Welcome to Developmental Psychology!

Developmental psychology is the study of the various stages of life and the psychosocial challenges identified with each stage. This course is intended to provide an overview of the basic knowledge, theories, and research methods in human development. You will learn the answers to these and other questions:

- Does daycare in infancy negatively affect a child's attachment to parents?
- Does cognitive and memory ability decrease as we age?
- At what age is our brain our adult size?
- Does second hand smoke affect a developing fetus?
- Is there really a "mid-life" crisis?
- How does logic and thought develop?
- Can someone learn to speak if they are raised without human contact?
- In what ways are infants "prewired" for language?
- Why don't we have memories of our early childhood?
- Can we make our children smarter by reading to them?
- How much influence does society have on our perceptions of ourselves as male or female?
- What influences sexual behavior and sexual orientation?
- Is there a best way to parent a child?
- Can infants be depressed?
- Is ADD/ADHD over-diagnosed in kids?
- What causes dementia? Does everyone go "senile"?
- How do we approach death?
REQUIREMENTS
1. Students are expected to read the assigned chapters.

2. Four exams will be given, each worth 100 points. Exams will have an objective part of matching and/or multiple choice, and an essay section of short and/or long essays. Makeup exams will only be given in extreme cases, and will occur after the final on July 2 (exceptions are students on official university business). The final exam is comprehensive.

3. Written assignments -- Students are required to complete one of the following options for 100 points:

a) a research paper of 4-6 pages. The paper must have three professional research articles as references. The paper should address a topic related to lifespan psychology and should include a brief introduction of the topic, research summaries of the three articles, and an application of the topic. Students will use APA style, and will avoid plagiarizing. Plagiarizing results in a grade of 0 (zero) for the paper. See attached. NO PAPER WILL BE ACCEPTED AFTER 5 PM ON JULY 1.

OR

b) 3 shorter assignments which apply concepts in class to personal experience. Papers are due on dates written on topic outline. Late papers are 10 points off per day late, starting at class time. See attached for assignments.

OTHER INFORMATION

Attendance is not required and will not DIRECTLY affect student grades. However, lecture material will be covered on exams, so students are encouraged to develop regular attendance habits. In addition, there is a positive relationship between attendance and grades, so it is to the student's benefit to attend. Students who wish to read newspapers, sleep, or have private conversations should not come to class.

Although the course format will be mostly lecture-oriented, there will be some class exercises and some discussion when time allows. Students are encouraged to ask questions both during and after class.

In order to assist each individual to perform to his/her potential, it is important for a student to inform the professor of any conditions which may require some modification of seating, testing, or other class requirements/practices.

GRADING
A course grade will be assigned to each student according to the student's percentage (93-90-87-83-80-77-73-70-67-63-60) of the total course points (500).
TOPICS AND SCHEDULE:

DATE:

6/1-2  Chap 1  Understanding LS Human Devt, Research Methods

6/3     Chaps 1, 2  Theories of Human Devt

6/4     Chaps 3-6  Genetics, Environmental Influences, Physical Self, Perception

6/7     **TEST 1: Chaps 1-6, lecture and text**

6/8-10  Chap 7, 8, 9  Cognition and Language, Learning and Info Processing
        Intelligence and Creativity
        Research paper topic due Thurs, 6/10 OR
        Assignment 1 due Wed, 6/9

6/11-6/14  Chap 10  Self-Concept and personality

6/15    **TEST 2: Chaps 7-10, lecture and text**

6/16 - 6/17  Chap 11  Gender Roles and Sexuality
             Research paper tentative bibliography due, Thurs, 6/17 OR
             Assignment 2 due Thurs 6/17

6/22-24  Chaps 13, 14, 15  Attachment, Family, Achievement
         Research paper outline due, Wed, 6/23

6/25     Chap 12  Choices: Devt of Morality and Motivation

6/28    **TEST 3: Chaps 11, 13-15, lecture/text**

6/29-7/01  Chaps 16, 17  Psychological Disorders Throughout the Lifespan; The
            Final Challenge: Death and Dying
            Research paper due, Thurs 7/01 OR
            Assignment 3 due Thurs 7/01

7/02     **FINAL EXAM: Chaps 12, 16-17, epilogue, lecture/text; some comprehensive questions**
ASSIGNMENTS

Assignment 1 (worth 25 points):

a. Discuss how you are similar and different from your siblings (talk about one psychological characteristic and one physical characteristic for each (similarity and difference))*

   Speculate about the source of those similarities and differences in terms of genetic and environmental factors. Include shared and nonshared environments.

b. Give an explanation for the finding that shared family environment actually contributes more to differences than to similarities among siblings.

c. Talk about an event in your family that was interpreted one way by you, and another way by a sibling (or use friends if you have no siblings).

   Speculate how these different interpretations (in d) might lead to different developmental outcomes.

*If you are an only child, compare yourself to one or both of your parents. If you are adopted, do the exercise, but explain your biological relationship to your sibling or parent.

Assignment 2 (worth 25 points):

a. Discuss your earliest childhood memory. Include your age at the time of the occurrence and the content of these memories.

   What do you actually recall (feelings, the actual experience)? Do you think you remember because the events have been retold, captured in pictures or on video, or in some other way have been relayed to you?

b. According to lecture and text, do you think it is possible for you to remember such a young memory? Explain your answer.

c. Look at the website: http://www.exploratorium.edu/memory/earlymemory/index.html for a sampling of early memories of different people. What sorts of events do we seem to remember? Which senses are most prominent? What sorts of emotions are involved?

Assignment 3 (worth 50 points):

1. Imagine that you are writing an autobiography of your life. Write titles and a brief synopsis of three of the chapters so far (make each of the three chapters about a page long). Include your age at the time, what was going on, who was involved, what you were feeling, what the significance of the event or chapter has on your life now, and how it has influenced your development overall.

2. For one of the chapters above, analyze yourself in terms of cognitive, social (family and friends), and personality development. Be thorough here. Include information from the notes and the textbook. This section should take 2-3 pages.

3. What are the titles of three future chapters? Include a 1-2 sentence description of what happens in each of those chapters.
RESEARCH PAPER OPTION:

Your paper should:

-- be 4-6 pages long

-- be in APA format (double-spaced, 1" margins all around, left-justify, 12-point font, APA citations and references (see attached))

-- represent your own work (Avoid plagiarism, see handout)

-- have at least 3 professional psychological research articles as references (NOT magazine articles or information from the internet)

-- address a topic related to lifespan psychology

The content of the paper should include:

INTRO - a brief introduction of the topic (introduce topic, give definitions, examples where appropriate; tell where you are going with the paper), (worth 5 points)

RESEARCH SUMMARIES - research summaries of the three articles (give detailed summaries including major research findings for your topic; also include a summary of one methodology)

A summary should include:

1. why did the author(s) do this study? What are the research finding that lead them to their hypothesis? what is the theory? What is the hypothesis/hypotheses? (some of this you may have addressed earlier)

2. Briefly tell what happened to participants in the study from beginning to end.

3. Was they hypothesis you stated above supported with their research? Explain the findings (briefly).

4. What new information or application do we have now given the results of this study (i.e., how can we use this information in the real world?)

Your summaries do not have to mention every variable studied. If you are only interested in gender differences, for example, you do not also have to talk about other differences discussed in the paper (Summaries are worth 50 points).

CONCLUSION - use information from your three articles, and the textbook to draw a conclusion. (worth 10 points; use of text worth 10 points)

PREDICTION/APPLICATION - an application of the topic to your future job, a prediction if you were going to do research, etc. This section should be at least half a page long. Be specific in your application. (worth 15 points)

OVERALL - including APA style, grammatical errors, readability, organization of paper, margins, font, 3 journal articles, 4-6 pages long) (worth 10 points).
**APA References Guideline (4th ed.)**

**CITATIONS IN TEXT**

**Paraphrase:**
--If using a paraphrase or idea from a source, citation must have last name(s) and year of publication.

  ex) MOST COMMON: Previous research has shown that performance is influenced by the presence of an audience (Smith & Wesson, 1990).

  Smith and Wesson (1990) have shown that performance is influenced by the presence of an audience.

  In 1990, Smith and Wesson showed that performance is influenced by the presence of an audience.

--If there are more than 6 authors, use principle author (first name on paper) followed by "et al."

  ex) ...presence of an audience (Smith, et al., 1990).

--If a source has 3-5 authors, cite all names for the first citation, and use "et al." for subsequent citations.

  ex) ...of an audience (Smith, Jones, Harrison, and Gottlieb, 1987). ... performance is influenced in a positive way for a well-learned task, and in a negative way for a poorly-learned task (Smith, et al., 1987).

-- When citing a source within a source (You are reading Jones, 1992. Jones cites Harris, 1989, and you also want to cite Harris, 1989):

  ... found that hospital patients who could see out a window got better faster and required less pain medication (Harris, 1989; cited in Jones, 1992).

**Quote:**
--When using a direct quote, citation is the same except the page number(s) is/are added after the year.

  ex) SENTENCE: "...morally, ethically, spiritually, physically, positively, absolutely, unarguably, unreliably dead" (Coroner of Munchkinland, 1947, p. 16).

**REFERENCES**

**Periodical:**
Authors' names (last name, initial, initial). (year of pub). Title with only first word capitalized. Name of Journal, vol. number (number only; add issue if page numbers start over with 1 for each issue, not underlined, in parentheses), inclusive pages.


**Book:**
Plagiarism and How to Avoid It

Plagiarism is representing someone else’s work as your own. It includes ideas as well as written words.

If you quote:
- quote EXACTLY word for word, and use quotation marks
- if the quote is longer than 3 lines, single space the quote and indent it on both sides
- cite author, year, AND page number where you found the quotation

If you paraphrase:
- read entire section or article first, and then restate in your own words. There is a great temptation to lift whole phrases or catchy words from another source. Use your own words instead, or use quotes (even for small phrases). Be sure to cite reference even if you paraphrase.
- DON’T FALL IN THE PLAGIARISM TRAP - Do NOT try to rephrase a specific sentence. Changing a few words in one sentence is still plagiarism (see example below).

Example:

We began by having the experimental subjects engage in 2 min of vigorous exercise. The purpose was to increase their levels of arousal (e.g., Zillmann, Johnson, & Day, 1972). Then, either immediately following this exercise or 90 s later, subjects performed a number of pencil-and-paper tasks and reported their reactions to a story in which more than one emotional reaction (understanding or anger) was possible....When subjects indicate their reactions to the story immediately after the exercise (exercise -- no delay condition), they should be highly aroused but may attribute this arousal to the exercise (e.g., Zillmann, et al., 1972). If so, then they should not consider their arousal a valid source of information about their reactions to the story....When subjects indicate their reactions to the story after the 90-s delay (exercise -- delay condition), however, they should still be more aroused than their baseline level, but they may not consider this arousal a direct result of their earlier exercise (e.g., Zillmann, et al., 1972). Consequently, they should have no reason to believe that their above-average arousal is anything other than their reaction to the story. (pp. 413-414).

LEGAL PARAPHRASE: All participants exercised briskly for two minutes. After they exercised, some were asked to immediately read a story and report any feelings they had about the story, and others had to wait 90 seconds before reading the story and reporting their feelings. The researchers hypothesized that participants who had just finished exercising would attribute any arousal that they felt to their recent exercise, but participants who had to wait 90 seconds after their exercise would be more likely to attribute their arousal to their reactions to the story and NOT to their recent exercise (Martin, Harlow, & Strack, 1992).

ILLEGAL PARAPHRASE: The experiment started with participants exercising briskly for 2 minutes. Then, either right after or 1.5 minutes later, participants were asked to fill out several paper-and-pencil tasks and were asked to give their emotional responses to a story. When subjects gave their responses immediately (no delay condition), they would be very aroused but would think that their arousal was caused by the exercise. When subjects had to wait 90 seconds, they would still be pretty aroused, but they might not think that their arousal was caused by the exercise (Martin, Harlow, & Strack, 1972).