

**SAM HOUSTON STATE UNIVERSITY
PSYCHOLOGY 374 - DEVELOPMENTAL PSYCHOLOGY
FALL 2007**

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Office Hours: Monday – Friday 9 a.m. to 4 p.m. and by appointment

COURSE DESCRIPTION:

Examination of psychological theories and research to describe, understand, and explain human development from conception to death. Exploration of the lifelong interaction between nature and nurture. Emphasis on the specific issues we face as we progress through life, such as acquisition of emotional, physical, cognitive, and moral skills and the changing balance between dependence and interdependence as we move from infancy to adolescence, adulthood, and later life.

TEXTBOOK:

(Required)

Santrock, J. W. (2008). *Life-Span Development* (11th ed.). Boston: McGraw-Hill.

COURSE FORMAT:

Class will consist of lecture and discussion. Students are strongly encouraged to actively participate in class through discussion and to keep up with their textbook readings (please refer to tentative course outline for reading assignments). Students will be assigned a project that will be presented to the class before the end of the semester.

EXAMS:

There will be four in-class exams, three exams and a final exam. The exams will consist of fifty multiple-choice questions. Exam questions will come from lecture material and textbook material, which may or may not have been covered in class. Therefore, it is very important that you read the assigned readings for each exam. The tentative calendar indicates which chapters will comprise each exam, tentative exam dates, and other important dates. The final exam will consist of fifty multiple-choice questions, and it will not be comprehensive; it will only cover the material presented after the third exam. Course grades will be determined as a percentage of the total points available. ***YOU WILL NEED SCANTRONS (GREEN) AND No. 2 PENCILS FOR EACH EXAM.***

GRADING SCALE:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = below 60%

GRADE DISTRIBUTION:

Exams (3 @ 20% each)	60%
Final Exam (20%)	20%
Individual Project and presentation (10%)	10%
Attendance (10%)	<u>10%</u>
	100%

INDIVIDUAL PROJECT AND PRESENTATION:

Project and presentation details will be provided on a separate handout.

ATTENDANCE POLICY:

Attendance is required and it counts toward your final grade (ten percent of your final grade). Please attend class regularly as exam questions come partly from class lectures and discussion. Any student who exceeds six (6) absences (excused or unexcused) will be asked to withdraw from the class.

MAKE-UP EXAMS:

Make-up exams will not be given unless you have a legitimate and valid excuse (e.g., family emergency, illness, and hospitalization). Please let me know in advance if you will miss an exam. If you fail to let me know in advance that you will be missing an exam (even if you have a valid excuse), you will not be allowed to make up that exam. All make-up exams will consist solely of essay questions.

ALL MAKE-UP EXAMS WILL BE ADMINISTERED ON THE DAY OF THE FINAL EXAM (NO EXCEPTIONS).

ACADEMIC DISHONESTY:

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

CLASSROOM RULES OF CONDUCT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

STUDENTS WITH DISABILITIES POLICY:

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 should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

*****NOTE: PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS*****

TENTATIVE COURSE OUTLINE

<u>WEEK</u>	<u>TOPIC</u>	<u>TEXT CHAPTER</u>
August 20, 2006	Introductions and Review of syllabus, Introduction	1
August 27, 2006	Science of Life-Span Development	2
September 3, 2006	LABOR DAY HOLIDAY (9/3); Biological Beginnings	3
September 10, 2006	Prenatal Development and Birth ; 9/14--EXAM 1 (CHAPTERS 1 – 4);	4
September 17, 2006	Physical Development in Infancy	5
September 24, 2006	Cognitive & Socioemotional Development in Infancy	6 & 7
October 1, 2006	Physical, Cognitive, and Socioemotional Development in Early Childhood	8 & 9
October 8, 2006	10/10--EXAM 2 (CHAPTERS 5 – 9) Physical & Cog. Dev. in Middle and Late Childhood	10
October 15, 2006	Physical, Cognitive and SE Development in Middle and Late Childhood	10 & 11
October 22, 2006	Physical and Cognitive Dev. in Adolescence; Socioemotional Development in Adolescence	12 & 13
October 29, 2006	Physical and Cognitive Dev. in Adolescence; Socioemotional Development in Adolescence; 11/2--EXAM 3 (CHAPTERS 10 – 13);	12 & 13
November 5, 2006	PRESENTATIONS	
November 12, 2006	PRESENTATIONS	
November 19, 2006	THANKSGIVING HOLIDAYS (11/21 - 11/23)	14
November 26, 2006	Physical and Cognitive Dev. in Early Adulthood; Socioemotional Development in Early Adulthood	14 & 15
December 3, 2006	Physical and Cognitive Dev. in Middle Adulthood; Socioemotional Development in Middle Adulthood 12/7—STUDY DAY	16 & 17
December 10, 2006	FINAL EXAM WEEK (12/8 - 12/13)	

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PROJECT GUIDELINES**

PROJECTS

1. Write and illustrate a children's book and give a targeted age group(s). The book must teach a skill (e.g., counting, ABCs, sharing, etc.). This must be your own work, do not plagiarize someone else's work. Include a written explanation of the book (2 to 3 pages, double-spaced) in which you present a rationale for writing the book and the uses it presents for parents and educators, as well as the targeted children.*
2. Design a game for children and provide the instructions and materials needed. You must specify the targeted age group(s) and the skill(s) that the game teaches the child. Include a written explanation (2 to 3 pages, double-spaced) of the game, its uses, and benefits to parents, educators, and targeted children.*

*If you used information from a journal or newspaper article or a book, or if you used ideas that are not your own, reference your sources according to the APA Publication Manual.

ORAL PRESENTATIONS

Presentations should be approximately 10 to 15 minutes in duration. A list of presentation dates and presenters' names are posted on BlackBoard. In your oral presentation, you must address the following points:

1. Why did you select this project? What was your purpose for doing this project (other than meeting the class requirement)?
2. Explain your project (in detail).
3. How has this project enhanced your knowledge of life-span development?
4. How have you benefited from doing this project?

GRADING

Your project will be graded on the following five elements:

1. Originality
2. Creativity
3. Effort
4. Presentation of the book or game (points will be deducted for poor grammar, spelling, and poor organization).
5. Oral Presentation