TIME: Tuesday and Thursday 11:00am – 12:15 pm
LOCATION: Ramaley C250

INSTRUCTOR: Dr. Jennifer Schwartz
Office: Muenzinger E229
Office hours: Thursday 12:15 – 2:15 pm
or by appointment
Phone (303) 735-1351
Email: jajschwartz@comcast.net
I generally check email twice a day but it may take me as long as 24 hours during
the weekdays (and longer over the weekend) to return email messages

TEACHING ASSISTANT: Joseph Schacht
Office: Muenzinger D316A
Office hours: TBA
Email: Joseph.Schacht@Colorado.edu

REQUIRED TEXT:

REQUIRED READINGS: On electronic reserve.


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 that help summarize and organize the understanding of the course of human development. We also will review major empirical studies that 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, health care 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 April 30, from 10:30 am – 1:00 pm in Ramaley C250. 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 Thursday, April 7 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. Papers turned in after the start of class on April 7 are late. No papers will be accepted after Thursday, April 14.

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 Tuesday, March 15.

INDIVIDUALIZED NEEDS:
If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know by January 25, 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.

RELIGIOUS HOLIDAYS:
Campus policy regarding religious observances requires that faculty make every effort reasonably and fairly to deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See policy details at http://www.colorado.edu/policies/fac_relig.html.

CLASSROOM BEHAVIOR:
Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. See policies at http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

HONOR CODE:
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students should be aware that their term papers may be evaluated through TurnItIn, a plagiarism service, and that this service retains a copy of the submitted work for future comparisons. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code may be found at http://www.colorado.edu/academics/honorcode/.
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
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<thead>
<tr>
<th>Week of:</th>
<th>Topic:</th>
<th>Readings:</th>
<th>Due Dates:</th>
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<tbody>
<tr>
<td>January 10</td>
<td>Intro/Major Debates</td>
<td>Sigelman &amp; Rider: Ch. 1 and 2; “Growing up goes on and on and on” Crossen, C.</td>
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<td>January 17</td>
<td>Genetics</td>
<td>Sigelman &amp; Rider: Ch. 3</td>
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<td>January 24</td>
<td>Prenatal development and bonding</td>
<td>Sigelman &amp; Rider: Ch. 4; “Of Human Bonding: Newborns Prefer Their Mothers’ Voices” DeCasper, A. &amp; Fifer, W.</td>
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<td>January 31</td>
<td>Emotional Development Attachment Theory</td>
<td>Sigelman &amp; Rider: Ch. 14</td>
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<td>February 7</td>
<td>Attachment theory</td>
<td>“Becoming Attached” Karen, R.: Chapters 11, 12, and 25</td>
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<td>February 14</td>
<td>Bandura</td>
<td>Sigelman &amp; Rider: Ch. 12</td>
<td>Exam 1: Thursday February 17</td>
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<td>February 21</td>
<td>Bandura</td>
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<td>February 28</td>
<td>Freud</td>
<td>Sigelman &amp; Rider: 281 – 282; 322 – 323</td>
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<td>March 7</td>
<td>Erikson</td>
<td>Sigelman &amp; Rider: 293 – 298; 302 – 304</td>
<td>Prospectus due: Tuesday March 8</td>
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<td>March 14</td>
<td>Cognitive Development Piaget</td>
<td>Sigelman &amp; Rider: Ch. 7; “Object permanence in 3 ½- and 4 ½-month-old infants” Baillargeon, R.</td>
<td>Rough draft due: Tuesday March 15</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
<td>Notes</td>
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<td>March 21</td>
<td>Spring Break</td>
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<td>March 28</td>
<td>Piaget/Vygotsky</td>
<td>Sigelman &amp; Rider: Ch. 9</td>
<td><strong>Exam 2</strong>: Thursday March 31</td>
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<td>April 4</td>
<td>Vygotsky</td>
<td>“Where pelicans kiss seals” Winner, E.</td>
<td><strong>Term paper due</strong>: Thursday April 7</td>
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<td>April 11</td>
<td><strong>Special Topics in Human Development</strong></td>
<td>Sigelman &amp; Rider: Ch. 15</td>
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<td>Parenting and Child Maltreatment</td>
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<td>April 18</td>
<td>Family Lifecycle</td>
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<td>April 25</td>
<td>Death and Dying</td>
<td>Sigelman &amp; Rider: Ch. 17; “Hope”, Kubler-Ross, E.</td>
<td><strong>Last class</strong>: Thursday April 28; <strong>Final Exam</strong>: Saturday April 30, 10:30 am – 1:00 pm</td>
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* I reserve the right to change the syllabus as needed throughout the semester