Developmental Psychology
Psychology 4684-001
Spring 2002

TIME: Monday/Wednesday/Friday 2:00 – 2:50 pm
LOCATION: Helems 252

INSTRUCTOR: Dr. Jennifer Schwartz
Office: Muenzinger E229
Office hours: Wednesday 1 – 2 pm
Phone (303) 247 – 0199
Email: TBA

I generally check email twice a day but it may take me as long as 24 hours during
the weekdays(a and longer over the weekend) to return email messages

REQUIRED TEXT:

New York.

REQUIRED READINGS:
Required readings are on reserve in Norlin Library.

B1, B7.

mothers’ voices. Science, 208, 1174 – 1176.

Dweck, C. S. (1999). Caution—Praise can be dangerous. American Educator, Spring,
4 – 9.

Childhood Education, Annual Theme Issue, 260 – 264.

12, and 25).


SUPPLEMENTAL READINGS:

Suggestions for additional readings will be provided throughout the semester. **These readings are not required (and will not be covered on exams)** but are meant only for students who wish to learn more about a particular topic discussed in class.

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 which help summarize and organize the understanding of the course of human development. We also will review major empirical studies which support or refute 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, healthcare providers, educators and/or public policy makers.

EXAMS:

Each exam will cover material that is presented in the lectures, readings, and films. There will be three exams in this course: two midterms and a final. Each exam will be worth 100 points. The midterms will each contain 50 multiple-choice questions worth 2 points each. The **final exam** will be **cumulative** and will include 100 multiple-choice questions worth 1-point each. The final exam is scheduled for May 8, from 4:30 pm – 7:00 pm in Helms 252. A grade of zero will be given for any exam not taken.

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. 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.

TERM PAPER/PROJECT:

**The term paper/project is due on Monday, March 20 at the start of class.** You are welcome to turn your 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 be accepted March 25.**

Term papers are worth 100 points. Guidelines for the paper are attached. I would be happy to read and critique **first drafts** if you bring them to me by **March 11.**

INDIVIDUALIZED NEEDS:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know by January 28, 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 a week prior to each exam. The teaching assistant will give a one-hour review session prior to each exam. The times and dates of these reviews will be announced to you in class the week prior to an exam.

GRADING:

Your final grade will be determined based on the two midterm exams (100 points each), the term paper (100 points) and the final exam (100 points). That is a total of 400 points.

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
<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic:</th>
<th>Readings:</th>
<th>Due Dates:</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Intro/Major Debates</td>
<td>Cole &amp; Cole: Ch. 1; “Growing up goes on and on and on” Crossen, C.</td>
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<tr>
<td>January 21</td>
<td>Genetics</td>
<td>Cole &amp; Cole: Ch. 2</td>
<td>No class Monday, January 21 (Martin Luther King, Jr. Day)</td>
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<td>January 28</td>
<td>Prenatal development and bonding</td>
<td>Cole &amp; Cole: Ch. 3; “Of Human Bonding: Newborns Prefer Their Mothers’ Voices” DeCasper, A. &amp; Fifer, W.</td>
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<td>February 4</td>
<td>Emotional Development</td>
<td>Cole &amp; Cole: Ch. 6; “Becoming Attached” Karen, R.: Chapters 11, 12, and 25</td>
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<td>February 11</td>
<td>Attachment theory</td>
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<td>Exam 1: Friday, February 15</td>
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<td>February 18</td>
<td>Bandura</td>
<td>Cole &amp; Cole: 381 - 382</td>
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<td>February 25</td>
<td>Freud and Erikson</td>
<td>Cole &amp; Cole: 398 - 399: 673 - 677</td>
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<td>March 4</td>
<td>Kohut</td>
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<td>March 25</td>
<td>Spring Break</td>
<td>No Classes</td>
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<td>April 1</td>
<td>Special Topics in Human Development</td>
<td>Cole &amp; Cole: 429 – 440</td>
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<td>Parenting &amp; Child Maltreatment</td>
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<td>April 8</td>
<td>Sense of Self and Self-Esteem</td>
<td>Cole &amp; Cole: 588 – 593; 671 – 679; “Caution—Praise can be dangerous” Dweck, C. S.</td>
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<td>April 22</td>
<td>Family Lifecycle</td>
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<td>April 29</td>
<td>Death and Dying</td>
<td>“Hope” Kubler-Ross, E.</td>
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<td>May 8</td>
<td>Final Exam: 4:30 – 7:00 pm</td>
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* I reserve the right to change the syllabus as needed throughout the semester