

**\* March 18, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.**

**March 21-25 SPRING BREAK**

--week 11--

**March 29: Emerging Adulthood, Health, Cognitive Development**

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

**March 31: Speaker**

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

--week 12--

**April 5:** Occupational Issues

Reading: *Chapter 12 (section 12.1, 12.2)*

**April 7:** Cognitive and Personality Changes

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

--week 13--

**April 12:** Physical Aging, Mental Health

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

**April 14: Quiz 3, Discussion 3**

--week 14--

**April 19:** Psychosocial Aging, Support, Social Issues

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

**Cross-Sectional Quasi-Experiments Due**

**April 21:** End of Life, Bereavement

Reading: *Chapter 16 (section 16.1, 16.3, 16.5)*

--week 15--

**April 26: Creative Projects**

**April 28: 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 using creative means. Students will be judged on the degree to which they demonstrate knowledge of a topic and their creativity in demonstrating this knowledge. Groups projects (up to 5 students) are allowed for those doing music or other performance-based activities; these should not exceed 5 mins. Students may be awarded up to 10 points extra credit.

## Naturalistic Observation of a Child: Due March 8

Step 1: Locate a child between 1-3 or 3-6 years of age. This cannot be your child. The less related you are to this child the better, but it can be a family member.

Step 2: Obtain consent (**NOTE: consent form provided**) from the child's parents or guardians for the observation. Be sure to reiterate that the purpose of your observation is for a course assignment, that you will not be testing the child in any way, that you will not be sharing your observation with any students, and that you only want to observe a child in a normal situation.

Step 3: Arrange a time to observe the child in a "natural habitat" for 1 hour. The observation should be conducted in-home or a setting familiar to the child. You must be free to observe and cannot be responsible for the child during the observation period (e.g., no babysitting).

Step 4: Place yourself in as unobtrusive a place as possible. You should practice observing from different locations before you begin the formal observation period. The child may ask what you are doing - say that you are doing something for school and will be writing things down for a while. Do not invite any kind of contact with the child; don't talk except when the child talks directly to you, in which case you should say that you are busy and will play a little later.

Step 5: For 1 hour, write down everything the child does. Try not to summarize. Write down the child's speech word-for-word. If the child is talking to someone else, write down the other person's replies too, if you can. Describe the child's movements. Describe only what you see and hear. Do not make assumptions or evaluations about what is happening in the child's mind.

### Write-up: Instructions

FORMAT:

**Write-up:** 3 Pages, Double Spaced, 11 pt font, 1 inch margins.

**Observation notes:** Handwritten or typed. Should reflect 1 hour of observation.

SUBMISSION:

A printed hard-copy of your project should be submitted in class. This includes: (1) the 3-page paper, (2) the observation notes, and (3) the signed consent form.

TOPIC:

Include a brief description of who you observed and the setting of your observation.

Analyze your observation based on Erik Erikson's Theory of Psychosocial Development.

Analyze your observation based on two other main concepts from the course.

GRADING:

**This paper is 1/6 of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill to master and it applies to almost every professional context.**

**10 points:** Detailed raw notes showing diligent attempt to observe all behavior for 1 hour.

**10 points:** Analysis of findings based on Erik Erikson's theory.

**10 points:** Analysis of findings based on first additional course concept.

**10 points:** Analysis of findings based on second additional course concept.

**10 points:** Overall quality of writing.

Deductions:

**-1 pt:** Not stapled

**-5 pts:** Each significant spelling error

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

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## **Cross-Sectional Quasi-Experiment: Due April 19**

Step 1: Locate 5 individuals 18-19 years old and 5 individuals 28-29 years old. These cannot be students in this class, close friends, or family members. Match the groups across demographics (e.g., similar gender, ethnicity, SES, etc.). It will take time to find these individuals, plan ahead.

Step 2: Add 5 questions about memories to the questionnaire that you think will highlight different stages of development between your two groups.

Step 3: Obtain consent (**NOTE:** consent form provided) 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 negatively affected.

Step 4: Administer the questionnaire to your 10 participants.

### ***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:** 3 Pages, Double Spaced, 11 pt font, 1 inch margins.

**Questions + Answers:** No Length Requirement, Double Spaced, 11 pt font, 1 inch margins.

### SUBMISSION:

A printed hard-copy of your project should be submitted in class. This includes: (1) the 3-page paper, (2) the interview questions + answers, and (3) the signed consent forms.

### TOPIC:

Include a brief description of the demographics of your two groups.

Identify and discuss 2 concepts about adolescence or young adulthood that emerged in the responses of the 18-19 year olds.

Identify and discuss 2 concepts about emerging adulthood or adulthood that emerged in the responses of the 28-29 year olds.

Compare and contrast the overall findings of your two groups. Discuss how cohort effects may have contributed to these findings.

### GRADING:

**This paper is 1/6 of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill to master and it applies to almost every professional context.**

**10 points:** Overall quality of writing.

**10 points:** Quality of questionnaire.

**10 points:** Analysis of 2 concepts about adolescence and/or young adulthood.

**10 points:** Analysis of 2 concepts about emerging adulthood or adulthood.

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

### Deductions:

**-1 pt:** Not stapled

**-5 pts:** Each significant spelling error

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