Developmental Psychology

PSYCH 4684 100

Fall 2003
MWF 1:00-1:50PM -- Fine Arts, Rm. N141

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Office Hours: T 10-11 and by appointment

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Text


Course Goals

- To learn about human development - general principles, research, applications.
- To think critically about classic and contemporary issues of child development.
- To formulate and test hypotheses about issues in child development.
- To understand research methods and interpret research findings.
- To use research to evaluate critically popular reports and applied issues.
- To apply research findings to concrete problems in the real world.
- To acquire specific skills:
  - Observation
- Research design
- Compiling and interpreting data
- Inferring consequences from data
- Integrating and evaluating information from multiple sources.
- Working in teams.
- Communicating effectively both orally and in writing.

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Grading

Your learning in this class will be assessed by short in-class assignments which may or may not involve homework, a final project, a midterm and a final exam.

In-Class Assignments and Homework

This course is project-based rather than lecture-based, so every week you will be asked to complete a variety of short assignments related to the current topic. These assignments are intended to (1) help you practice the skills outlined above and (2) apply the content you have learned in a realistic context. Some of these assignments will be completed in class and handed in before you leave. Some may involve a homework assignment, such as observing children, reading a research article, or conducting an interview. Some of the assignments will involve group work. For these assignments, the group will be graded as a whole. Each assignment will be graded on a 10-point scale. Missed assignments will receive a score of zero. There will be no make-up opportunities for missed assignments. There will be a total of 25 assignments, roughly 2/week. The lowest 3 scores will be dropped.

The assignments, both for home and in class, are the heart of the course. You CANNOT succeed in this class if you miss class and the assignments. The pace is fast and you will suffer if you procrastinate or do not keep up. Here are the rules for the assignments:

- Assignments are posted 2 days in advance.
- Homework assignments are due at the beginning of the class, in-class assignments are due at the end of the class.
- Bring two copies of the homework assignment, one to hand in, you will use the other one to work with in class.
- You must type all homework assignments -- there is a strict limit of TWO typed double-spaced pages of text per assignment. Figures and graphs don't count.

The final project will be worth the equivalent of 3 homework assignments (30 points) and will be due in parts but only graded in its final version which will include a group presentation.

There are no make-ups, with no exceptions unless you have had a real catastrophe. (I hope not). You may, however, work on assignments in advance. All assignments will be posted on the webpage at least 2 days before they are due and can be requested with up to one week in advance by email. Note however, that you take a risk when you get the assignments in advance because frequently the preparation for the assignment is done in class, and they may be difficult to do without attending class. To get credit, you must turn your assignment in by email (sent to

http://psych.colorado.edu/~colunga/DevPsych03.html
lara@psych.colorado.edu) no later than the end of class on the day that it is due. For group work, you will need to send something both to Lara and to your other group members so that they can incorporate your ideas into the final product. On group work, it will be up to your group members to decide whether you get credit or not depending on how much you contributed in your absence. Note that if you choose to go this route, you assume total responsibility for getting the assignment in on time. Any technological difficulties you may experience are your problem to solve and will not justify a change in the due date or time for your assignment. Thus, if you have personal business you can plan ahead. If you are so sick that you cannot do the assignments ahead and miss more than your 3, you will need a doctor's note and a really good story even to discuss other arrangements.

Remember that requests for assignments must be done by email, not in person before or after class. And if they are not turned in during class, they must be sent before class by email. This is so that we can keep records correctly.

Exams

Each exam will cover material that is presented in the book, lectures, readings, and assignments. Both the midterm and the final exams are cumulative and will consist of a section of multiple choice questions and an essay section. Each exam will be worth 50 points.

Grades will be posted here

Final Course Grades

The total possible number of points you can earn is:

- Assignments 250 (25 assignments @ 10 points each)
- Final Project 30
- Midterm 50
- Final Exam 50
- Total 380
- - 30 (your three lowest scores)

GRAND TOTAL = 350

*Note that the actual number of assignments may be a few more or less depending on the pace of this particular group of students.

Letter grades will be assigned as follows, based on your percentage of the total possible points after dropping your four lowest scores on quizzes and assignments.
A+ = 98-100  B+ = 88-89  C+ = 78-79  D+ = 68-69
A = 92-97    B = 82-87    C = 72-77    D = 62-67
A- = 90-91   B- = 80-81   C- = 70-71   D- = 60-61
F < 60

Other information

Incompletes

A grade of incomplete will be given only if (1) all completed work is satisfactory (i.e., C- or better) and (2) there is a valid reason that you cannot complete the course. If you would like to be considered for an incomplete, contact me as soon as you know.

Statement about disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, http://www.colorado.edu/sacs/disabilityservices).

Academic dishonesty

Students are expected to adhere to the University of Colorado Student Honor Code for every assignment and exam in this class. Honor code information is at http://www.colorado.edu/academics/honorcode

Classroom behavior policy

The information on classroom behavior policy can be found at http://www.colorado.edu/policies/. However, in addition to not being incredibly disruptive and obnoxious in class, I expect you to be on time for class meetings, not read newspapers or magazines in the classroom, not disrupt the class with conversation, interact with fellow students in a respectful manner during class discussions, ask questions when you don't understand the material, and communicate complaints, criticisms and suggestions either personally or anonymously to the instructor and/or teaching assistant.

Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Ch.</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 25-29</td>
<td><strong>Issues and Theories of Development</strong> Ch. 1, pp 2-24</td>
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<td><strong>Syllabus, Issues in Developmental Psychology</strong></td>
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<td><strong>Theories of Development</strong> hw1:Theorist Table</td>
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<td><strong>F</strong>: Analyzing situations from different theorists' perspectives</td>
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<td>Week 2</td>
<td>Sep 1-5</td>
<td><strong>Methods for Studying Development</strong> Ch. 1, pp 24-37 Sep 1, No class</td>
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<td><strong>M</strong>: No Class - Labor Day</td>
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<td><strong>W</strong>: Methods of Development</td>
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<td><strong>F</strong>: From research question to results - an example hw2: Results to Conclusions</td>
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<td>Week 3</td>
<td>Sep 8-12</td>
<td><strong>Prenatal Development &amp; the Newborn</strong> Ch. 2</td>
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<td><strong>M</strong>: Prenatal Development</td>
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<td><strong>W</strong>: Teratogens cw2: Prevalence of Teratogens</td>
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<td><strong>F</strong>: cw3: The newborn driving its own development - smiling and crying</td>
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<td>Week 4</td>
<td>Sep 15-19</td>
<td><strong>Brain and Motor Development</strong> Ch. 3, pp 100-108, Ch. 5, pp 183-189</td>
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<td>Week 5</td>
<td>Sep 22-26</td>
<td><strong>Perceptual Development</strong> Ch. 5 pp 171-181, 193-198</td>
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<td>Week 6-7</td>
<td>Sep 29-Oct 10</td>
<td><strong>Cognitive Development &amp; the Infant</strong> Ch. 4, Ch. 5 pp 199-205 Oct 3, No class</td>
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<td>Week 8-9</td>
<td>Oct 10-24</td>
<td><strong>Language Development</strong> Ch. 6 Oct 24 Midterm</td>
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<td>Week 10</td>
<td>Oct 27-31</td>
<td><strong>Conceptual Development</strong> Ch. 7</td>
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<td>Week 11</td>
<td>Nov 3-7</td>
<td><strong>Emotional Development</strong> Ch. 10, 11</td>
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<td>Week 12</td>
<td>Nov 10-14</td>
<td><strong>Social Development</strong> Ch. 9, 12</td>
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<td>Week 13</td>
<td>Nov 17-21</td>
<td><strong>Family &amp; Peer Relations</strong> Ch. 12, 13</td>
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<td>Week 14</td>
<td>Nov 24-28</td>
<td><strong>Putting it All Together</strong> Ch. 15 Nov 28, No Class</td>
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<td>Week 15</td>
<td>Dec 1-5</td>
<td><strong>Putting it All Together - student presentations</strong></td>
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<td>Week 16</td>
<td>Dec 8-12</td>
<td><strong>Jobs in Developmental Psychology</strong></td>
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http://psych.colorado.edu/~colunga/DevPsych03.html