

SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHYSYLLABUS FOR DEVELOPMENTAL PSYCHOLOGY  
PSYCHOLOGY 374 SEC 01 (3 UG)  
SUMMER I, 2008

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Instructor: Gina Coffee, Ph.D.  
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Time: Monday-Friday, 12:00 – 1:50 PM  
Classroom: AB4 205  
Office Hours:  
Wednesday-Friday 8:30 – 9:50 AM  
(Other times by appointment)

TA: Kyle Wagner  
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Office Hours:  
Tuesday-Thursday 11:00 – 12:00 PM  
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### COURSE OVERVIEW

This course is designed to provide an examination of psychological theories and research relevant to human development. Emphasis will be placed on the physical, cognitive, emotional, and social growth and development of individuals across the entire life span. The class will be composed of lectures, guest lectures, videos, and some small group activities and discussions that will lead to whole class interactions. *Students will be responsible for all material covered in class, as well as the material in the textbook even if it is not specifically covered in class.*

### COURSE OBJECTIVES

1. Students will gain factual knowledge about human development throughout the lifespan (terminology, classifications, methods, trends).
2. Students will learn fundamental principles, generalizations, or theories related to human development.
3. Students will build an understanding of the impact of biological, cognitive, emotional, and social development upon the individual.

### REQUIRED TEXT

Berk, L. (2007). *Development through the lifespan, 4/e*. Allyn & Bacon.

### ONLINE STUDY RESOURCES

Your text comes with access to MyDevelopmentLab and the text's e-book ([www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)). We will use MyDevelopmentLab throughout the semester. In addition, supplemental information can be found at the companion website for *Development Through the Lifespan*: [http://wps.ablongman.com/ab\\_berk\\_lifespan\\_4](http://wps.ablongman.com/ab_berk_lifespan_4). Students should make use of these online resources in preparation for class and for exams.

### CLASS COMMUNICATION

**Blackboard will be the main method of communication with students enrolled in this course.** Since Blackboard uses your SAM computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account. Please call the help desk or ask for assistance in the computer lab for information regarding email forwarding.

### ATTENDANCE POLICY

Regular, punctual attendance is expected. You can miss up to 2 classes without being penalized. I do not excuse absences. If you miss more than 2 classes, I will deduct daily class participation points (5 points/each day absent) from your final grade. If you arrive late, you will get marked as tardy. Two tardies equals an absence. *Attending class means you are actively participating in class, and you stay in class for the duration of the entire class period.* See Academic Policy Statement 800401 for SHSU's position on attendance.

### RELIGIOUS HOLIDAYS

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within one week of returning to class.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. **If you will be absent due to a religious holy day, please let me know by the third class day.**

### CLASSROOM RULES OF CONDUCT

I make every effort to create an environment of mutual respect in the classroom, and I expect every student to maintain this environment. Disciplinary action results if a student does not adhere to standards of respectful classroom conduct. In terms of classroom conduct, this means adhering to the following:

- **Courtesy.** In class we will discuss the material with mutual respect and courtesy. Offensive language and jokes, verbal abuse, and personal attacks are not tolerated.
- **No side conversations.** This is disruptive and disrespectful to both me and your fellow classmates.
- **No electronic devices (including, but not limited to, cell phones, laptops, and recorders).** The use of electronic devices is strictly prohibited in this class. Silence cell phones and put them away before class begins. This means they are in silent mode (not in vibrate mode) and out of sight. No texting in class. If your cell phone rings during class, quietly gather your belongings and leave the class. This will count as an absence.
- **Entering and leaving class.** If you know in advance that you have to arrive late to class, or leave class early, notify me ahead of time, and sit at the closest available desk to the door.

**SHSU** has additional conduct requirements that students will be expected to adhere to in this class:  
<http://www.shsu.edu/students/guide/dean/codeofconduct.html>.

### ACADEMIC HONESTY

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

**Cheating** includes:

- Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating, without authorization, with another student during an examination or in preparing academic work.
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for oneself, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- Specifically for this course, the falsification of testing protocols is an extreme ethical violation that may result in expulsion from your graduate program.

**Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

**Abuse of resource materials** means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

**STUDENTS WITH DISABILITIES**

It is the policy of SHSU 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 (294-1720). 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.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, and there are no retroactive accommodations.

**VISITORS IN THE CLASSROOM**

If you bring a visitor to class, notify me at least 24 hours ahead of time. Visitors must follow university rules for conduct and maintain a respect for diversity. I do not allow bringing children to this class.

**INSTRUCTOR EVALUATIONS**

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

**CLASS PARTICIPATION**

ACTIVE class participation in class discussions and activities is expected as an avenue to meet course objectives. Class participation will be measured by attendance, participation in class discussions, pop quizzes, and/or class activities. When you are absent from class, you will not be able to earn class participation points (100 total points; ~5 points/class).

**IN-CLASS RESPONSE QUESTIONS**

You will be called on in class to answer a question(s) related to the readings and will be expected to provide a thorough and accurate answer within 30 seconds of when the question is asked. You have the opportunity to earn up to 25 points based on the quality of your answer. Students will be called on randomly and can expect to be called on approximately 4 times during the semester (~ 1 time per week). Therefore, the total number of points you may earn for this activity during the semester is 100 points.

It is my intention that all students are successful in this activity. As such, you will have 3 lifelines during the semester: (1) ask a neighbor, (2) ask a volunteer(s), or (3) ask me to randomly select a student to help you. You will then have the opportunity to consult with that classmate and provide an answer. You may use each lifeline only one time during the semester. At the end of the semester, if 90% of the class has earned at least 75 points each, I will add 15 points to each student's final grade.

The random order of students will be determined at the beginning of the semester. If you are not in class on the days your name comes up, you will not have the opportunity to earn these points, and make-ups will not be granted.

**EXAMS**

Three (3) examinations (100 points each) will be administered. They may cover any information assigned or presented in class, as well as the text chapters indicated. The questions will include T/F, Multiple Choice, Matching, or Short Answer format. Please come prepared to each examination with a Scantron Form No. 882-E and a couple of No. 2 pencils.

- Students will NOT be allowed to make up an exam without my written pre-approval. If an exam is missed, only one make up exam per semester will be allowed, and it will be an all essay format.
- If students show up to take a scheduled class exam more than ten (10) minutes after the beginning of the exam, they will not be allowed to take the exam and will have to take an all essay make-up exam. **NO** exceptions!

**GRADING PLAN**

The maximum number of points you may earn are listed below.

Activity	Points
Class Participation (5 points/day)	100
In-Class Response Questions (25 points/opportunity)	100
Exams (100 points each)	300
<b>Total Points Possible</b>	<b>500</b>

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
450-500	90-100	A
400-449	80-89	B
350-399	70-79	C
300-349	60-69	D
<300	<60	F

Grades of 0.5 and higher will be rounded up – there will be *no exceptions* to this “rounding rule.”

If you have concerns about your grade or the course, please make an appointment to meet with me during office hours. *I will not discuss these items before, during, or after class. I will not schedule an appointment to discuss your exam grade on the same day I return the graded exam.* If you have a concern about an exam grade, you must meet with me before taking the next exam. This means that I will not discuss your grade on exam 1 after exam 2 takes place and so forth. I also do not discuss or distribute grades over email.

**FINAL NOTE . . .**

Your role is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

**Course Outline**

Course outline is tentative and subject to change. Changes will be announced in class.

<b>Day</b>	<b>Date</b>	<b>Topics and Assigned Readings</b>
T	6/3	Course Overview & Introduction
W	6/4	Biological & Environmental Foundations – Read Chapter 2
Th	6/5	Prenatal Development, Birth, & the Newborn Baby – Read Chapter 3
F	6/6	Physical Development in Infancy & Toddlerhood – Read Chapter 4
M	6/9	Cognitive Development in Infancy & Toddlerhood – Read Chapter 5
T	6/10	Emotional & Social Development in Infancy & Toddlerhood – Read Chapter 6
<b>W</b>	<b>6/11</b>	<b>Exam 1</b>
Th	6/12	Physical & Cognitive Development in Early Childhood – Read Chapter 7
F	6/13	Emotional & Social Development in Early Childhood – Read Chapter 8
M	6/16	Physical & Cognitive Development in Middle Childhood – Read Chapter 9
T	6/17	Emotional & Social Development in Middle Childhood – Read Chapter 10
W	6/18	Physical & Cognitive Development in Adolescence – Read Chapter 11
Th	6/19	Emotional & Social Development in Adolescence – Read Chapter 12
F	6/20	Study Day – NO CLASS
<b>M</b>	<b>6/23</b>	<b>Exam 2</b>
T	6/24	Early Adulthood – Read Chapters 13 & 14
W	6/25	Middle Adulthood – Read Chapters 15 & 16
Th	6/26	Late Adulthood – Read Chapters 17 & 18
F	6/27	Study Day – NO CLASS
M	6/30	The End of Life – Read Chapter 19
<b>T</b>	<b>7/1</b>	<b>Final Exam (Exam 3)</b>