

## Developmental Psychology (Fall 2020): PSCH 320 – 12226

**Prerequisites: C or better in PSCH 242, Credit Hours: 3**

### INSTRUCTOR and TAs

**Instructor:**

Christopher Baker, Ph.D.

Email: bakerc@uic.edu

Office/Hours: by appointment

**Teaching Assistants:**

Luz Torres

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Office Hour: TBA, by appt.

Role: Exams 1, Assignment 4-5

Alysa Miller

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Office Hour: TBA, by appt.

Role: Exam 2, Assignment 4-5

Maureen Duffield

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Office/Hours: TBA, by appt.

Role: Assignments 1-3

### BOOK, BLACKBOARD and BASIC RULES

**Text (required):** Kail, R. & Cavanaugh, J. (2015). *Human Development: A Life-Span View* (7<sup>th</sup> ed.). Boston, MA: Wadsworth/Cengage Learning. ISBN:978-1305116641. Loose Leaf, eBook, 8<sup>th</sup> or 6<sup>th</sup> Editions are OK for this course. No other materials are required.

**Blackboard:** Course syllabus posted under **Syllabus**, PowerPoint slides posted under **Slides**, lecture recordings posted under **Recordings**, additional course material posted under **Material**.

- **Do not disrespect or distract me or anyone else.**
- **Please indicate course number (i.e., PSCH 320) in emails.**
- **Emails are permanent professional records – please ensure that when you send a professional email that it is respectful.**

### DRC, CHEATING and BASIC INFO

**Disability Services:** UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the Disability Resource Center (DRC) at drc.uic.edu, or at (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of a LOA will work with the student and the DRC to implement approved accommodations.

**Academic Dishonesty:** Students will be held to the University's standards on academic dishonesty: <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

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

## EVALUATION:

*\*\*All work for this course will be submitted online using blackboard*

### **Exams 1 & 2:**

**160 pts (80 pts each)**

*\*Students have 48 hours to complete each exam*

*\*Exam grades penalized 5 points for every day late*

*\*Exams are essay and short-answer format*

### **Written Assignments 1-5\*:**

**40 pts (10 pts each)**

*\*Lowest assignment automatically dropped*

*\*Students have 48 hours to complete each assignment*

*\*Assignment grades penalized 2 points for every day late.*

*\*Assignments are 2 pages, double-spaced format.*

### **Extra Credit**

*\*Extra credit may occur on assignments and exams. No other extra points are available in this course.*

### **Grade Disputes**

*\*All grade disputes must be resolved within 1 week of receiving the disputed grade.*

### **200 Total Course Points:**

**A = 180 pts = 90%**

**B = 160 pts = 80%**

**C = 140 pts = 70%**

**D = 120 pts = 60%**

**Course Outline: 8/25/2020-12/04/2020 \* Outline subject to change with advanced notice**

-- week 1--

**August 25:** Course Overview

**August 27:** Foundational Concepts and Theories

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

--week 2--

**September 1:** Developmental Research

Reading: *Chapter 1 (section 1.3)*

**September 3: Heredity and Environment - Film**

Reading: *Chapter 2 (section 2.1)*

--week 3--

**September 8:** Prenatal Development

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

**Written Assignment 1 Posted**

**September 10: Written Assignment 1 Due (10 pts)**

--week 4--

**September 15:** Infant Mortality, Temperament

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

**September 17:** Newborn Development, Sensation and Perception

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

--week 5--

**September 22:** Becoming Self-Aware, Early Cognitive Development

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

**Written Assignment 2 Posted**

**September 24: Written Assignment 2 Due (10 pts)**

--week 6--

**September 29:** Culture and Language

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

**October 1:** Attachment and Emotions

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

--week 7--

**October 6: Flex Day (Exam 1 Posted)**

**October 8: Exam 1 Due (80 pts)**

--week 8--

**October 13:** Cognitive Development and Intelligence

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

**October 15: Gender and Identity – Speaker or Film**

Reading: *Chapter 5 (sections 5.4)*

--week 9--

**October 20:** Special Children, Needs, Skills

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

**Written Assignment 3 Posted**

**October 22: Written Assignment 3 Due (10 pts)**

--week 10--

**October 27:** Health and Morality

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

**October 29:** Peers and Media, Understanding Others

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

--week 11--

**November 3: VOTE!!!!!!!**

**November 5:** Identity, Struggles of Adolescence

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

--week 12--

**November 10:** Emerging Adulthood

Reading: *Chapter 10 (sections 10.1, 10.2, 10.3), Chapter 11 (section 11.2, 11.4)*

**Written Assignment 4 Posted**

**November 12: Written Assignment 4 Due (10 pts)**

--week 13--

**November 17:** Cognitive and Personality Changes

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

**Written Assignment 5 Posted\***

**November 19: Written Assignment 5 Due (10 pts)\***

--week 14--

**November 24:** Physical Aging, Health

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

--week 15--

**December 1: Flex Day (Exam 2 Posted)**

**December 3: Exam 2 Due (80 pts)**