

# PSYC 206 Developmental Psychology

Credit hours: 3      Prerequisites: PSYC 101      Instructor: **Dr. Cheryl Fortner-Wood**  
Call # [20850](tel:20850)      Meets: WF 11:00 am – 12:15 pm in Kinard Auditorium (Kin 018)

To Contact Instructor -- 803-323-2641 ☎ Fax: 803-323-2371 ✉ [FortnerC@Winthrop.edu](mailto:FortnerC@Winthrop.edu)

**Office Hours in 134 Kinard Hall (Please note office hours end 30 minutes before class so I can focus on finalizing preparations for our class meeting, please do not come during this time)**

- Wednesday 9:00– 10:30 am and 12:15 – 2 pm
- Friday 9:00– 10:30 am and 12:15 – 2 pm
- and by appointment

If you have questions about material, assignments or your performance in the course, please visit me during office hours. If you prefer to talk on the phone or need to meet outside of office hours, do not hesitate to contact me during office hours or through e-mail to set up a time to talk on the phone. If I do not respond to your message by the end of the next business day, please resend your message and touch base with me in class. In the rare case that events beyond my control will prevent me from holding office hours or an appointment, I will notify my students via Winthrop email as soon as possible. To be sure you are not inconvenienced; please check your email before coming to office hours or an appointment.

## **Course Goals and Description**

We will explore current theories, methodology, and relevant findings in the study of human development from conception through late life. We will use an ecological perspective to examine the myriad of factors that play a role in the physical, motor, neural, perceptual, cognitive, language, social, emotional, and moral domains of life span development. These factors include, but are not limited to, genetics, caregiving style, temperament, relationships, early care and education, ethnicity, culture, gender, socio-economic status, and family/home environment.

## **Syllabus Change Policy**

The instructor reserves the right to make modifications to this syllabus if the needs of the class warrant. Students will be notified of any modifications in class and via the class listserv as early as possible. All students are responsible for the consequences of modifications once they are announced, even if they missed learning about them from class or email.

## **Student Learning Objectives**

I borrowed and adapted the objectives from American Psychological Association. [(2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>.] Please note how these objectives correspond to Winthrop's four University Level Competencies (<http://www.winthrop.edu/academic-affairs/secondary.aspx?id=15731>). All of the course learning activities require students to build effective communication skills (Competency 4).

<b>Learning Outcomes for PSYC 206: Developmental Psychology</b>	<b>Assessed Through These Learning Activities</b>	<b>ULC #</b>
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology, particularly as they relate to developmental changes in behavior and mental processes across the life span.	Exams & final exam* Reflection Papers Research Paper	1, 3
2. Apply developmental concepts, theories, and research findings as they relate to everyday life, using the language of the discipline.	Exams & final exam* Reflection Papers Research Paper	1
3. Recognize and respect human diversity and understand that developmental explanations may vary across, individuals, populations, and contexts.	Reflection Papers* Research Paper Exams & final exam	1, 3
4. Demonstrate that developmental principles can be used to explain social issues and inform public policy.	SL Reflection Papers Research Paper*	1,3
5. Use critical thinking effectively, demonstrate reasonable skepticism, and make linkages between diverse facts, theories, and observations.	Exams & final exam* SL Reflection Papers Research Paper*	1
6. Generalize research conclusions appropriately based on the strengths and limitations of particular research methods.	Research Papers* Exams & final exam SL Reflection Papers	1
7. Locate and use relevant databases, research, and theory to inform questions regarding and observations of developmental phenomenon.	Research Paper* SL Reflection Papers	1
8. Identify, distinguish, and evaluate assumptions, personal biases, emotional appeals, common fallacies, speculations, and defensible evidence.	Research Paper* Self-Reflection Exams & final exam	1
9. Demonstrate effective writing skills in various written formats and for various purposes (e.g., informing, defending, explaining, persuading, arguing).	SL Reflection Papers* Research Paper* Exams & final exam	4
10. Demonstrate information competence by formulating a researchable topic; locating relevant and appropriate sources on the topic; selecting sources based on their suitability, quality, and value; and use word processing software to communicate ideas.	Research Paper*	1
11. Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.	SL Reflection Papers* Research Paper	2
12. Consider your engagement with respect to civic, social, and global responsibilities.	SL Reflection Papers*	2

### **My Expectations of You**

I expect students to behave in the following ways. Course grades will likely be negatively affected by failure to behave in accordance with these expectations.

- 1) You will prepare for, attend, and participate in every class.

- 2) You will not text or use computer or communication devices for non-course related purposes during class time (see the College of Arts and Sciences policy specified at: <http://www2.winthrop.edu/artscience/AppropriateUseApprovedPolicyMar2010.pdf> ). If you need to communicate with someone during class time, please step out of the classroom to do so.
- 3) You will be an active learner: raising questions, contributing to discussions both in and out of class, utilizing Blackboard, taking accurate and complete notes, attentively reading assignments, and sharing relevant resources you have found with your classmates.
- 4) You will complete all assignments according to the directions, honorably, and on time. This includes reading the text before the material is discussed in class.
- 5) You will contact me as soon as possible if you have concerns about understanding material, accessing course materials on Blackboard, completing assignments, or your performance in this class.
- 6) You will utilize me as a resource as early as possible in class, during office hours, by appointment, by e-mail, and/or via telephone.
- 7) You will listen and interact effectively and sensitively with fellow classmates and with me even when someone expresses a viewpoint that is very different from you own.
- 8) You will exhibit academic integrity at all times and follow the student conduct code found at: <http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>. As that code specifies, "Responsibility for good conduct rests with students as adult individuals."

### **Student Code of Conduct**

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The Student Life policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/>). Academic dishonesty of any form (including but not limited to cheating, plagiarism, falsifying information) may result in a student receiving an F for this course.

### **Students with Disabilities**

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester. If you have questions about accessibility statements or other accommodation issues, please contact ODS. Information about services and accommodations is also available on the ODS website: [www.winthrop.edu/hcs/DS.htm](http://www.winthrop.edu/hcs/DS.htm)

### **Academic Success Center**

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students become effective and efficient learners. The services available to students are as follows: peer tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located in University College on the first floor of Dinkins Hall, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu). For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

**The Office of Victims Assistance**

The Office of Victims Assistance (OVA) provides direct services to survivors of sexual assault, domestic violence, dating violence, and stalking as well as campus-wide educational programming to prevent these crimes from occurring. The staff provides counseling services and assists with obtaining sexual assault forensic exams, STI testing/treatment, pregnancy prevention, housing options, legal prosecution, and access to other support services including assistance with class or course problems resulting from victimization (i.e. missed classes, trouble concentrating or completing assignments). The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803)329-2800.

**Winthrop University's Office of Nationally Competitive Awards (ONCA)** identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage [www.winthrop.edu/onca](http://www.winthrop.edu/onca) and email [disneyj@winthrop.edu](mailto:disneyj@winthrop.edu) or [onca@winthrop.edu](mailto:onca@winthrop.edu) for more information. **For more information please visit:**

<http://www2.winthrop.edu/victimassistance/Default.htm>

**Electronic Resources Available to You: Class Listserv and Blackboard**

Our class listserv address is [PSYC206001@class.winthrop.edu](mailto:PSYC206001@class.winthrop.edu). I will use the class listserv to share information with you quickly and efficiently. The listserv was already populated and most of you were automatically added to the listserv. Some students may need to manually add themselves to the list (e.g. if you recently added a Winthrop email address or the class). Directions for subscribing manually are found on the *Student Services* link at: [www.winthrop.edu/acc/technology](http://www.winthrop.edu/acc/technology). If you have trouble receiving messages from the list, please check your auto-forward settings and/or be sure you have not exceeded your space allowance.

**Blackboard.** You can access our Blackboard resources including class slides, handouts, and links to resources at <https://bb-winthrop.blackboard.com/>. Some of these resources may only be available for a limited time. It is your job to check the site at least twice a week to access new material. While there is no official grade associated with using the resources, I will monitor student use and trends in class performance. It takes time to manage, so if I feel students are not using it to their benefit, I will limit access. For example, students who miss three consecutive classes without contacting me may find they can no longer access resources on the site.

**Turnitin.** All written assignments must be submitted to our course on [www.Turnitin.com](http://www.Turnitin.com) before the assignment is submitted in class to be graded. Assignments not submitted to Turnitin on time will not be graded. Our Course ID is: **4667088**. I will announce our password on the first day of class. Be sure you write it down here \_\_\_\_\_ at that time. I will not post it on the web.

### Evaluation of Student Learning

Grading scale		Learning Assessments/Assignments	Possible points
93% for A	73% for C	Three Exams (100 points each)	300
90% for A-	70% for C-	Comprehensive Final Exam	100
87% for B+	67% for D+	Research Paper	100
83% for B	63% for D	Two (50 pt.) Service Learning Reflection	100
80% for B-	60% for D-	Papers (Child and Adult SLR)	
77% for C+	<60%=F		<b>600 (Total)</b>

Final letter grades for the course are assigned using the above grading scale based on the percentage of total possible points (600) earned for assignments submitted. **Students who do not complete all areas of course learning assessments (i.e., exams, research paper, and SLRs) will earn an F in the course.**

**Course Requirements** include class attendance and participation, reading of required materials and successful completion the evaluations of student learning (exams, research paper, and service learning assignments).

#### Attendance

You are responsible for all announcements, material, and discussion that occur during our class. This includes, but is not limited to, information about assignment directions and due dates. You will be expected to complete assignments according to the information I provided during class, regardless of whether you were there to hear it. If you miss class, regardless of the reason, you need to ask your fellow students what you missed. I will not restate what I said during previous classes or to bring handouts or assignments to class more than once. I will be tracking attendance in this class. **In accordance with the university's policies, absences totaling more than 25 percent of class sessions will result in a grade of F or U, whichever is appropriate.** Note: Because class planning and lesson structure sometimes depend upon class size and make-up, you are expected to notify me in advance when you will not be in class. The formal attendance policy is outlined in Winthrop University's *Undergraduate Catalog* (found at [www.winthrop.edu/recandreg](http://www.winthrop.edu/recandreg)).

#### Learning Assessments – **Late Assignments will not be graded.**

Your final grade will be based on three exams, a comprehensive final exam, your reflections on two service learning experiences, and one research paper. I have carefully designed these activities to facilitate significant learning of course material. I believe every activity is a crucial part of your experience in the course. Therefore, **students who do not complete all of the assignments on time will not be allowed to earn higher than a B in the course.** As stated earlier, students who fail to complete any one of the four activity sets (exams, reflections, or paper) will fail the course.

You are always welcome to **turn in assignments early**. If you bring your written assignments to my office hours before they are due, I can provide feedback that will help you get the most out of the learning activity.

**Examinations (400 points):** Examinations will assess memory and comprehension of material. Exams can include all material covered in class and assigned in the text. There will be three (3) tests and a comprehensive final exam. The three exams during the semester will each be worth 100 points. Your grade on each assignment and for the course will be based percentage of possible points earned. Exams will include multiple choice and short essay questions. THERE WILL BE NO MAKE-UP EXAMS. If a student misses an exam, the grade for the comprehensive final will replace their missed exam and therefore count twice. I recommend you take all exams. If you do not take the first (or second) exam and an unexcused absence keeps you from a later exam, you will not be allowed to make up a missing exam grade. Exam dates are unlikely to change and are listed below. If you anticipate missing an exam, please ask to take the exam early at least one week before the exam's scheduled date. The **Comprehensive Final Exam** will assess your memory and comprehension of developmental psychology based on your application of readings and class discussions. All material from class and in the readings is fair game for the exam.

**Service Learning (100 points).** Each of us will participate in **service learning** for this class. Elin McDonough, our Director of Service Learning, has made arrangements with community partners who serve children, adolescents and adults. Also, the Psychology Department is collaborating with area Head Start facilities to offer meaningful service learning and volunteer opportunities. Each student will serve 5 hours in a facility that focuses on the needs of children (0-12 years) and 5 hours in a facility that focuses on the needs of adolescents or adults. This will allow all of us to learn from and apply material to real-life situations and use our skills to help others. This is a win-win situation for all of us because we get to learn and we get to help. I value this experience so much that I participate in service learning as well. To get the most from service learning, you will need to think critically about your experience in two [Reflection Papers](#) where you apply course content and consider your engagement. The description for this assignment is attached to this syllabus. The first paper MUST be about your experience in a setting serving children. The second paper MUST be about your experience serving adolescents or adults.

**The Research Paper (100 points)** will allow you the opportunity to critically examine recent empirical literature on the developmental psychology topic of your choice. Because one of the ethical principles in this field is to conduct socially relevant research, I want you to choose a research topic with implications for social policy or whose findings could benefit individuals, families, practitioners, or educators (some examples are health care practices, cyberbullying, family meal time). Social policy topics can be found in newspapers, periodicals, and professional publications like the social policy reports at: [http://www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550).

**Your paper should be no longer than 15 pages and no shorter than 11 pages.** Your paper should be a relatively thorough review and critique of five peer-reviewed studies from developmental, psychology, or related journals published 2009-2012. Double space your text and use a consistent 10-12 point font. You must submit your research articles with a hard copy of your paper, hole-punched, in a three-ring binder. Please ask if you need a binder.

Your five articles can be experiments, correlational designs, case studies, or meta-analyses but they cannot be literature reviews or other secondary sources. You must show me your sources to be sure they are acceptable. Twenty points will be deducted for each source that has not been approved by me or does not meet the requirements.

The entire paper needs to be thoughtful, well-written, follow all directions, and adhere to the latest APA style (6<sup>th</sup> edition). Follow the outline below to maximize your performance on this assignment. Use headings to show the reader the organization of your paper.

- 1) **Title page** (5 points; 1 page) use APA style; title of paper, page number, running head. Use your CWID instead of your name)
- 2) **Abstract page** (10 points; 1 page; brief summary of your entire paper)
- 3) **Body of paper** (pages 3 – 12)
  - a. **Summary of research** (35 points, 4 pages) Use your 5+ sources to describe the research on your topic. Do not discuss articles individually. Rather, discuss them as a set as you describe what researchers are studying, their methods, and their findings. I recommend you use the following bold headings to organize this section.
    - i. **What and Why: Research Questions and Purpose of the Research**
    - ii. **How, When, and Where: Methods** including Samples, Measures, and Procedures
    - iii. **General Findings** in reference to the research questions
  - b. **Critique** (35 points, also 4 pages) Discuss what the researchers did well and could improve in their questions and methods. Again, do not discuss the studies individually, but critique the collection/body of research you reviewed. Write about the strengths of the research and write about the weaknesses of the research. I recommend you use the following headings to organize this section of the paper.
    - i. **Strengths** (2 pages) of the research in terms of ethics, methods, samples, measures, procedures, interpretations and relevance of the research questions or findings. An example would be: "These studies had ample sample sizes ranging from 205 (Fortner-Wood and Edwards, 2010) to 1,364 (SECCYD, 2009)."
    - ii. **Weaknesses** (2 pages) of the research in terms of ethics, samples, measures, procedures, interpretations and relevance of the research questions or findings. An example would be: "Although all of the research questions for these studies
  - c. **Implications** (10 points; 1 page) for politicians, parents, educators, practitioners, professionals, other possible constituents of the research
- 4) **Reference page** (5 points; 1 page; must be APA style; listing citations for every source you used in alphabetical order by first author's last name.

**Feedback on Student Performance.** Barring unforeseen circumstances, I will return graded exams within one week and reflection papers within two weeks. I do not know how long it will take me to thoughtfully read and evaluate the 60 research papers I expect to receive. This is a lengthy, critical thinking and writing assignment. that will need my within two weeks of submission. Each student's work deserves my thoughtful consideration and I will take as long as I need to in order to be sure each assignment gets that.

It is your responsibility to keep track of your grades and retain your graded assignments until you are able to access your final grade online and are satisfied it is correct.

**Bonus Credit.** We will likely have bonus credit opportunities throughout the semester. Psychology is a science. The textbook and class discussions are based on empirical evidence. You can earn credit in this course for participating in research and other activities that facilitate your learning of material. All bonus credit opportunities will be announced through at least one of our communication resources (in class, email/listserv, or Blackboard).

Deadlines in the field of developmental psychology are very strict. Without proof of very serious extenuating circumstances, **late assignments will not be graded. A copy of the research paper and SLRs must be submitted in class as well as submitted to Turnitin. Assignments must be submitted to [www.turnitin.com](http://www.turnitin.com) by class time the day they are due. Assignments will not be graded if they are not submitted to Turnitin before class time and a zero will be assigned for the grade.** Hard copies of assignments are considered "late" if they are turned in more than 15 minutes after the beginning of the class the assignment is due. The decision of whether or not an extenuating circumstance was sufficiently prohibitive to excuse the tardiness of the assignment rests with the instructor. If you are having last-minute printing problems, e-mail me your document at [fortnerc@winthrop.edu](mailto:fortnerc@winthrop.edu) and upload your document into our course at [www.turnitin.com](http://www.turnitin.com). Then bring your supporting materials to class. I will work with you to get your materials printed. If you are having trouble accessing the web, call me at 803-323-2641. If I do not answer the phone, leave a clear message with your name and phone number.

### **The Global Learning Initiative (GLI)**

This course participates in the Global Learning Initiative. The global learning component of this course includes but may not be limited to cross-cultural comparisons of early education, friendship, and bereavement.

### **Required Reading**

Berk, L. (2011). *Exploring Lifespan Development* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Allyn & Bacon. **ISBN-10: 0205748597 or ISBN-13: 9780205748594 (Text Showcase site: <http://www.pearsonhighered.com/showcase/berkexploring2e/>)**

### **Course Schedule**

In addition to the exams and out-of-class writing assignments, you are required to read course material before we use it in class. In-class activities and discussions will require you to be prepared. Also, you will be responsible for each chapter's content on exams, even if we do not discuss it in class. Our schedule for readings and other assignments is on page 9 of this syllabus.

- **Class Meets:** WF 11:00 am – 12:15 pm January 11 – April 20, 2012 in Kinard Auditorium
- **Exams:** February 1, March 2, April 4
- **Writing assignments due:** March 2, March 9, April 18
- **Spring Break:** March 14 and 16
- **Study session:** Friday 4/27 2:00 – 3:00 pm
- **Comprehensive Final Exam:** 11:30 a.m. Monday 4/30 in Kinard Auditorium

Date	Day	Topic	Text Reading or Writing Assignment Due
1/11	W	Introduction to the course	Syllabus
1/13	F	History and Theory	Ch. 1: History, Theory, and Research Strategies
1/18	W	Research and Discussion of Paper	
1/20	F	Nature and Nurture	Ch. 2: Biological and Environmental Foundations
1/25	W	Prenatal, Birth, and the Newborn	Ch. 3: Prenatal Development
1/27	F		Ch. 3: Birth, and the Newborn Baby
<b>2/1</b>	<b>W</b>	<b>Exam 1 (Chapters 1- 3)</b>	
2/3	F	Infancy & Toddlerhood	Ch. 4: Physical Development in Infancy and Toddlerhood
2/8	W		Ch. 5: Cognitive Development in Infancy and Toddlerhood
2/10	F	<i>Flowers of the Motherland</i>	Complete Movie Guide in Class
2/15	W	Infancy and Toddlerhood	Ch. 6: Emotional and Social Development in Infancy and Toddlerhood
2/17	F	Early Childhood	Ch. 7: Physical and Cognitive Development in Early Childhood
2/22	W		Ch. 8: Emotional and Social Development in Early Childhood
2/24	F	Middle Childhood	Ch. 9: Physical and Cognitive Development in Middle Childhood
2/29	W		Ch. 10: Emotional and Social Development in Middle Childhood
<b>3/2</b>	<b>F</b>	<b>Exam 2 (Chapters 4 - 10)</b>	<b>CHILD SERVICE LEARNING REFLECTION DUE, bring to class &amp; submit to TII</b>
3/7	W	Adolescence	Ch. 11: Physical and Cognitive Development in Adolescence; last day to w/draw
<b>3/9</b>	<b>F</b>		<b>RESEARCH PAPER DUE in Dr. FW's hands no later than 11:15 am today, bring to class and submit to TII</b>
3/21	W	Early Adulthood	Ch. 13: Physical and Cognitive Development in Early Adulthood
3/23	F		Ch. 14: Emotional and Social Development in Early Adulthood
3/28	W	Middle Adulthood	Ch. 15: Physical and Cognitive Development in Middle Adulthood
3/30	F		Ch. 16: Emotional and Social Development in Middle Adulthood
<b>4/4</b>	<b>W</b>	<b>Exam 3 (Chapters 11 -16)</b>	
4/6	F	Late Adulthood	Ch. 17: Physical and Cognitive Development in Late Adulthood
4/11	W		Ch. 18: Emotional and Social Development in Late Adulthood
4/13	F		
<b>4/18</b>	<b>W</b>	Death and Dying	Ch. 19: Death, Dying, and Bereavement; <b>ADULT SERVICE REFLECTION DUE no later than today, bring to class and submit to TII;</b>
4/20	F	Last Class – Integration and Synthesis	Review Guide for Comprehensive Final