

SYLLABUS

Fall 2007

DEPARTMENT: DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COURSE NUMBER/TITLE: PSY 374 DEVELOPMENTAL PSYCHOLOGY
TEXT: Poole, D., Warren, A., & Nunez, N. (2007). *The story of human development*. Upper Saddle River, NJ: Pearson/Prentice Hall.
COURSE/TIME/LOCATION: 374.02(CID 4291)/TuTh/3:30-4:50/AB4 205
INSTRUCTOR: A. JERRY BRUCE, Ph.D.
OFFICE HOURS: AB4-341, 2:00-4:00 Monday and Wednesday
PHONE: Office (936) 294-1173
email: bruce@shsu.edu

COURSE DESCRIPTION:

PSY 374 Developmental Psychology. A study is made of the physical, mental, emotional, and social growth and development of the person across the entire life span. Credit 3.

OBJECTIVES:

This course is designed to be an examination of developmental psychology. Developmental psychology is a branch of general experimental psychology. The course attempts to cover the research across the entire life span in the areas of physical, social, emotional, and cognitive development, a rather ambitious task. The students' task is to master the content, develop an appreciation for the subject-matter area, and to examine the ideas of development in relation to their own experience. Developmental Psychology is after all a human enterprise in which all are involved. Some examples of the specific issues with which this course will deal are: Theories of development, gender and ethnicity and the effects they have on development and perception, universal verses cultural-specific factors of change in the developmental process, genetic versus environment determinants of development, and much more. Despite the attempt to look at development from the physical/social/emotional/cognitive domains, development in essence is a unified process.

GOALS:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Gaining a broader understanding and appreciation of intellectual/cultural activities (as they relate to child growth and parenting)
- Learning how to find and use resources for answering questions or solving problems
- Developing a clearer understanding of, and commitment to, personal values

FORMAT:

The content of this course will be provided through a series of reading materials (primarily the text), classroom discussion, audiovisual presentations, etc. Students will be expected to contribute to the classroom discussion. In order to prepare for class sessions, students should read the assign chapters for that period. If the chapters are read prior to discussion, the benefit of the material will be enhanced. The

student will also need to become acquainted with the University computer system, especially the Blackboard program in order to receive information about the course, grades, and to communicate with the instructor and the class.

GRADES:

TESTS, WRITTEN ASSIGNMENTS AND CLASSROOM PARTICIPATION WILL DETERMINE GRADES. THE PRIMARY EVALUATION WILL BE THE FOUR TESTS TO BE TAKEN DURING THE COURSE OF THE SEMESTER. CLASS PARTICIPATION AND WRITING ASSIGNMENTS WILL ALSO BE A SOURCE OF EVALUATION. Each test will be worth 100 points; therefore, the following grade distribution will apply:

A	360 and above
B	320 to 359
C	280 to 319
D	240 to 279
F	239 and below

If one has problems with grades please see the instructor early in the semester, remember the semester passes rather quickly especially in the summer. The instructor is here to help, but if one waits until the semester is almost over, it is difficult to assist at that point.

For those of who do poorly on the first exam, the instructor will submit those names to the SAM Center. They will contact students to let them know about the services they offer. Any student may take advantage of the services in the SAM Center: obtain tutoring, take study skills sessions, etc. in order to improve grades.

NOTICE TO PERSONS WITH DISABILITIES:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

ATTENDANCE:

Regular and punctual class attendance is expected and attendance records will be kept. It should be noted that some assignments will occur exclusively in class. These assignments cannot be made up outside of class. Participation in class is valuable to whole class. If students are not there then the whole class is denied the benefit of their presence. Attendance insures that students will benefit from the material dealt with in class, hear the comments of others, add their own insights, and not miss the experiences that occur only in class.

Makeup exams on the scheduled tests will be allowed only in exceptional circumstances. A test missed may result in the student having to write a paper or make a presentation on some approved topic. If makeup exams are given they will not benefit from any “curve” applied to the test. *In the case that the class is allowed to earn Extra Credit toward their grades, students with excessive absences will not be allowed this privilege.*

The University policies related to **Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holidays, and Visitors in the Classroom** can be read at the following web site. <http://www.shsu.edu/mailler/coursesyllabus.pdf>

OUTLINE:

An Overview of Developmental Psychology

Chapter 1

Orientation, Introduction

♪ Getting to know you, getting to know all about you...♪

What is Developmental Psychology?

Methodology in Developmental Psychology

Ethics in Research

The Science of Developmental Psychology

Exploring Theories

(1) Learning Theories

(2) Biological Theories

(3) Psychoanalytical Theories

(4) Erikson’s Theory

(5) Piagetian Cognitive Theory

Chapter 2

Biological and Environmental Factors in Development

Genetics

Diversity in Development

Interaction of Heredity and Environment

Chapter 3

Prenatal Development, Birth and the New Born

September 13

(Test 1, Chapters 1-3)

Chapter 4

Profiles of Early Development

Physical Development

Cognitive Development

Emotional and Social Development

Chapter 5

Pathways of Early Development

Sleeping patterns

Childrearing

Chapter 6	Early Childhood Perception and Cognition Emotions and Social Development	
Chapter 7	Pathways through Early Childhood	
<i>(Test 2, Chapters 4-7)</i>		October 9
Chapter 8	Middle and Late Childhood	
Chapter 9	Pathways through Middle and Late Childhood Family and School	
Chapter 10	Adolescence	
Chapter 11	Pathways through Adolescence	
<i>(Test 3, Chapters 8-11)</i>		November 6
Chapter 12	Early and Middle Adulthood	
Chapter 13	Pathways through Early and Middle Adulthood	
Chapter 14	Profiles of Middle to Late Adulthood	
Chapter 15	Pathways through Middle to Late Adulthood	
Chapter Epilogue	The End of Life	
<i>(Test 4, Chapters 12-Epilogue)</i>		December 10-13

IMPORTANT DATES:

Classes begin—Tuesday, August 21

Holiday—September 3

12th Class day—September 5

Last day to drop course—Wednesday, October 10 (Students should be aware that simply “not coming to class” does not drop one from the class. If a student wishes to drop a class with a grade of “Q” she/he must go to the registrar’s office and complete the appropriate forms.)

Last day to resign—Friday, November 16 (Resignation means the student is dropping all classes. In other words, one may not selective resign from classes at this point.)

Holidays—November 21-23

Study Day—Friday, December 7

Final exams—December 10-13

SOME USEFUL REFERENCES:

- American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Available at <http://www.apa.org/ethics/code2002.html>.
- Balk, D. E. (1991). Death and adolescent bereavement: Current research and future directions. *Journal of Adolescent Research, 6*, 7-27.
- Bertenthal, B. I. (1996). Origins and early development of perception. *Annual Review of Psychology, 47*, 431-459.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*, 513-531.
- Chang, Chun-hsing (1990). A historical review of the development of theories and research on emotion and cognition and its implication to school education. *Bulletin of Educational Psychology, 23*, 1-12.
- Chess, S., & Thomas, A. (1996). *Temperament: Theory and practice*. New York: Bruner/Mazel
- Collins, W. A., & Gunnar, M. (1990). Social and personality development. *Annual Review of Psychology, 41*, 387-416.
- Darley, J. M., & Shultz, T. R. (1990). Moral rules: Their content and acquisition. *Annual Review of Psychology, 41*, 525-556.
- Duncan, G. J., & Brooks-Gunn, J. (2000). Family poverty, welfare reform, and child development. *Child Development, 71*, 491-505.
- Egan, K. (2002). *Getting it wrong from the beginning: Our progressive inheritance from Herbert Spencer, John Dewey, and Jean Piaget*. New Haven, CT: Yale University Press.
- Elkind, D. (1997). The origins of religion in the child. In B. Spilka & D. N. McIntosh (Eds.), *The psychology of religion: Theoretical approaches* (pp. 97-104). Boulder, CO: Westview Press.
- Field, T. (1996). Attachment and separation in young children. *Annual Review of Psychology, 47*, 541-561.
- Fiske, S. T. (1993). Social cognition and social perception. *Annual Review of Psychology, 44*, 155-194.
- Freedman, D. G. (1979). Ethnic differences in babies. *Human Nature, 2*, (1), 36-43.
- Hearnshaw, L. S. (1956). Temporal integration and behavior. *Bulletin of the British Psychological Society, 30*, 1-20.
- Hoffman, L. W. (1989). Effects of maternal employment in the two-parent family. *American Psychologist, 44*, 283-292.
- Gallagher, J. J. (1994). Teaching and learning. *Annual Review of Psychology, 45*, 171-195.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1999). *Reframed: Multiple perspectives for the 21st century*. New York: Basic Books.
- Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin, 128*, 539-579.
- Goodwyn, S. W., Acredolo, L. P., & Brown, C. A. (2000). Impact of symbolic gesturing on early language development. *Journal of Nonverbal Behavior, 24*, 81-103.
- Harris, J. R. (1998). *The nurture assumption: Why children turn out the way they do*. New York: Free Press.
- Jacklin, C. N. (1989). Female and male: Issues of gender. *American Psychologist, 44*, 127-133.
- Lewis R. Aiken (1991). *Dying, death, and bereavement (2nd Ed.)*. Boston: Allyn & Bacon.
- Light, L. (1991). Memory and aging: Four hypotheses in search of data. *Annual Review of Psychology, 42*, 333-376.
- Lundin, S. C., Paul, H., & Christensen, J. (2000). *Fish: Catch the energy and release the potential*. New York: Hyperion.

- Mandler, J. A. (1993). A new perspective on cognitive development in infancy. In M. Gauvain & M. Cole (Eds.). *Readings on the development of children*. New York: Freeman.
- Meador, K. S. (1992). Emerging rainbows: A review of the literature on creativity in preschoolers. *Journal for the Education of the Gifted*, 15(2), 163-181.
- Miller, G. A. (1956). The magic number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63, 81-97.
- Neal, B. (2007). Beyond the canned food drive. *Teaching Tolerance*, fall (issue 32), 33-37.
- Patterson, G. R., DeBaryshe, D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*, 44, 329-335.
- Pinker, S. (2002). *The blank slate: The modern denial of human nature*. New York: Viking.
- Rice, M. L. (1989). Children's language acquisition. *American Psychologist*, 44, 149-156.
- Ridley, M. (2003). *Nature via nurture: Genes, experience, and what makes us human*. New York: Harper Collins.
- Robins, R. W., Trzesniewski, K. H., Tracy, J. L., Gosling, S. D., & Potter, J. (2002) Global self-esteem across the life span. *Psychology and Aging*, 17, 423-434.
- Sternberg, R. J., & Grigorenko, E. L. (2001). Unified psychology. *American Psychologist*, 56, 1069-1079.
- Society for Research in Child Development. (2005). *Ethical standards for research with children*. Available at <http://www.srcd.org/ethicalstandards.html>.
- Tomasello, M. (1999). *The cultural origins of human cognition*. Cambridge, MA: Harvard University Press.
- Vaillant, G. E. (2002). *Aging well*. Boston: Little, Brown.
- Watters, E. (2003). *Urban tribes: A generation redefines friendship, family, and commitment*. New York: Bloomsbury USA.
- Weil, S. (1952/1987). *Gravity & grace*. New York: Routledge.
- Weinberg, R. A. (1989). Intelligence and IQ: Landmark issues and great debates. *American Psychologists*, 44, 98-104.
- Wellman, H. M., Gelman, S. A. (1992). Cognitive development: Foundational theories of core domains. *Annual Review of Psychology*, 45, 337-376.
- White, S. D. (1979). Children in perspective. *American Psychologist*, 34, 812-814.
- White, S. D., & DeBlasse, R. R. (1992). Adolescent sexual behavior. *Adolescence*, 27, 183-191.
- Zahn-Waxler, C. & Radke-Yarrow, M. (1990). The origins of empathic concerns. *Motivation and Emotion*, 14, 14, 107-130.