PSYC 231-01 Developmental Psychology

Lauren Helton
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PSYC 231-01: Developmental Psychology  
Course Syllabus- Fall 2015  
Xavier University

Day/Time: TR 8:30-9:45  
Location: Elet 217  
Instructor: Lauren Helton, M.S.  
Telephone: (513) 720-0251

Office Location: Elet 106  
Email: heltonl@xavier.edu  
Office Hours: Wednesday 5pm-6 pm or by appointment.

Required Textbook:  

School of Psychology Mission Statement:  
In keeping with the Jesuit, Catholic, liberal arts tradition, the department of psychology educates students in the science of behavior and mental processes with sensitivity toward the diversity of all people so students may use psychological knowledge and insight to address human concerns.

Course Description:  
"Factors influencing a person's life span. Application to stages of physiological maturation, developmental tasks, social learning, personality integration" (Xavier University Catalog).

This course will cover human development from a biopsychosocial perspective from the prenatal period until death. Thus, this is a course on *lifespan development*. This course fulfills a social science elective and a requirement for the psychology major and minor.

Per the department mission, through this course we will strive to examine development in diverse populations by considering the ways in which race, gender, SES, age, ethnicity, and sexual orientation can influence biological, psychological, and social outcomes.

Furthermore, as a course in the social sciences, this course will include readings from the primary research in the field of lifespan development. The Social Sciences are composed of a variety of fields that investigate human behavior in a rigorous, scientific manner utilizing both qualitative and quantitative methods including how individuals act alone, in groups, and in society as a whole.

As a part of the Xavier University core curriculum, this course addresses the following Student Learning Outcomes (SLOs):

**SLO 1a:** Students recognize and cogently discuss significant questions in the humanities, arts, and the natural and social sciences.

**SLO 2a:** Students find, evaluate, and logically convey information in written and oral presentations.

**SLO 4b:** Students discuss and evaluate what constitutes human wellness.

**SLO 5a:** Students examine the diverse, complex, and interdependent nature of people in the world.
Course Objectives:
Upon completion of this course students should be able to:

1. Track the various dimensions of human development (i.e., physiological, cognitive, social, and personality) across the lifespan.
2. Describe the methodologies and empirical findings from influential studies in lifespan development.
3. Gain an understanding of the influence of diversity (e.g. race, gender, SES, sexual orientation, ethnicity) on development.
4. Identify challenges associated with different developmental periods in the lifespan.
5. Apply new knowledge to one’s own development and the development of others.

Grading/Evaluation:

I. Exams
There will be four exams offered over the course of the semester. Exams will consist of multiple choice, short answer, matching, and essay questions. Answers to the short answer and essay portions are expected to be well-written, coherent expressions of your knowledge of the subject material.

One week prior to each exam, a study guide will be made available to you either in class or on Canvas. This study guide will contain several potential essay questions of which I will choose 1-3 at random for inclusion on the exam. I would encourage you to prepare for each essay question on the study guide in addition to reading over your lecture notes before each examination.

The first 3 exams offered will not be cumulative but may contain information covered in the textbook that is not covered in lecture. Be sure to read the assigned chapters in order to fully prepare yourself for any examinations. Make-up exams will not be offered except in extreme circumstances. Contact the instructor as soon as possible if you know you will be unable to make an exam date.

The fourth examination will be a cumulative final and will cover material from throughout the semester.

I will drop the lowest exam grade for each student. If a student is content with their course grade before the final examination, they can opt not to take it or can attempt it to replace a score from a previous examination.

4 Exams offered at 100 points each
Best 3 scores included in final grade for a total of 300 points (62.5%)

II. Literature Review
One of the most important skills required for success in any graduate program is the ability to read and comprehend the primary scientific literature in your discipline. To this end, students will complete a 7-10 page literature review on a topic of their choice relevant to developmental psychology. Students are encouraged to choose a topic of interest to them that pertains to their career goals (for example, a nursing student might choose to write a literature review on appropriate care for individuals with Alzheimer's). ALL TOPICS MUST BE PRE-APPROVED BY THE INSTRUCTOR before the
end of class on 10/13. All literature reviews must include at a minimum 4 peer-reviewed research articles, one of which may itself be a literature review.

More detailed instructions for this assignment will be provided to students as a handout and on Canvas the first week of class.

I am more than happy to provide individualized aid with this project including assistance in selecting a topic, finding primary sources to review, and providing feedback on drafts.

1 Literature Review at 100 pts (20.8%)

III. Discussion Leadership
I have selected 3-4 primary research articles pertaining to each developmental time period that I consider major contributions to the field. A list of these articles is available at the end of this document. Every student is expected to come to class having read the articles and prepared to participate in class discussion of the methods, findings, and broader implications of the work and to ask any questions they may have. Any material covered in these articles could potentially appear on an examination, so please take this requirement seriously. Additionally, each student will be required to lead a part of a class discussion (10-15 minutes) over one of these articles to fulfill the discussion leadership criterion. Articles will be assigned on a first-come, first-served basis.

Discussion leaders are welcome to use Powerpoint slides, YouTube videos (some of the studies can be found online), or any other supplemental material to aid in their presentation. Any electronic media (including Powerpoint slides) you would like to use must be sent to the instructor before class begins on the day of your presentation. All presenters will be required to submit a summary of the article they are presenting (background information, subject pool, methods, analysis, and conclusions) on the day of their presentation. See handout for the specific format of the summary.

1 Presentation at 50 pts (10.5%)

IV. Class Participation
It is difficult to learn anything of substance if you are not present and actively participating in your courses. As such I will award participation points across the course of the semester. Good ways to ensure you receive full credit for the class participation requirement include showing up to class on time and prepared to discuss the readings as well as actively participating in the discussions lead by your fellow classmates. I will also take attendance each day. While attendance will not be directly factored into your grade, you cannot participate if you are not present. Excessive absences are certain to affect your participation grade in a negative way.

Class Participation 20 pts (4.2%)

V. Research Participation
An excellent way to gain an understanding of how the process of psychological research works is to actively participate in research as a subject. You will be awarded 10 points towards your final grade for completing 2 hours of research during the semester. No partial credit will be awarded for participating in less than 2 hours of research. Sign up sheets can be found on the bulletin board outside of Elet Room 213 and are posted on Canvas.
In order to ensure you get full credit for your research participation, follow these steps:
1. Do not sign up for the same research more than once.
2. Do not sign up for research unless you are sure you can attend the appointment.
3. If you sign up and are not able to attend the appointment, contact the researcher(s) to cancel your participation with as much advanced notice as possible. Document this contact (e.g., save the sent email).
4. Keep the participation slips from the researcher verifying your attendance.
5. Turn these participation sheets into me before the end of the final class period on 12/10.

N.B. If you sign up for a study and simply do not show up, you will be penalized for the equivalent amount of credit that you would have received. For example, if you do not show up for a study that was worth one hour of participation, you will be deducted one hour of participation and will have to complete four instead of three hours for the 10 points.

2 Hours of Research Participation at 10 pts (2%)

Final Grades will be assigned based on the following table:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>444-480</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>430-443</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>415-429</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>396-414</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>382-395</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>367-381</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>348-366</td>
</tr>
<tr>
<td>C -</td>
<td>70-73%</td>
<td>334-347</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>319-333</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>285-318</td>
</tr>
<tr>
<td>F</td>
<td>&gt;60%</td>
<td>&gt;285</td>
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</table>

Course Policies:

Late Assignments: All written assignments should be submitted on Canvas before class begins on the day they are due. For each day an assignment is past due, five points will be deducted from
your grade. Any assignment submitted on canvas after class starts on the day it is due will be considered a day late.

**Instructor Assistance:** I am more than happy to offer individualized aid to students on any of the assignments for this course. I will hold office hours as indicated at the top of the syllabus, but am willing to meet with students by appointment as well. If you need any sort of assistance, please send me an email and I will get back to you post haste. Other campus resources that may be beneficial to you include the Learning Assistance Center and the Writing Center.

**Disability Accommodations:** It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

**Classroom Environment:** I am committed to supporting the learning of all students irrespective of gender, race, sexual orientation, age, religion, ethnicity, or handicapping condition. I want our class to be an environment that supports the open exploration of diverse ideas in a manner that is respectful to all. Please participate in discussion in a respectful manner. If you feel that disrespectful behavior has occurred, please speak to me.

Please be sure your cell phone and any other irritating buzzing, ringing, beeping electronic devices that you bring to class are on silent and out of sight. If you need access to your phone on a given class day for an emergency circumstance, please let me know before class begins and sit near the door so we can keep any disruption that may occur at a minimum.

If you choose to use a laptop to take notes, be sure the sound is off so you do not disturb others. If I find that you are using the laptop for any purpose other than note taking, it will negatively impact your participation grade.

**Academic Honesty:** “Violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests. All work submitted for academic evaluation must be the student’s own...the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents.” (Xavier University Catalog)

I take cheating and plagiarism seriously. If I find out that you have cheated or plagiarized, I will notify your Dean and give you a zero for that assignment or test. I reserve the right to assign an F for the course when cheating or plagiarism occurs. It is your responsibility to understand plagiarism; please go to http://www.xavier.edu/library/xututor/plagiarism/index.cfm.

***SYLLABUS AND SCHEDULE SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION***
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Topic:</th>
<th>Assignments Due:</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>8/27</td>
<td>Chapter 1: Theories and Methods</td>
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<tr>
<td>9/1</td>
<td>Chapter 1: Continued</td>
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<tr>
<td>9/3</td>
<td>Chapter 2: Prenatal Development</td>
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<td>9/8</td>
<td>Chapter 3: Birth and the Newborn Infant</td>
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<td>9/10</td>
<td>Chapter 4: Physical Development in Infancy</td>
<td>Articles 1 &amp; 2</td>
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<td>9/15</td>
<td>Chapter 5: Cognitive Development in Infancy</td>
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<td>9/17</td>
<td>Chapter 5: Continued</td>
<td>Article 3</td>
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<td>9/22</td>
<td>Chapter 6: Social and Personality Development in Infancy</td>
<td>Article 4</td>
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<tr>
<td>9/24</td>
<td>EXAM 1 Review</td>
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<td>9/29</td>
<td>EXAM 1</td>
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<td>10/1</td>
<td>Chapter 7: Physical and Cognitive Development in the Preschool Years</td>
<td>Articles 5 &amp; 6</td>
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<td>10/6</td>
<td>Chapter 8: Social and Personality Development in the Preschool Years</td>
<td>Article 7</td>
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<td>NO CLASS – Fall Holiday</td>
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<td>10/13</td>
<td>Chapter 9: Physical and Cognitive Development in Middle Childhood</td>
<td>Topic for Literature Review Due Article 8</td>
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<tr>
<td>10/15</td>
<td>Chapter 10: Social and Personality Development in Middle Childhood</td>
<td>Articles 9 &amp; 10</td>
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<tr>
<td>10/20</td>
<td>EXAM 2 Review</td>
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<td>10/22</td>
<td>EXAM 2</td>
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<tr>
<td>10/27</td>
<td>Chapter 11: Physical and Cognitive Development in Adolescence</td>
<td>Article 11</td>
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<tr>
<td>10/29</td>
<td>Chapter 12: Social and Personality Development in Adolescence</td>
<td>Articles 12 &amp; 13</td>
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<td>11/3</td>
<td>Chapter 13: Physical and Cognitive Development in Early Adulthood</td>
<td>Articles 14 &amp; 15</td>
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<td>11/5</td>
<td>Chapter 14: Social and Personality Development in Early Adulthood</td>
<td>Articles 16 &amp; 17</td>
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<td>11/10</td>
<td>Chapter 15: Physical and Cognitive Development in Middle Adulthood</td>
<td>Articles 18 &amp; 19</td>
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<td>11/12</td>
<td>Chapter 16: Social and Personality Development in Middle Adulthood</td>
<td>Article 20</td>
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<td>11/17</td>
<td>EXAM 3 Review</td>
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<td>11/19</td>
<td>EXAM 3</td>
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<tr>
<td>11/24</td>
<td>Chapter 17: Physical and Cognitive Development in Late Adulthood</td>
<td>Article 21</td>
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<td>11/26</td>
<td>NO CLASS- Thanksgiving Break</td>
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<tr>
<td>12/1</td>
<td>Chapter 18: Social and Personality Development in Late Adulthood</td>
<td>Article 22</td>
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<tr>
<td>12/3</td>
<td>Chapter 19: Death and Dying</td>
<td>Article 23</td>
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<td>12/8</td>
<td>Course Wrap-up and Evaluations</td>
<td>Literature Review Due</td>
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<td>12/10</td>
<td>Final Exam Review-OPTIONAL</td>
<td>Participation Sheets Due</td>
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<td>12/15</td>
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<td>FINAL EXAM: 8:30-10:20</td>
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Articles for Discussion:

Infancy


The Preschool Years


Middle Childhood


Adolescence


**Early Adulthood**


**Middle Adulthood**


**Late Adulthood andDeath and Dying**
