Developmental Psychology
Psychology 4684
Autumn Semester 2000

TIME: Monday/Wednesday/Friday 3-3:50pm  LOCATION: Helms 201

INSTRUCTOR:  Dr. Eileen G. Wade
Office: Muen E229
Office Hours: Monday 4-5pm, Wednesday 4-5pm
Phone: (303) 546-6867
email: ewade@psych.colorado.edu
(It is always quickest to get ahold of me by email. I will be checking email 2x
a day, in the morning and evening).

TEACHING ASSISTANTS:

Mark Ilgen, M.A.
Office location: Muen D314C
Office hours: TBA
phone: 492-1516
email: milgen@psych.colorado.edu

COURSE WEBSITE: Can be accessed through CU Psychology Homepage
(psych-www.colorado.edu) under “course syllabi and other information”.
(In addition to class notes, important class information will be posted on the
website. I recommend that you check it weekly.)

REQUIRED TEXTS:


REQUIRED READINGS:
Required readings on adulthood, mid-life and aging will be on reserve in Norlin Library in November.
Announcements about these readings will be made in class and posted on the Web. It will be your
responsibility to look for them in the library in November, read them, and prepare to be tested on them for
your final exam.

COURSE GOALS:

In this course, students will be provided an introduction and survey of basic principles and
theories of human development. We will examine development from conception through
adulthood to death. Our primary focus will be on normative 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.
EXAMS:

Each exam will cover material that is presented in the book, lectures, readings, and films. There will be three exams in all; each exam will be cumulative. Exams 1 and 2 will each consist of 50 multiple-choice questions. Each multiple-choice question will be worth 2 points each. A grade of zero will be given for any exam not taken.

YOU DO NOT HAVE THE OPTION OF A MAKE-UP MULTIPLE CHOICE EXAM IN THIS COURSE. If you are ill, have a family emergency or a sports-conflict on one of these exam days, you have the option of taking an essay exam. Essays exams will cover the same material as outlined for the standard exam. However, historically, students have had a more difficult time with essay exams. On my essay exams, you are required to present your knowledge of the material, from memory, in complete, coherent sentences in paragraph form. Essay exams will only be given in dire circumstances. You can not opt to take an essay exam simply because you have something else to do the day of the scheduled exam.

The Final Exam will be cumulative, and will consist of 100 multiple-choice questions worth 1 point each. The final exam is scheduled for Saturday, December 16th, from 7:30 am to 10:00 am, in Helms 201. If you have several exams scheduled for the same day, I will not be able to give you the exam at an alternative time. The one exception is that if you have a University sponsored conflict on the day of the exam (for example, an out-of-town sports event sponsored by the University), you may take this final exam before the listed date. To take this option, you must give me a letter of verification from your coach by September 18, 2000.

If there is a school closing on the day of an exam, the exam will be given the next time the class convenes. The final exam will be given as scheduled come hell or high water...

INDIVIDUALIZED NEEDS:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know by September 18, 2000, so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services Office in Willard 322 (phone 303-492-8671).

Any other requests for special accommodations for exams must be presented to me no later than one week before an exam. It will be subject to my discretion whether or not these requests can be accommodated. Requests for unique test-taking circumstances should NOT be presented the day of an exam as they will not be honored on short notice.

REVIEW SESSIONS:

Review sheets will be provided prior to each exam. Teaching assistant(s) will give a one hour review session prior to each exam. Times and dates of these reviews will be announced to you in class the week prior to an exam. During each review, they will quiz you from my lecture notes and you will have the opportunity to ask any questions you might have about the material.

Under no circumstances will the teaching assistants be able to provide you with notes. The website will also provide class notes, but may not include specific examples given in class. Therefore, it is imperative that you take good notes yourself or find a friend whose notes you trust.

Unfortunately, if there is a school closing on the day of any review session, the review session will not be rescheduled.
TERM PAPERS:

Your termpapers are due November 13th.

You are expected to write one term paper, worth 100 points for this course. Guidelines for this paper will be located on the website after Labor Day. If you would like to get started in the meantime, please read The Rise and Fall of the American Teenager on order in the bookstore. I recommend you take notes on the author's major points as you read each chapter.

Papers will be graded for content, syntax, grammar, spelling, following instructions, and apparent effort. Papers that evidence strong levels of insight, minimal proofreading errors, and a good understanding of the material will receive higher points. Please spend some time thinking about your paper before you write it and turn it in for a grade. It is very obvious when papers have been hurriedly written with minimal thought or effort given to the assignment.

Papers with excessive proofreading, spelling errors, improper grammar, etc. will receive lower grades. Be sure to give yourself plenty of time so that you can address any problems that may unexpectedly occur--such as printer problems, computer problems, etc.

Late papers will be graded down 5 points for each day late and will not accepted after November 17th. It is in your best interest to get started reading the book now, and writing your paper in September and October. That way if you are swamped with other courses and/or are sick in late October, you will not miss your deadline.

I am willing to read and critique first drafts if you bring them to me in September and early October. I will not be able to give sufficient attention to drafts turned in after late October.

EXTRA CREDIT:

You will have the opportunity to earn up to 20 extra credit points this semester. This assignment is purely optional. One evening this semester, I will be showing a movie relevant to the topics we are discussing in class. After the movie, I will lead a discussion about it. You will then be asked to answer five questions in a 3-5 page, extra credit paper due two weeks after the viewing. Requirements for the extra credit paper will be posted on the website. This is the only extra credit opportunity you will be given.

The movie is currently scheduled for Wednesday, November 15th, from 5-7:30pm. Location to be announced.

In the past, extra credit points have enabled students to improve their grade by a whole letter point. See grading below.
GRADING:

Your final grade will be determined based on your two exams (each worth 100 points), your final exam (worth 100 points), and your term paper (worth 100 points). That is a total of 400 points that your final grade will be based on. Participation in the extra credit paper (worth up to 20 points) will be added to your final cumulative score of exams.

Grades will be assigned on a percentage basis. Because this is an upper-division course, there will be no reference scoring of grades. See grading scale below:

Grades based on 100%

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 84-86
- B-: 81-83
- C+: 78-80
- C: 75-77
- C-: 72-74
- D+: 69-71
- D: 66-68
- D-: 63-65
- F: <63

POLICY FOR ASSIGNING 'INCOMPLETES':

My policy for giving an 'incomplete' is consistent with the University policy. In order to qualify for an incomplete, you need to meet the following criteria:

1) You must have successfully completed 2/3rds of the course. That means if you do poorly on the first two exams, I can not give you an incomplete, even if you have adequate documentation of an illness/emergency/crisis.

2) You must make your request for an incomplete in a timely manner. If you are ill, hospitalized, injured, or called home during the semester, it is your responsibility to tell me within two weeks of that event. You must notify me about your crisis in that time frame, even if you do not initially think your attendance or grades will be impacted.

3) You must submit documentation of illness/emergency/crisis dated within two weeks of the event.

4) Under no circumstances will an 'incomplete' be given to a student who is passing the course, but would like extra time in order to improve a grade.

5) Under no circumstances will an 'incomplete' be given to a student after the final exam has been administered.

6) My decision to give an 'incomplete' will be made in consultation with Student Advising. It is in your best interest to keep in close contact with both your student advisor and myself throughout the semester if you are encountering problems completing the course.

7) You will be required to sign a contract regarding the steps you will take to complete the course.
STUDY RECOMMENDATIONS:

To get the most out of this course and to improve your preparation for each exam, class attendance is strongly recommended. I will be writing exam questions after each lecture that I give (approximately 4 questions per lecture). Web notes will improve your exam scores, but will not include everything I present and discuss in class. I recommend that you take good notes and spend time copying over notes prior to exams in order to increase your familiarity with the material. Exam questions will be primarily from lectures (approximately 85% or roughly 43 questions on each of the first two exams; 85 questions on the final).

Reading and outlining each assigned Chapter is also recommended. Exams will include information from the text that is not presented in lecture (approximately 15% or roughly 7 questions on each of the first two exams; 15 questions on the final).

Your TA and I will all be available throughout the semester to discuss your questions, and ideas about the material. Taking us up on this option should improve your hands-on command of the material.

AGREEMENTS:

If you decide to take this class, you will be expected to keep the following agreements. The purpose of these agreements is to create an atmosphere for learning that all individuals in the class can enjoy. In the past, my students have commented that class discussion is one of the most compelling elements of this course. To make discussion possible in a class this large, these agreements are necessary.

1. You will accept responsibility for keeping each of these agreements.
2. You agree to complete the assigned readings on time.
3. You agree to be on time for class meetings.
4. You agree to interact with fellow students in a respectful manner during any and all class discussions.
5. You agree to ask questions when you don't understand the material.
6. You agree not to read newspapers or magazines in the classroom.
7. You agree not to disrupt class with side conversations, walkman, etc.
8. You agree to communicate complaints, criticisms and suggestions either personally or anonymously to the instructor and/or teaching assistant.

If you cannot make these agreements, please drop the class. If you attend the next class meetings, you are accepting responsibility to keep the above agreements.

I reserve the right to ask any student to leave class on any day that he or she is not adhering to these agreements.
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<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>TEXT</th>
<th>DEADLINES</th>
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<tbody>
<tr>
<td>August 28th, 30th, September 1st</td>
<td>Syllabus/Introduction to Life-Span Development</td>
<td>Chapter 1</td>
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<tr>
<td>September 4th, 5th, 8th</td>
<td>Theories of Development</td>
<td>Chapter 1</td>
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<td>September 11th, 13th, 15th</td>
<td>Genetics, Prenatal Development</td>
<td>Chapter 2, 3</td>
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<td>September 18th, 20th, 22nd</td>
<td>Early Infancy, Piaget’s Sensorimotor Stage</td>
<td>Ch 4, 5</td>
<td>18th = Disability Documentation; Athletic Documentation</td>
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<tr>
<td>September 25th, 27th, 29th</td>
<td>Attachment Theory</td>
<td>Ch 6</td>
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<tr>
<td>October 2nd</td>
<td>Attachment, cont’d</td>
<td>Ch 6</td>
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<tr>
<td>October 4th</td>
<td>EXAM 1 = Chapters 1 - 6</td>
<td>CUMULATIVE 50 questions Each worth 2 pts</td>
<td>Bring #2 pencil</td>
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<td>October 6th</td>
<td>FALL BREAK</td>
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<td>October 9th, 11th, 13th</td>
<td>Primacy vs. Resilience</td>
<td>Ch 7</td>
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<td>October 16th, 18th, 20th</td>
<td>Cognitive Development: Piaget Pre-operational vs Operational Thought</td>
<td>Ch 9</td>
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<td>October 23rd, 25th, 27th</td>
<td>Social Development: Aggression vs ProSocial Behavior</td>
<td>Ch 10</td>
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<td>October 30th, November 1st, 3rd</td>
<td>Adolescence – Biological and Social Development</td>
<td>Ch 15</td>
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<td>November 6th, 8th</td>
<td>Adolescence – Cognitive Development, Sense of Self</td>
<td>Ch 16</td>
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<td>November 10th</td>
<td>CLASS CANCELLED</td>
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<td>November 13th, 15th, 17th</td>
<td>Cultural Influences on Development: media, day care</td>
<td>Ch 11</td>
<td>13th = Term Papers Due 15th = Extra Credit Night</td>
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<td>November 20th</td>
<td>EXAM 2 = Review of 1 – 6; Chapters 7, 9, 10, 11, 15 and 16; Hines Text</td>
<td>CUMULATIVE 50 Questions Each worth 2 pts</td>
<td>Bring #2 pencil</td>
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<td>November 22nd</td>
<td>Adulthood: Social and Cognitive tasks</td>
<td>Readings</td>
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<td>November 24th</td>
<td>THANKSGIVING HOLIDAY</td>
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<td>November 27th, 29th, December 1st</td>
<td>Middle Age and Aging: Social and Cognitive Tasks</td>
<td>Readings</td>
<td>27th = Extra Credit Paper Due</td>
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<td>December 4th, 6th, 8th</td>
<td>FCQ’s first 15 mins of class; Death and Dying</td>
<td>Readings</td>
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<td>December 11th, 13th</td>
<td>Death and Dying, Cont’d</td>
<td>Readings</td>
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<td>SATURDAY</td>
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<td>December 16th, 7:30 am to 10:00 am</td>
<td>FINAL EXAM: Everything covered in course to date</td>
<td>CUMULATIVE 100 Questions Each worth 1 pt</td>
<td>Bring #2 pencil</td>
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