Developmental Psychology PSYC 3684 Spring 2019

TIME:  Section 001 Monday Wednesday Friday
       10:00 a.m. – 10:50 a.m.
       Section 002 Monday Wednesday Friday
       11:00 a.m. – 11:50 a.m.

LOCATION: EDUC 220

INSTRUCTOR: Dr. Chelsea Pierotti
            Office: MUEN D243-A
            Office hours:
            Tuesday 11:00 – 1:00 p.m.
            or before/after class with appointment
            Email: Chelsea.Pierotti@colorado.edu

TEACHING ASSISTANTS:
            Anna Gilmour
            Office: MUEN D213-D (in the Rainy Clinic)
            Office hours: Tuesday 3:00 p.m. – 5:00 pm
            Email: Anna.Gilmour@Colorado.EDU

REQUIRED TEXT:


OPTIONAL TEXT:

* Note: There is a copy of this textbook on reserve at Norlin Library. This textbook is not required but may be helpful if you miss class or need further explanation on a topic.

REQUIRED READINGS: Available on the CANVAS class website.


Developmental Psychology PSYC 3684 Spring 2019

COURSE GOALS:

This course examines developmental psychology throughout the lifespan, from conception through adulthood and death. In this class you will be introduced to several major theories that help summarize and organize the understanding of the course of human development. We also will review empirical studies relevant to these theoretical perspectives. The primary focus of the course is on normal development, although pathological developmental processes will be introduced. The goal of this course is to provide a basic framework that will serve students who wish to further study development and students who will use this knowledge as parents, health care providers, educators and/or public policy makers.

ATTENDANCE:

Attendance in class is not required. It is very likely, however, that your grade will reflect the extent to which you attend class. I highly recommend that you attend all classes because most of the exam material and information you need to know to complete your assignments will be communicated during class. Students are responsible for all announcements made during class and neither I, nor the teaching assistant, are responsible for helping to “catch up” students who have missed classes.

COMMUNICATION:

If you are unable to attend my office hours and would like to make an appointment to meet me in person, please feel free to email me directly. All other inquiries regarding course content, due dates, late or missing assignments, illnesses, or other course-related material should be emailed to the teaching assistants. The teaching assistants will forward necessary emails to me.

GRADING OPPORTUNITIES:

Overview:

Every student is required to take two midterm exams and a final exam. In addition, there are written assignments including six reading responses throughout the semester, and an applied journal to be turned in at the end of the semester. Please see descriptions of each of these grading opportunities below.

Exams:

Each exam will cover material that is presented in the lectures and readings. Each midterm is multiple-choice and will be worth 20% of your grade. The final exam will be cumulative and will be worth 30% of your grade. The final exam will consist of 100 multiple-choice questions. An exam not taken will receive a zero.

If you are ill, have a family emergency, or a university sports conflict on one of the exam days, you have the option of taking an essay exam. Essay exams will be given only in dire circumstances at my discretion and with prior approval. You cannot opt to take an essay exam simply because you have something else to do the day of the scheduled exam, ‘forgot’ to attend that day, or because you would prefer to take the essay exam.

Reading Responses:

In conjunction with the required readings on the website, there will be six reading response assignments. Only five of these assignments will count towards your grade, your lowest score will be dropped. Exact due dates for the assignments will be announced at least a week in advance and if they must change, will be within a few days of when they are listed in the syllabus. The reading responses will contain short answer questions derived from the reading.
Each assignment must be typed and turned in to CANVAS by the start of the class period they are due. **No emailed assignments will be accepted.** Answers to each question must be in full sentences and/or paragraphs. Each assignment will be worth 5% of your grade. **Reading responses will be graded by the teaching assistant.**

**Application Journal:**
There will be approximately nine times throughout the semester where you will be asked to stop and reflect on the material and its application to your development thus far and/or future. Often there will be time during class to work on the reflections, but they may be expanded on after class. The application journal, containing all nine entries, is due the last day of class.

**Late work:** Any reading response or application journals turned in after the start of class the day it is due is late. Late assignments will be accepted, but there will be a 10% grade penalty for every day that the assignment is turned in after the deadline (in other words, an assignment that would have earned a 90% but is turned in 2 days late will instead earn a 70%).

**Extra Credit**
Attending and participating in class will provide an opportunity for you to earn 2% extra credit toward your final grade. Although lecture ‘gapped notes’ will be posted online, they are meant to serve as an outline to the lecture and do not capture everything. Therefore, they will probably not be very useful if you miss class. Participation credit will be measured with periodic clicker questions. Students who participate in 90% or more of the clicker questions during the semester will receive extra credit worth 2% of your final grade. Clickers can be purchased at the CU bookstore.

**UNIVERSITY POLICIES**

**Individualized needs:**
If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disability). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disability) under the Students tab on the Disability Services website.

**Religious Holidays:**
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact Dr. Pierotti with any specific requests and necessary accommodations will be worked out on an individual basis. See the [campus policy regarding religious observances](http://www.colorado.edu/disability) for full details.

**Classroom Behavior:**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please
advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

This classroom will thrive on respect. I promise to respect your time, intelligence, curiosity, and investment in your education by preparing and delivering the best, most thorough, and most interesting course that I can. In turn, please respect your fellow classmates, your TAs, your university, and me. To ensure that our class functions, please participate in class discussions respectfully and calmly and do not disrupt the class (with cell phones, conversations, obvious internet surfing, continuous texting, personal grooming, newspaper or book reading, indiscreet eating, or any other behaviors that will disrupt the class or others' ability to pay attention).

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Honor Code:
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

GRADING:

<table>
<thead>
<tr>
<th>Exams and Assignments</th>
<th>Number</th>
<th>Percent</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading responses</td>
<td>5</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Application Journal</td>
<td>1</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Midterms</td>
<td>2</td>
<td>20%</td>
<td>40%</td>
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<tr>
<td>Final exam</td>
<td>1</td>
<td>30%</td>
<td>30%</td>
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Grades will be assigned on a percentage basis. See grading scale below:

Grades based on 100%

A+ 97 – 100
A 93 – 96
A- 90 – 92
B+ 87 – 89
B 83 – 86
B- 80 – 82
C+ 77 – 79
C 73 – 76
C- 70 – 72
D 60 – 69
F < 60
# PSYC 3684 COURSE CALENDAR

<table>
<thead>
<tr>
<th>Topic: INTRO</th>
<th>Week: January 14</th>
<th>Subtopic: Course Themes</th>
<th>Readings: DG Chapters 8 &amp; 10</th>
<th>Important Dates: AJ #1 Risk vs. Resiliency (no class Monday 1/21)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>February 4</td>
<td>Brain Development</td>
<td>Clark (2012) Steinberg (2009) NS Chapter 7: Science of Teen Rebellion</td>
<td>RR #2 (Clark) due Friday Feb 8th AJ #2: Adolescent maturity</td>
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<tr>
<td>Biological Development</td>
<td>February 11</td>
<td>Review/Exam</td>
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<td>Exam 1: Friday Feb. 15th</td>
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<td>Cognitive Development</td>
<td>February 18</td>
<td>Early Childhood Thought</td>
<td>Girgis (2018)</td>
<td>AJ #3: Intelligence</td>
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<td></td>
<td>February 25</td>
<td>Cognition in Adulthood, Language Development and Intelligence</td>
<td>NS Chapter 10: Why Hannah Talks and Alyssa Doesn’t NS Chapter 5: Search for intelligent life in Kindergarten</td>
<td>RR#3 (Doebel) due Friday March 8th AJ #4: School application</td>
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<tr>
<td></td>
<td>March 18</td>
<td>Review/Exam</td>
<td></td>
<td>Exam 2: Friday March 22nd</td>
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<tr>
<td>Psychosocial &amp; Moral Development</td>
<td>March 25</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td></td>
<td>April 1</td>
<td>Attachment</td>
<td>Ein-Dor (2016) Girme (2017)</td>
<td>RR #4 (Girme) due Friday April 5th AJ #6 Attachment</td>
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<td></td>
<td>April 8</td>
<td>Parenting</td>
<td>Henderlong Corpus (2002) Chua (2011) NS Chapter 1: Inverse Praise NS Chapter 9: Plays well…</td>
<td>RR #5 (Chua) due Wednesday April 10th AJ#7 Growth Mindset</td>
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<td>April 15</td>
<td>Emerging Adulthood</td>
<td>Arnett (2015) Chapters 2, 6, &amp; 7</td>
<td>AJ #8 Emerging Adulthood</td>
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<td>Resilience &amp; Old Age</td>
<td>April 29</td>
<td>Resilience, Wisdom &amp; Old Age &amp; Final Review</td>
<td>Arnett (2015) Chapter 12</td>
<td>AJ #9 Course reflection Application Journal Due Wed May 1st (no class Friday 5/3)</td>
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</tbody>
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**FINAL EXAM**
Section 001 (10 a.m.) Tuesday May 7th 4:30 – 7:00 p.m.
Section 002 (11 a.m.) Sunday May 5th 1:30 p.m. – 4:00 p.m.

* I reserve the right to change the syllabus as needed throughout the semester