

Concordia College

Psy 206 – section 10560
Fall 2009

Developmental Psychology
IV 210 TH 12:50-2:30 p.m.

Instructor: Mona Ibrahim, Ph.D. **Office:** IV 244D **Telephone:** 3299

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Required Textbook: Berk, Laura E. (2007). *Development through the Lifespan* (4th Ed.). MA: Allyn & Bacon.

Course Description and Objectives: The objective of this course is to introduce students to the theories, research methods, and major research findings related to lifespan human development from conception till death. Topics covered include heredity, prenatal development, and the physical, cognitive, social, and emotional development of humans from infancy through old age.

Class Goals: The goals for this class match the goals the psychology department has for the psychology major.

Goal #1: *Psychology students will demonstrate knowledge of scientific methodology employed in the field of psychology.* The course will cover scientific research strategies, as well as general and developmental research designs in psychology.

Goal #2: *Psychology students will demonstrate knowledge of the major theoretical approaches to psychology, the development of theory, and research efforts to answer theory driven questions.*

The course engages students in critical analysis of major theories and research in the field of developmental psychology. Students will discuss the implications of these theories and research for improving the lives of people of all ages. In addition, students will conduct a semester project centered on theory driven questions, exercises, and observations.

Goal #3: *Psychology students will demonstrate knowledge of major advances in both experimental and applied aspects of psychology.* Addressed throughout the course by reading recent research findings in developmental psychology and discussing their implications.

Goal #4: *Psychology students will demonstrate the ethics and inclusiveness associated with psychology.* The course covers ethical issues involved in conducting psychological research on humans, especially on children and the elderly.

Goal #5: *Psychology students will demonstrate the ability to communicate in the discipline.* Addressed by having students discuss and complete in-class written assignments, as well as by having students write interview reports and a comparative paper.

Special-Needs Students: If you have special needs, please make sure to have the Counseling Center inform me of them as soon as possible so that I can accommodate your needs right away.

Storm Policy: If class is cancelled due to bad weather, then any tests or assignments that were scheduled that day will automatically become due the next time we meet.

Course Assignments:

- a. **Readings, attendance, and participation:** Assigned materials should be read prior to coming to class. Attendance of all classes and active participation in class assignments and discussions is expected. If you are absent from class, it is your responsibility to obtain from your classmates any announcements, changes in the schedule, lecture notes, videos, presentations, discussions, handouts, and any other information you missed.
- b. **In-class assignments:** A total of 12 in-class activities will be assigned at various class meetings throughout the course. The purpose of these activities is to help you understand and apply the material covered in class. In-class assignments will typically be done in **groups** of 3-5 students. For each student, the lowest 2 class assignments will be dropped from the final grade and scores on the remaining 10 assignments will be added up. Because you can miss up to 2 assignments without having your grade affected, and because of the collaborative nature of the majority of these assignments, **missed in-class assignments cannot be made up.**
- c. **Popular Media Article and Symposium Reflections:** In order to help you relate the class topics to life outside the classroom and use developmental psychology concepts to interpret and critically think about information you receive in daily life, you are asked to attend the Fall symposium as well as find an article in the popular media related to any developmental psychology and to write reflection papers on what you learned from them and how they relate to the concepts you learned in this class. Each reflection paper should be 1-2 double-spaced pages long, and should include a summary of the talk/article, a discussion of how it relates to at least **one** specific concept/theory/ research study in psychology, a citation trail for the article/talk, and an evaluation of the talk/article in light of your knowledge of developmental psychology. Please underline or **boldface** the concept(s) you are reflecting on in the paper. A late reflection papers will be graded, however **one** point will be deducted from its grade for **every day** that it is late.
- d. **Service Learning (S.L.) Experience and Journals:** In order to facilitate your active engagement in the affairs of the world and your participation in your own learning process, a service learning experience (about 2 hrs/week) is required in this class. Service learning is a reciprocal process that creates a learning opportunity for you while also serving the needs of the community. More information on this requirement will be given in class on the date specified in the schedule section of this syllabus.

You need to submit 3 journals on your S.L. experience. **Each journal** should include:

- 1) A brief overview of what you have been involved in at your assigned agency.
- 2) Reflections on how your service learning experiences relate to **at least 5** recent topics or concepts in developmental psychology. You should restrict your reflections to topics covered in class since the last journal. However, you do not need to restrict your reflections to the last few sessions of service learning. In fact, you should reflect on any relevant events or observations from the entire service learning experience that helped you understand the recent developmental psychology concepts at a deeper level.

In your **last journal** you will be expected to reflect on these additional questions:

- 3) Before you participated, what did you expect to learn from service learning?
- 4) What did you actually learn? What surprised you about your experience?
- 5) Was this experience helpful to you in understanding and applying developmental psychology theory & research?
- 6) What issues/problems was your assigned agency attempting to address?
- 7) Did the agency address those issues effectively?
- 8) What barriers does the agency face in its effort to address the issues?
- 9) If you were in charge, what additional/different things would you have done?
- 10) How has this experience prepared you to become more responsibly engaged in the world?

Each of the developmental psychology topics you reflect on in your journal should be underlined or **bolded**. Each journal must be typed and stapled. Journals are typically about 4-5 pages long. Journals will be graded based on the depth and quality of the reflections and on your demonstration of understanding of developmental psychology topics and of how they relate to real-life settings.

Due dates for the journals are indicated in the schedule section of this syllabus. A **late journal will be marked down 20%** of its possible grade for each day it is late, including days that fall on holidays.

- e. **Group Project (based on the S. L. experience):** In order to enhance your understanding of developmental theories and to make your service learning experience more meaningful, you will be asked to complete a group project based on your service learning experience. You will be assigned to a group of 3-5 members. The group will be responsible for preparing an 10-15 page, double spaced report related to one of the developmental theories discussed in the textbook. The "Group Project" handout distributed in class describes the project structure and requirements as well as the criteria upon which it will be graded. The deadline to hand in the project is indicated in the schedule section of this syllabus. Early hand-ins are encouraged. A late project will be graded, however 20% of its points will be deducted from your grade for **every day** that it was late.
- f. **Exams:** Five exams will be given throughout the course. Each will consist of multiple-choice, T/F, fill-in-the-blanks, and essay items. Exams will not be cumulative. Exams will include questions drawn from the material presented in the textbook, lectures, class discussions, and videos shown in class. If you disagree with a particular exam question, you can give me a written challenge for it --a short paragraph in which you explain why you think the question is inaccurate and cite relevant sources that contain support for your argument.

Make-up exams will be given only if you are away on **official college business or in extreme circumstances**. Please note the date of the final exam when making travel arrangements.

Extra Credit: You have the opportunity of earning up to 12 extra credit points by attending up to 3 talks/events related to developmental psychology and writing reflection papers on them. These opportunities will be announced in class when they become available.

Acceptable Form for Assignments: All assignments completed outside of class should be typed, double-spaced, stapled, and checked for spelling and grammar.

Academic Honesty: You and I have a responsibility to maintain academic integrity at Concordia College. All work in this course must be completed in a manner consistent with the *Joint Statement on Academic Responsibility* found in the College Handbook. Cheating on an exam, plagiarizing others' work, falsifying data, using your own work from previous semesters or from other courses without my permission, discussing exam content with other students without my approval, or allowing others to copy your work are all acts of academic dishonesty. Academic dishonesty will result in **a grade of zero and a report to the office of academic affairs** for possible further disciplinary actions.

Grading: The total number of points possible in this class is 400 pts:

Class participation and preparedness	35 pts
Class Assignments (3 pts each)	30 pts
Symposium Reflection	10 pts
Popular Media Assignment	10 pts
S.L. Journals (15 pts each)	45 pts
Semester Project	70 pts
Exams (40 pts each)	200 pts
Total	400 pts

Letter grades will be assigned based on the total number of points as follows:

Total	%	Grade	Total	%	Grade	Total	%	Grade
372-400	93-100	A	320-331	80-82.9	B-	268-279	67-69.9	D+
360-371	90-92.9	A-	308-319	77-79.9	C+	252-267	63-66.9	D
348-359	87-89.9	B+	292-307	73-76.9	C	240-251	60-62.9	D-
332-347	83-86.9	B	280-291	70-72.9	C-	< 240	< 60	F

Grade Petitions: Concordia College's policy states that if you wish to discuss your grade in this course, you must do so before the middle of the next semester/summer session. Course materials will be recycled after that date.

TENTATIVE SCHEDULE

R	Sept 3	Syllabus & Introductions
T	Sept 8	Ch. 1: History, Theory, and Research Strategies
R	Sept 10	Information Literacy Lab – Citation Trail Exercise. Lab held in the Library Instruction Lab. Bring a popular media article related to any aspect of lifespan development. Attend Fall Service Festival at 6:30 p.m. in the Centrum. Sign up for S.L.
T	Sept 15	Video: Women, Drugs & the Unborn & class assignment Project Groups form and meet to exchange contact information Attend Symposium in the evening & on 9/16 and write reflection
R	Sept 17	Ch. 2: Foundations of Development Symposium Reflection Due
T	Sept 22	Ch. 3: Prenatal Development, Birth, & the Newborn
R	Sept 24	Ch. 3 Cont'd
T	Sept 29	Ch. 4: Physical Dev. in Infancy & Toddlerhood
R	Oct 1	Exam 1: Ch. 1-3 Project Group Meeting
T	Oct 6	Ch. 5: Cognitive Dev. in Infancy & Toddlerhood Project Plan Due
R	Oct 8	Ch. 6: Emot.& Soc. Dev. in Infancy & Toddlerhood
T	Oct 13	Ch. 6: Cont'd S.L. Journal #1 Due
R	Oct 15	Exam 2: Ch. 4-6 Project Group Meetings
T	Oct 20	Ch. 7: Phys. & Cognitive Dev. in Early Childhood
R	Oct 22	Ch. 8: Emot.& Soc. Dev. in Early Childhood

T	Oct 27	No Class Have a relaxing mid-semester recess
R	Oct 29	Ch. 9: Phys. & Cognitive Dev. in Middle Childhood
T	Nov 3	Ch. 10: Emot.& Soc. Dev. in Middle Childhood Popular Media Assignment Due
R	Nov 5	Ch. 10: Cont'd
T	Nov 10	Exam 3: Ch. 7-10 Project Group meetings
R	Nov 12	Ch. 11: Phys. & Cognitive Dev. in Adolescence
T	Nov 17	Ch. 12: Emot.& Soc. Dev. in Adolescence S.L. Journal #2 Due
R	Nov 19	Ch. 13: Phys. & Cognitive Dev. in Early Adulthood
T	Nov 24	Ch. 14: Emot.& Soc. Dev. in Early Adulthood
R	Nov 26	No Class Happy Thanksgiving
T	Dec 1	Exam 4: Ch. 11-14 Project Group meetings
R	Dec 3	Ch. 15: Phys. & Cognitive Dev. in Mid. Adulthood Group Project Due
T	Dec 8	Ch. 16: Emot.& Soc. Dev. in Mid. Adulthood Ch. 17: Phys. & Cognitive Dev. in Late Adulthood
R	Dec 10	Ch. 18: Emot.& Soc. Dev. in Late Adulthood S.L. Journal #3 Due
T	Dec 15	Ch. 19: Death, Dying, and Bereavement
W	Dec 18	11:00 - 12:00 Final exam: Ch. 15-19