Developmental Psychology
Psychology 4684
Spring Semester 2001

TIME: Monday/Wednesday/Friday 2-2:50pm
LOCATION: Fine Arts N141

INSTRUCTOR: Dr. Eileen G. Wade
Office: Muen E229
Office Hours: Wednesday 3-5pm
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:

Annie Peters
Office location: Muenzinger D336
Office hours: Weds 12-2pm
phone: none available
email: arpeters@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 April. It will be your responsibility to make copies, read them and be prepared to be tested on them for your final.

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 cannot 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 ____________, in Fine Arts N141. 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 March 1st, 2001.

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 February 1, 2001, 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 term papers are due March 19th, the Monday before Spring Break. You are welcome to turn your term paper in early, but you will not be allowed to hand it in late without a 5 point penalty for each day late. No papers will accepted after March 23rd. It is in your best interest to get started reading the book now, and writing your paper in February. That way if you are swamped with other courses and/or are sick in late March, you will not miss your deadline.

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 February 1st. If you would like to get started in the meantime, please read *Becoming Attached* by Robert Karen 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.

I am willing to read and critique first drafts if you bring them to me in February and early March. I will not be able to give sufficient attention to drafts turned in after late March 12th.

**EXTRA CREDIT:**

You will have the opportunity to earn up to 20 extra credit points this semester. This assignment is purely optional. If you choose, you may rent and view "Ma Vie En Rose". In order to earn the extra credit, you will have to answer five questions about the movie (to be posted on the website) in a 3-5-page paper. You should refer to your text to help you answer the questions, and you should cite your text and/or class lecture in your paper. This is the only extra credit opportunity you will be given.

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

Extra Credit assignments are due April 6th and will NOT be accepted after that date. Again, you are welcome to turn the assignment in earlier.
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 cannot 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.
Syllabus:
(I reserve the right to change the syllabus as needed throughout the semester)

<table>
<thead>
<tr>
<th>Week of</th>
<th>Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>January 17th</td>
<td>Review syllabus/Introduction</td>
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<tr>
<td>January 22nd</td>
<td>Genetics/Prenatal Development</td>
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<td>January 29th</td>
<td>Neonate bonding/Growth in first year</td>
<td>NO CLASS MONDAY, JANUARY 29TH</td>
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<tr>
<td>February 5th</td>
<td>Bowlby -attachment</td>
<td>EXAM 1 - FEBRUARY 16th</td>
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<td>February 12th</td>
<td>Behaviorism</td>
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<td>February 19th</td>
<td>Kohut/Vygotsky</td>
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<tr>
<td>February 26th</td>
<td>Parenting/Abuse and Neglect</td>
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<td>March 5th</td>
<td>Freud/Erikson/Lifespan Physical Changes</td>
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<td>March 12th</td>
<td>Piaget</td>
<td>EXAM 2 - MARCH 16th</td>
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<td>March 19th</td>
<td>Kohlberg</td>
<td>TERM PAPER DUE FRIDAY, MARCH 23rd</td>
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<td>March 26th</td>
<td>SPRING BREAK</td>
<td>NO CLASSES</td>
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<td>April 2nd</td>
<td>Gender differences</td>
<td>APRIL 6th - EXTRA CREDIT DUE</td>
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<td>April 9th</td>
<td>Marriage and Family</td>
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<td>April 16th</td>
<td>Midlife</td>
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<td>April 23rd</td>
<td>Death and Dying</td>
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<td>April 30th</td>
<td>Developing a Sense of Self</td>
<td>FINAL EXAM</td>
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<tr>
<td>May</td>
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