

# Topics in Developmental Psychology

Fall 2007

Time: Wed. 12:00-15:00

Location: 3D

Instructor: Enila Cenko

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**Required Text:** Berk, L. (2006) Development through the lifespan (4<sup>th</sup> edition), NY: Allyn & Bacon / Pearson Education, Inc.

**Description and Goals of the Course:** This course will introduce you to major theories and issues in the field of developmental psychology. Our focus will be on the normal physical, cognitive, emotional, language, social and cultural development of individuals from the moment of conception to death. We will emphasize the ways in which both theory and research contribute to the understanding of developmental phenomena and the limitations of each. We will also discuss the problems of multiculturalism and inclusivity in human development research.

We will use a combination of textbook and lectures, class discussion, examinations and writing assignments throughout the course. You will find that there is quite a lot of reading throughout the semester, and to achieve the goals in this course, you will need to not only read the assigned materials, but read them carefully and critically. Our goal will be to understand the material and how it may relate to you, people you know, but also to question how a given theory helps us to understand human development. I expect you to take an active, analytic and critical approach to the material we review. This means you will be encouraged to critique the psychological theories we review, methods used to understand development, and your own commonsense ideas about development.

By the end of the course, I would like for you to feel that you can easily discuss (both written and orally) the main points of the developmental theories we cover (including their similarities and differences), the domains of development covered in the textbook, as well as the methods developmentalists use in their research. I also hope that you are able to apply this knowledge of development to real-world situations and to be able to critically evaluate claims that you might encounter out in the real world about how humans develop. As a long-term goal, I do not expect you to remember the specific details of the material we cover in the class but rather be able to look at real-world phenomena from a developmental point of view.

**Readings:** Assigned readings are to be completed before the class during which we will discuss them. I won't always follow the textbook exactly, but you will be expected to have read all of the material in the assigned chapters in order to be able to fully participate in the class. I encourage you to ask questions or raise issues in class based on the readings.

**Attendance and Classroom Etiquette:** Attendance in this class is important. It will affect your grade directly since there will be a quiz at the end of almost every class. It will also affect your grade indirectly, as material presented in class will not always come from the assigned reading. Also, specific information about course assignments and any schedule changes will be discussed in class. It is your responsibility to get class notes and ask questions if you do miss class. Please avoid disruptive behavior such as talking with your classmates and turn off your cell phones before class time. I would like us to enjoy our learning experience, but also to act

appropriately for the situation. Since this is a 3hr class, we will have at least one break depending on our pace.

**Requirements:**

Quick Quiz (11 in total): There will be a 5-minute closed book\notes quiz at the end of each class (except during first, midterm, and presentation weeks). These quizzes will keep you alert and provide immediate feedback on what you have learned during the lecture.

- \* Attention: No make-up.

Examinations (2 in total): There will be two examinations including the final examination. Exams will consist of shorter and longer essay questions. Prior to each exam you will be given a list of possible short answer exam questions. These questions should help you prepare more efficiently for the exams. More details about exam procedures will be given during class times.

- \* Attention: Make-up exams will NOT be given unless you notify me at least one week ahead of time or in cases of documented emergency.

Paper and presentation: A final paper (5-6 pages) is due towards the end of the semester. You will choose a topic of interest that is relevant to the course material. The goal of the paper is for you to apply developmental topics to real-world concerns. During our last meeting, you will provide a presentation of the topic discussed in your paper. Please use this presentation as an opportunity to share your interest with your peers and to get feedback from them. I encourage you to submit (as a hard copy) as many drafts as you like throughout the semester for feedback as well. Note that the due date for the final paper is later than the presentation date(s) that will allow you to make the necessary changes based on your peers' feedback in class.

- \* You will receive a more detailed handout describing each assignment during our second meeting. On our third meeting, you should have chosen your topic of interest and present it to me for approval.

**(Academic) Honesty Policy:** Be Honest; to yourself and to others. Not because it is against the rules and regulations, but because it is a virtue. Dignity matters more than grades in life. Respect others' effort on their work; do not plagiarize. Give credit to others' work when using their ideas; cite them.

**Grading:**

Highest 10 out of 11 quizzes	40 points
2 examinations	80 points
Final paper	50 points
Presentation	30 points
<b>FINAL COURSE GRADE</b>	<b>200 points</b>

**90-100% (179-200 points) – A**

**80-89% (158 – 178 points) – B**

**70-79% (137 – 157 points) – C**

**60-69% (137-157 points) – D**

## Tentative Semester Schedule

Week No	Topic	Readings	Assignments
<b>Section I: FOUNDATIONS OF DEVELOPMENT</b>			
	Orientation & Introduction to Developmental Psychology:		
1	Brief History of the Field	Berk, Ch. 1	
1	Developmental Theories & Methods	Berk, Ch. 1	
2	Developmental Theories & Methods (cont.)	Berk, Ch. 1	
2	Biological and Environmental Foundations Prenatal Development, Birth and Newborn	Berk, Ch. 2,	<b>Quiz 1</b>
3	Baby	Berk, Ch. 3	<b>Quiz 2</b>
<b>Section II: INFANCY</b>			
4	Physical Development in Infancy and Toddlerhood	Berk, Ch. 4	<b>Paper topics due</b>
4	Cognitive Development in Infancy and Toddlerhood	Berk, Ch. 5	<b>Quiz 3</b>
5	Emotional and Social Development in Infancy and Toddlerhood	Berk, Ch. 6	
<b>Section III: EARLY CHILDHOOD</b>			
5	Physical Development in Early Childhood	Berk, Ch. 7	<b>Quiz 4</b>
6	Cognitive Development in Early Childhood	Berk, Ch. 7	
6	Emotional and Social Development in Early Childhood	Berk, Ch. 8	<b>Quiz 5</b>
7	MIDTERM		
<b>Section IV: MIDDLE CHILDHOOD</b>			
8	Physical Development in Middle Childhood	Berk, Ch. 9	
8	Cognitive Development in Middle Childhood	Berk, Ch. 9	
8	Emotional and Social Development in Middle Childhood	Berk, Ch. 10	<b>Quiz 6</b>
<b>Section V: ADOLESCENCE</b>			
9	Physical Development in Adolescence	Berk, Ch. 11	
9	Cognitive Development in Adolescence	Berk, Ch. 11	
9	Emotional and Social Development in Adolescence	Berk, Ch. 12	<b>Quiz 7</b>
<b>Section VI: EARLY ADULTHOOD</b>			
10	Physical and Cognitive Development in Early Adulthood	Berk, Ch. 13	
10	Emotional and Social Development in Early Adulthood	Berk, Ch. 14	<b>Quiz 8</b>
<b>Section VII: MIDDLE ADULTHOOD</b>			
11	Physical and Cognitive Development in Middle Adulthood	Berk, Ch. 15	
11	Emotional and Social Development in Middle Adulthood	Berk, Ch. 16	<b>Quiz 9</b>
<b>Section VIII: LATE ADULTHOOD</b>			
12	Physical and Cognitive Development in Late Adulthood	Berk, Ch. 17	

12	Emotional and Social Development in Late Adulthood	Berk, Ch. 18	<b>Quiz 10</b>
13	Death, Dying, and Bereavement	Berk, Ch. 19	<b>Quiz 11</b>
14	<b>PRESENTATIONS AND OVERVIEW OF THE COURSE</b>		
15	<b>FINAL EXAMINATION</b>		<b>Final paper due</b>