Developmental Psychology
Psychology 4684
Fall 2012

TIME: Tuesday and Thursday 11:00 a.m. – 12:15 p.m.
LOCATION: HUMN 1B50

INSTRUCTOR: Dr. Jennifer Schwartz
Office: Muenzinger E230
Office hours: Thursday 12:30 – 2:00 p.m. or by appointment
Email: Jennifer.Schwartz@Colorado.edu
Course website: Found under “Psych 4684” at: //psych.colorado.edu/wiki/

TEACHING ASSISTANTS: Sara K. Blaine, M.S.
Office: Muenzinger E412
Office hours: Wednesday 10:00 a.m. – 1:00 p.m.
Email: Sara.Blaine@Colorado.edu

Clare Sims, M.A.
Office: Muenzinger D447A
Office hours: Monday 2:00 – 3:00 p.m.
Email: Clare.Holtpatrick@Colorado.edu

REQUIRED TEXT:

REQUIRED READINGS: Available on the class website.


**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.

**ATTENDANCE:**

Attendance in class is not required. It is very likely, however, that your grade will reflect the extent to which you attend class. I highly recommend that you attend all classes because most of the exam material and information you need to know to complete your assignments will be communicated during class. Students are responsible for all announcements made during class and neither I nor the teaching assistants are responsible for helping to “catch up” students who have missed classes.

**COMMUNICATION:**

If you are unable to attend my office hours and would like to make an appointment to meet me in person, please feel free to email me directly. All other inquiries regarding course content, due dates, late or missing assignments, illnesses, or other course-related material should be emailed directly to the TA, Clare Sims. She will forward necessary emails to me. 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.
GRADING OPPORTUNITIES:

Overview:
Every student is required to take the first midterm exam and the final exam and complete ten reading guides. You may choose if you would like to take the second midterm or do an optional project. You may not do both. Please see descriptions of each of these grading opportunities below.

Exams:
Each exam will cover material that is presented in the lectures, readings, and films. Each midterm will be worth 20% of your grade. The midterms will consist of multiple choice and short answer questions. The final exam will be cumulative and will be worth 30% of your grade. The final exam will consist of 100 multiple-choice questions. The final exam is scheduled for Tuesday, December 18 from 1:30 – 4:00 p.m. 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 the 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 or because you would prefer to take the essay exam.

Optional Project:
You may choose to create and complete an optional project instead of taking the second midterm exam. You must have a written project proposal approved by me (proposals are due Thursday, October 11) in order to get credit for your project. The project must be completed by Thursday, November 29. You are welcome to complete your project early, but you will not be allowed to complete it after the due date without a 5-point penalty for each day late. No projects will be accepted after Friday, November 30. Projects are worth 20% of your grade. Please see the additional handout describing the details of this optional assignment.

Reading Guides:
In conjunction with the required readings on the website, there will be ten reading guide assignments. Exact due dates for the assignments will be announced about a week in advance and will generally be within a few days of the week they are listed in the syllabus. The reading guides will contain multiple choice and/or short answer questions derived from the reading. Each assignment must be typed and handed in as a hard copy at the beginning of class. No emailed assignments will be accepted. Answers to each short answer question must be in full sentences and/or paragraphs. Each assignment will be worth 3% of your grade. Reading guides will be graded by the teaching assistant.
INDIVIDUALIZED NEEDS:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please let me know by Tuesday, September 18 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, dates, and locations will be announced in class.

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:**

<table>
<thead>
<tr>
<th>Exams and Assignments</th>
<th>Number</th>
<th>Percent</th>
<th>Total Percent</th>
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<tbody>
<tr>
<td>Reading guides</td>
<td>10</td>
<td>3%</td>
<td>30%</td>
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<tr>
<td>Midterms</td>
<td>2</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Optional Project</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>1</td>
<td>30%</td>
<td>30%</td>
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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:</th>
<th>Topic:</th>
<th>Readings:</th>
<th>Important Dates:</th>
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</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Intro/themes</td>
<td>S &amp; R: Ch. 1, 2 &amp; 3</td>
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<tr>
<td>September 24</td>
<td>Attachment theory</td>
<td>S &amp; R: Ch. 14</td>
<td><strong>Exam 1</strong>: Thursday, September 27</td>
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<td>October 1</td>
<td>Attachment theory</td>
<td>Higley &amp; Dozier (2009), “Nighttime Maternal Responsiveness and Infant Attachment at One Year”</td>
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<td>October 8</td>
<td>Family &amp; Parenting</td>
<td>S &amp; R: Ch. 15; Chua (2011), <em>Battle Hymn of the Tiger Mother</em> (Ch. 1, 2, 3, 6, 10, 11, &amp; 12)</td>
<td><strong>Optional Project Written Proposals Due</strong>: Thursday, October 11</td>
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<td>October 15</td>
<td>Erikson’s Lifespan Theory</td>
<td>S &amp; R: Ch. 11; Arnett (2004), <em>Emerging Adulthood</em> (Ch. 1 &amp; 2)</td>
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<td>October 22</td>
<td>Erikson’s Lifespan Theory</td>
<td>Vaillant (2002), <em>Aging Well</em> (Ch. 4 – 6)</td>
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<td>October 29</td>
<td>Cognitive Development</td>
<td>S &amp; R: Ch. 7 &amp; 9</td>
<td><strong>Exam 2</strong>: Thursday, November 1</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
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<td>November 19</td>
<td>FALL BREAK</td>
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<td>November 26</td>
<td>Moral Development</td>
<td>S &amp; R: Ch. 13</td>
<td>Optional Projects Due: Thursday, November 29</td>
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<td>December 10</td>
<td>Death and Dying</td>
<td>S &amp; R: Ch. 17</td>
<td>Last class: Thursday, May 3</td>
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<td>December 17</td>
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<td>Final Exam: Tuesday, December 18, 1:30 – 4:00 p.m.</td>
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* I reserve the right to change the syllabus as needed throughout the semester