**Introduction to Developmental Psychology**
**PSY 333D #43716 (MWF 12-1)**
**WEL 2.304**
**Spring, 2011**

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**I. Course Overview**

In this course we will be studying changes that begin in infancy and continue through adulthood. Current theoretical perspectives and research methods will serve as starting points for discussions for both physiological and behavioral change. We will also consider the special "tasks" of the developing human: perceptual and conceptual development, language acquisition, attachment relationships, self-awareness, gender identity, and moral development

**II. Course Prerequisites**

**A. The Psychology Department will drop all students who do not meet the following prerequisites**:

(1) PSY 301 with a C or better
(2) Upper-Division standing (60 hours completed)
(3) PSY 418 (or an equivalent listed in the course schedule) with a C or better

***Be aware that you can receive credit for PSY 304 <u>or</u> PSY 333D. NOT BOTH.***

**B. Text**:

Sigelman, C.K. & Rider, E.A. (2012). <u>Life-Span Human Development</u>. <u>7th Edition</u>. Belmont, CA: Wadsworth.

- ***Please purchase this edition. It's different from previous editions.***

**C. Evaluation of Student Performance: Exams, exercises, attendance, discussion board**

**<u>Exams</u>**: Three objective exams will be given during the semester. Each exam will include 40 questions from the lectures and text Each exam counts for about 27% of your total grade.

**<u>Out-of-class activities</u>:** Five out-of-class exercises will be assigned during the semester. Each assignment will be worth 3 points toward your course total. These 5 assignments together account for about 11% of your course grade. The assignments ask you to read and respond to articles or websites. Worksheets and articles are posted in the "Course Documents" area of our class Blackboard (https://courses.utexas.edu). Instructions for submitting these completed worksheets via Blackboard "Journals" can also be found with the worksheets and articles.

**<u>In-Class Activities</u>**: On five occasions, questions, comments, and/or evidence of participation in a class activity will be collected from those who are in class. Two of these occasions will be announced in advance in the syllabus. The other two will not be announced in advance. If you are in class, you receive credit. Each contribution will be worth 2 points toward your total grade. Together, the 5 activities account for about 7% of your course grade.

**<u>Discussion Board</u>**: Five discussion board topics will be posted on our Blackboard throughout the semester. You will be notified when a board becomes available for your contribution. You must post your contribution during the assigned time for each board in order to receive credit. Your contribution to a discussion board will earn you 1 point. Together, your 5 posts account for about 3% of your course grade.

***Course grades will be assigned on the basis of the percentage of the total possible points (150) that you earn.***

| Course Grade | Per Cent of Course Points |
|---|---|
| **A** | **93-100** |
| **A-** | **90-92** |
| **B+** | **87-89** |
| **B** | **83-86** |
| **B-** | **80-82** |
| **C+** | **77-79** |
| **C** | **73-76** |
| **C-** | **70-72** |
| **D+** | **67-69** |
| **D** | **63-66** |
| **D-** | **60-62** |
| **F** | **less than 60%** |

***Points are recorded in your Gradecenter on Blackboard..***

**D. Make up exams or late assignments** will be given with the following stipulations:

(1) You must notify me (via email, phone call or phone message) no later than the day of the exam or the due date of an assignment that you will be unable to take the exam.

(2) You must have a legitimate reason for missing an exam or turning in an assignment late and be prepared to show proof.

(3) You must take the make-up exam or turn in the assignment within 2 weeks of the original exam

***If you know of something that might keep you from taking an exam at the scheduled time, let me know early in the semester***.

**E. Policy on Scholastic Dishonesty**: Cheating on exams will be handled in accordance with U.T guidelines.

**F. Students with Disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**G. Important Dates**

| Exam Dates: | Out-of-class Assignment Due Dates: | In-class Activity Dates: |
|---|---|---|
| Exam I 2/16 | WS #1 2/2 | Stem Cell Research 1/31 |
| Exam II 3/28 | WS #2 2/23 | Psych. of Happiness 5/4 |
| Exam III 4/29 | WS #3 4/4 | |
| | WS#4 4/20 | |
| | WS #5 5/2 | |

**III. Class Meeting Dates, Topics, Assignments**

| DATE | TOPIC | READING ASSIGNMENTS |
|---|---|---|
| 1/19 | Business/Introduction | Ch.1 & Ch. 2 (exclude pp. 36-59, all sections following 'Developmental Theories |

| | | |
|---|---|---|
| | | and the Issues They Raise,' ) |
| 1/21 | " | " |
| 1/24 | Biological Foundations: Stem cells | Ch. 3 |
| 1/26 | " | " |
| 1/28 | " | " |
| **1/31** | **In-class Activity: Stem-cell research controversy** | " |
| 2/2 | Birth<br>***Worksheet #1 due*** | Ch. 4 |
| 2/4 | Perception as a Demonstration of Competency | Chapter 6 |
| 2/7 | " | " |
| 2/9 | Piaget's Theory: What does the ability to conserve tell us about cognition? | Ch. 7 (exclude pp. 234-238, all sections following 'Piaget in Perspective: Challenges to Piaget) |
| 2/11 | " | |
| 2/14 | " | " |
| ***2/16*** | **EXAM ONE** | **Ch. 1- 4, 6, 7 (omitting sections noted above)** |
| 2/18 | Memory: How reliable is memory when it comes to courtroom testimony? | Ch 8 |
| 2/21 | " | " |
| **2/23** | "<br>***Worksheet #2 Due*** | " |
| 2/25 | Intelligence | Ch. 9 |
| 2/28 | Language Development | Ch. 10 (exclude pp-323-343, all sections following 'How Does Language Develop: Nature & Nurture Working Together') |
| 3/2 | " | |
| 3/4 | " | |
| 3/7 | Defining the Self: Knowing that we *are* | Ch. 11 |
| 3/9 | " | " |
| **3/11, 3/14, 3/16, 3/18** | **Spring Break** | |
| 3/21 | Defining the self: Knowing *who* we are | " |
| 3/23 | " | " |
| 3/25 | " | " |
| **3/28** | **EXAM TWO** | **Ch. 8-11 (omitting sections mentioned above)** |
| 3/30 | Gender Roles: How shall we raise our boys? | Ch. 12 (exclude pp. 401-411, all sections following 'The Adult: Changes With Age') |
| 4/1 | "<br>***Worksheet #3 Due*** | |

| | | |
|---|---|---|
| **4/4** | The moral self | Ch. 13 |
| 4/6 | " | " |
| 4/8 | " | " |
| 4/11 | " | " |
| 4/13 | Origins & Significance of Attachment Theory | Ch. 14 |
| 4/15 | " | " |
| 4/18 | " | " |
| | ***Worksheet #4 Due*** | |
| **4/20** | Parenting: The attachment relationship grows up | Ch. 15 |
| 4/22 | " | " |
| 4/25 | What are the effects of a divorce? | " |
| 4/27 | " | " |
| **4/29** | **EXAM THREE** | **Ch. 12-15 (omitting sections mentioned above)** |
| **5/2** | Dying with Dignity<br>***Worksheet #5 Due*** | Ch. 17 |
| **5/4** | **In-class Activity: The Psychology of Happiness** | |
| 5/6 | Wrap-up | |