SYLLABUS
DEVELOPMENTAL PSYCHOLOGY

PSYC 4684, Section 001
12:30 - 1:45 MWF TR

INSTRUCTOR:
Dr. Shelley B. Calisher
Office: Muenzinger, D-243-D
Phone: 492-5306
Office Hours:
Mondays 10:00 - 11:00 AM
Tuesdays 10:30 AM - Noon
Thursdays 10:30 AM - Noon

TEACHING ASSISTANT:
To be announced
Office:
Phone:
Office Hours:

TEXTS:


A SUMMARY OF IMPORTANT DATES
Thursday, August 26
First Day of Class
Tuesday, September 14
Deadline for requesting early midterm exams
Tuesday, September 28
Exam I: (Ch. 1 - 6)
Friday, October 8
Deadline for arranging an alternate date for the Final Examination (only for students who are eligible for such changes).
Thursday, November 4
Exam II: (Ch. 7 - 11)
Thursday, November 25
Thanksgiving - No Classes
Tuesday, December 7
Last Day of Class for PSYC 4684
Monday, December 13,
11:30 AM - 2:30 PM
Final Exam: (Ch. 12 - 17 and essay question from Garbarino)
ABOUT THIS COURSE AND YOUR INSTRUCTOR:

This course is intended for the serious student of psychology. It is open only to Juniors and Seniors who have taken General Psychology. It is not recommended as a "Pass/Fail" course. Although it is a very different course from Child and Adolescent Psychology (PSYC 2643), I do not encourage students to take both classes.

Developmental Psychology is designed to acquaint students with the major theories and processes of human development. The course assumes a transactional approach to the study of development, one that accepts the proposition that one can neither define the environment in the absence of the organism under investigation nor comprehend the organism in the absence of its context. (This is really just another way of saying that I expect you to master both the biological and social aspects of development!!). Although we will assume a lifespan perspective, the major emphasis will be on child and adolescent development and the ways in which family and community systems affect the development.

This semester, I plan to teach the course in a slightly different format than I have in the past. The new format will include fewer lectures, group discussions and a greater emphasis on student productivity and creativity. To be honest, I'm not exactly sure how I'm going to pull this off in a class this size, but I share your desire for a quality learning experience that allows you to be an active learner, rather than a passive recipient of information. In addition to your regular group reports, I anticipate requesting feedback and information from you from time to time throughout the semester.

As a human being, I tend to view change with some trepidation...it seems to be the nature of the species. However, as a teacher, I want to make changes my courses occasionally in order to avoid boredom; as a scientist, I want to make changes to reflect new information and changes in theory; as an educator, I want to make changes in my courses to reflect what is known about good pedagogy; as a psychologist, I want to make changes in my courses to reflect the comments of those students in past semesters who have done so much to earn my respect and affection. I look forward to an exciting and challenging experience. Take a deep breath and we'll see how it goes.

READING ASSIGNMENTS AND LECTURE TOPICS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26 (R)</td>
<td>Introduction to Developmental Psychology&lt;br&gt;The syllabus and the course</td>
<td>Cole &amp; Cole, Ch. 1</td>
</tr>
<tr>
<td>8/31 (T)</td>
<td>Genetics</td>
<td>Cole &amp; Cole, Ch. 2</td>
</tr>
<tr>
<td>9/2 (R)</td>
<td>Genetics &amp; Prenatal Development</td>
<td>Cole &amp; Cole, Ch. 2 &amp; 3</td>
</tr>
<tr>
<td>9/7 (T)</td>
<td>Prenatal Development</td>
<td>Cole &amp; Cole, Ch. 3</td>
</tr>
<tr>
<td>9/9 (R)</td>
<td>Birth &amp; Early Infancy&lt;br&gt;Discussion Group</td>
<td>Cole &amp; Cole, Ch. 3&lt;br&gt;Garbarino, Ch. 1&lt;br&gt;Garbarino, Afterword</td>
</tr>
<tr>
<td>9/14 (T)</td>
<td>The First Year</td>
<td>Cole &amp; Cole, Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>9/16 (R)</td>
<td>The First Year&lt;br&gt;Discussion Group</td>
<td>Cole &amp; Cole, Ch. 5&lt;br&gt;Garbarino, Ch. 2</td>
</tr>
<tr>
<td>9/21 (T)</td>
<td>The End of Infancy</td>
<td>Cole &amp; Cole, Ch. 6</td>
</tr>
</tbody>
</table>
9/23 (R) The End of Infancy
Discussion Group
Cole & Cole, Ch. 6
Garbarino, Ch. 5

9/28 (T) Exam I (Cole & Cole, Chapters 1 - 6 and related lecture material)
Cole & Cole, Ch. 7
Garbarino, Ch. 6

9/30 (Fri) Early Experience and Later Life: "As the twig is bent. . ." Discussion group.
Cole & Cole, Ch. 7
Garbarino, Ch. 6

10/5 (T) Resiliency & Vulnerability
Cole & Cole, Ch. 7

10/7 (R) Language Development Discussion Group.
Cole & Cole, Ch. 8
Garbarino, Ch. 3

10/12 (T) Language Development & Cognition
Cole & Cole, Ch. 8 & 9

Cole & Cole, Ch. 9
Garbarino, Ch. 4

10/19 (T) Cognitive Development in Early Childhood
Cole & Cole, Ch. 9

10/21 (R) Social Development in Early Childhood Discussion Group.
Cole & Cole, Ch. 10
Garbarino, Ch. 8

10/26 (T) Social Development in Early Childhood
Cole & Cole, Ch. 10

10/28 (R) Contexts of Early Childhood - The Media Discussion Group.
Cole & Cole, Ch. 11
Garbarino, Ch. 7

11/2 (T) Contexts of Early Childhood - The Family
Cole & Cole, Ch. 11

11/4 (R) Exam II. (Cole & Cole, Ch. 7 - 11 and related lecture material) No Discussion Group

11/9 (T) The "Universality" of Middle Childhood
Cole & Cole, Ch. 12

11/11 (R) Physical & Cognitive Development in Middle Childhood Discussion Group.
Cole & Cole, Ch. 12
Garbarino, Ch. 9

11/16 (T) The Effects of Schooling on Development
Cole & Cole, Ch. 13

11/18 (R) Social Relations During the School Years Discussion Group.
Cole & Cole, Ch. 14
Garbarino, Ch. 10

11/23 (T) The Changing Nature of Friendships
Cole & Cole, Ch. 14

11/25 (R) Thanksgiving. No classes.

11/30 (T) The Changes of Puberty
Cole & Cole, Ch. 15

12/2 (R) Psychological Functioning in Adolescence No Discussion Group
Cole & Cole, Ch. 16

12/7 (T) Last day of class. Adult Development
Cole & Cole, Ch. 17

The Final Examination is scheduled for Monday, December 13, 11:30 AM - 2:30 PM.
GROUP DISCUSSIONS:

The class will be divided into 10 groups of 10 students each. Each Thursday, I will lecture for 30 minutes, we will take a 5 minute break and then spend the remaining time in group discussion of specific issues and questions based on the assigned reading for the week from Garbarino.

It is of critical importance for all students to have read the assigned material and give some preliminary thought to the discussion questions prior to the discussion.

The first group meeting will take place on Thursday, September 9. At this time, please elect a Chair and an Alternate Chair for your group. It will be the responsibility of the Chair and the Alternate to lead the discussion each week and to take roll. Students will receive 5 points for each of the ten discussions that they attend, for a total of 50 points. At the end of the semester, each student will grade every student in the group (including themselves) on quality of participation. I will calculate the mean score for each student and add it to the attendance points. Thus, there will be a maximum of 100 points possible for this group activity, making it worth the equivalent of one midterm exam. In addition, your mastery of this information will be tested during the final exam period. See "Exams and Exam Schedule" below.

If you have friends in the class and would like to be in the same discussion group, please get me a list before the end of class on September 7.

For grading purposes:

A : 45 - 50
B : 40 - 44
C : 35 - 39
D : 30 - 34
F : 0 - 29

Discussion Groups: Reading Assignments from Garbarino and Discussion Questions.

September 9: Chapter 1 and Afterword. What does it mean to be human? How do we differ from other animals? What is the significance of these differences?

September 16: Chapter 2. Consider the concept of environmental press as it applies to differences between people and apply the concept to Elder's (1974) study of the Great Depression in the U.S.A. Elder found that girls in the Depression were strengthened by their family's hard times. Do you think that similar patterns would be found in unemployed families today? Why? Why not?

September 23: Chapter 5. Select a single developmental risk, such as fetal alcohol syndrome or lead poisoning and design a program to prevent and/or ameliorate the effects of the problems associated with the risk. What kinds of difficulties might you encounter in trying to implement your programs? What ethical issues are involved?

September 30: Chapter 6. Parenthood is one of the most important roles we can assume during our lifetime. Often, however, individuals enter the role without the preparation necessary to meet its demands and responsibilities. What are the greatest challenges facing American parents? Discuss ways that childrearing practices and school curricula can be modified to help prepare children for later parenting roles.
October 7:  Chapter 3. This chapter discusses several examples of exosystem and macrosystem risk. Think about some of their causes and the reasons they are so hard to overcome. Pick a single example of each type of risk and discuss how such risks might best be addressed.

October 14:  Chapter 4. Considering the evidence of recent demographic trends, would you conclude that the family is in trouble, or merely adapting? Consider some of the family typologies described in Chapter 4 (e.g., Zimmerman, Kantor & Lehr) to defend your point of view. Are new family functions replacing old ones no longer performed by the family unit? What are the implications of the changes you have seen? How do you plan to adapt to the shifting demands of society when (if) you begin a family of your own?

October 21:  Chapter 8. This chapter suggests that social density (the variety and number of roles in a community) affects the development and experiences of children. Are children better off in a large city with people of all ages, professions, and nationalities or in a small town where there are a limited number of roles to be observed? Be sure to take into account other aspects of a community that affect child development (e.g., number of people, amount of social contact, individual differences, ability to exert control over exo- and macrosystem factors).

October 28:  Chapter 7. Some observers argue that the positive side of group identity is outweighed by the negative side (chauvinism, discrimination against "the other", etc.) and cite as example the Serbs vs. Croats in Yugoslavia, Catholics vs. Protestants in Northern Ireland and African-Americans vs. Anglo-Americans in the U.S.A.. What is your response to this?

November 4:  No Discussion Group. Exam II.

November 11:  Chapter 9. (A) Outline an ideal program for one of the following problems: (1) child abuse, (2) juvenile delinquency, (3) teen pregnancy. Include the specific goals of the program. What is the target population? What type of services would be provided? (B) Moroney called the family a "social service". What did he mean by this? Are there services offered by agencies in your proposal (A) that could be assumed by the family? Revise your proposal to include such family interventions.

November 18:  Chapter 10. Although respect for diversity in family forms as an American value (is it?), many policies and practices reflect an assumption that families consist of a husband who is employed, a wife who stays home, children, and no others. What are some of the consequences (positive and/or negative) of these policies and practices for other family forms (e.g., two-earner, single-parent, childless, three generation)? Consider, for instance, tax policies, family health insurance coverage and benefits and social security provisions.

November 25:  No Class. Thanksgiving break.

There will be no formal discussion groups after Thanksgiving break. You may, if you're so inclined, continue to meet outside of class time to study for the final or to discussion topics not covered at all or not covered completely. Remember, one of the questions from Garbarino will be on the final exam.
EXAMS AND EXAM SCHEDULE:

There will be three (3) exams during this semester, two midterms and a final examination. Each midterm exam will consist of 50 multiple-choice questions and be worth 100 points. The final exam will consist of two parts, Part A will be a "third midterm" and consist of 50 multiple-choice questions worth 2 points each. Part B, also worth 100 points, will be a single essay question. The essay question will be one of the questions from the group discussion questions and will be selected randomly by Dr. Calisher just before the final exam period.

Exam I:  Tuesday, September 28. Chapters 1 - 6 in Cole & Cole, plus related lecture material. 100 points.

Exam II: Thursday, November 4. Chapters 7 - 11 in Cole & Cole, plus related lecture material. 100 points.


Please note: Students with 3 or more exams on one day may arrange for the LAST of these exams to be re-scheduled, but such changes must be made before October 8, and requests for changes must be accompanied by proof of final exam schedule.

MAKE-UP EXAMS:

Although I do allow make-up exams for documented illness or personal emergencies, I urge students to take exams with the rest of the class if at all possible. It has been my experience that students who take make-up exams tend to fall behind and do poorly in the class. In the event of a conflict between an exam date and a religious holiday or a scheduled family celebration, students may take an early exam if they notify me of the conflict, in writing, before September 14, 1993. All make-up and early exams will be in an essay format.

GRADING:

Because I recognize that there is no such thing as a perfect lecture, a perfect text, a perfect test, or believe it or not, a perfect student, I have devised a grading system based on a REFERENCE SCORE (RS). The RS is simply the mean (average) of the top 2% of scores (in this case, the top 2 scores) on each exam or for the entire semester. The calculated RS replaces 100% as the "best possible score". This compensates for whatever minor imperfections might be present in the instructor, the students or the communication process.

For example, if the top 2 scores on the first exam were 94 and 98, the RS would be calculated as follows:

The sum of these two scores is 192. The mean of these scores is 96. The RS = 96.

<table>
<thead>
<tr>
<th>Traditional Grading scale</th>
<th>Reference Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 - 100</td>
<td>A = .90 x 96 = 86 -100</td>
</tr>
<tr>
<td>B = 80 - 89</td>
<td>B = .80 x 96 = 77 - 85</td>
</tr>
<tr>
<td>C = 70 - 79</td>
<td>C = .70 x 96 = 67 - 76</td>
</tr>
<tr>
<td>D = 60 - 69</td>
<td>D = .60 x 96 = 58 - 66</td>
</tr>
<tr>
<td>F = less than 60</td>
<td>F = less than 58</td>
</tr>
</tbody>
</table>

ALL GRADES WILL BE BASED ON A COMPUTED REFERENCE SCORE. A REFERENCE SCORE WILL BE COMPUTED FOR EACH EXAM AND FOR THE FINAL COURSE GRADE.