

PSYC 3332
Developmental Psychology
SMU May Term 2015
Thursday, May 14th – Friday, May 29th
(Weekdays; No Class on Memorial Day)
10am-12 noon and 1pm-3pm
Room: TBA
Instructor: Dr. Cynthia Frosch
Office Hours: By Appointment
cfrosch@smu.edu

Course Overview

PSYC 3332 surveys basic concepts and issues in the field of developmental psychology, including theory, research, and applications in the study of development. Emphasis will be placed on physical, motor, language, cognitive, social, and emotional development.

Why enroll in PSYC 3332 during May Term?

Students will have the opportunity to study development from the prenatal period through adolescence in a smaller classroom environment. Students will encounter extensive opportunities for class participation and discussion, learn from and interact with several guest speakers, and deepen their awareness of key issues facing children and families. We will take an ecological approach to understanding child development-- focusing on a multitude of factors (from genetics to neighborhoods) that contribute to healthy development in the first two decades of life. Whether you are a Psychology major, Business major, non-degree seeking student, parent or future parent, or even if you are unsure of your path at this point in time, the concepts and experiences gained through this course can benefit you for years to come.

Uncover the answers to questions such as:

Do babies with more difficult temperaments grow up to be “problem” children? How do I know if a child care center or preschool is a good one? Do children who are learning English as a second language struggle more in school and in life than monolingual learners? What kind of parenting tends to produce the best outcomes for children and adolescents? What do genes (and even jeans) have to do with development? Smart baby videos: Fact or fiction? Do young girls really *prefer* pink? Why can we not recall things that happened to us when we were infants and toddlers? Is adolescence a time of “storm and stress?” Does playing aggressive video games or watching violent TV make children and adolescents more aggressive?

Required Reading

Kail, R. V. (2015). Children and their development. (7th Ed.). Upper Saddle River, NJ: Prentice Hall.

An additional course reading will be available on the course Blackboard site.

Student Learning Outcomes

This course meets the student learning outcomes for level one of the University Curriculum's Institutions, Individuals, and Cultures Pillar Requirement:

1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences. (Level 1)
2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences. (Level 1)

Learning Objectives

At the end of the course, students will be able to:

1. *Explain* key developmental themes, terms, and theories as well as identify important theorists by name.
2. *Describe* the course through which typical development unfolds. At the end of the term, students should be able to answer the questions: What develops when? How?
3. *Demonstrate* knowledge of current research directions in the area of developmental psychology, including gaps in our current knowledge of children's development.
4. *Read and analyze* an empirical psychology article and write an appropriate review.
5. *List and apply* practical "take home" messages about best practices for optimal child development that can be incorporated into their own lives.
6. *Integrate* knowledge learned in each chapter across different domains of development. For examples, students should be able to discuss how aspects of social development directly impact cognitive development.

Class Attendance and Policies

Class attendance is required. Classes will consist of lectures (including material *not covered* in the textbook), group activities, discussions, videos, and guest speakers. It is very difficult to make-up the material missed from even one class. If you are absent from class or from any portion of class, you should obtain notes from a fellow student. Please read assigned textbook chapters prior to coming to class.

I regard each student as a mature adult who can manage his/her own behavior, progress and success in this course. Each student is responsible for understanding the material presented in the text, lectures, supplemental readings and presentations (videos, speakers, etc.) All requirements for the class are clearly outlined in the syllabus and thus, no excuse will be accepted for failing to meet or complete course requirements. Given that this is a class about development, let's follow the rules posted in many preschool classrooms: "Be kind to others, use your words, and be respectful." Disruptive behavior may result in lost points and/or class time. Remember: May Term = a time and reading-intensive experience.

Cell phones: Please turn off and put away your cell phone while class is in session. No ringing, beeping, buzzing, texting, or otherwise.

Laptops: Laptop computers may be used for note taking for this class only – not for checking email, Facebook, surfing the web, playing solitaire, or for any other purpose. The policy of laptop use for note-taking will be revisited if students are using their laptops for other purposes.

Course Requirements

Your grade will be based on the following elements of your course portfolio: 2 non-cumulative exams, 1 cumulative final exam, 1 article review, successful completion of 5 class activities, in-class participation, and an *optional exit interview*.

- 1. Exams:** There will be 2 non-cumulative exams and a cumulative final exam. Exams may consist of multiple-choice, fill-in-the-blank, and/or short-answer questions. Exams will cover material from the textbook, lectures, videos, guest speakers, class activities, and discussions. Make-up exams will be scheduled only if I am informed of your absence prior to the exam AND you have one of the following reasons for missing the exam: 1) university excused absence with proper documentation or 2) illness with a signed doctor's note. Make-up exams may be more difficult and in a different format than the original exam given in class. The final exam is on ***Friday, May 29th from 10am – 12pm.***
- 2. Article Review:** Part of becoming a wise consumer of psychological information is understanding the “how’s, why’s, and what’s” of empirical research. Thus, in addition to reading the textbook, you will read and review an empirical journal article. The selected article will be posted on Blackboard. Specific information about the format of this review will be presented in class. Reviews must be typed and stapled. Use 1” margins and a standard 11 or 12 pt. font such as Times New Roman or Garamond. Reviews will be due at the BEGINNING of class on **May 21st**.
- 3. Class Activities:** A variety of in-class activities and brief homework assignments will be used to assess student understanding of course material and learning objectives. **Bring paper and something to write with each day.** Five of these activities will contribute a maximum of 50 points total to your grade.
- 4. Class Participation:** Thoughtful, relevant, and consistent participation in class discussions and activities will contribute a maximum of 50 points to your grade.

Criteria for Grading

STUDENT SCORE

Exam 1	100 pts.	_____
Exam 2	100 pts.	_____
Cumulative Final Exam	150 pts.	_____
Article Review Assignment	50 pts.	_____
Class Activities	50 pts. (5@ 10 pts. each)	_____
In-Class Participation	50 points	_____
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Total	500 Points	

Final Course Grades

An overall course percentage of 90% (450 points) will guarantee an A-, 80% (400 points) will guarantee a B-, 70% (350 points) will guarantee a C-, and 60% (300 points) will guarantee a D-.

93+ = A	90-92 = A-	87-89 = B+	83-86 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+	63-66 = D	60-62 = D-	Below 60 = F

Optional Extra Credit: The Exit Interview

Given the smaller class size afforded by May Term, students have an individualized opportunity to earn extra credit points. This entirely optional exit interview will provide students with an opportunity to talk with me 1:1 about what they have learned in this course. The exit interview is an informal intellectual Q & A session with the professor -- a time when students can demonstrate their knowledge via discussion (as opposed to via a multiple choice exam) and gain extra points. Successful completion of the exit interview will contribute a maximum of 8 extra points to the course point total. This can mean the difference between a B+ and an A-, for example, or between a D+ and C- for the course. The number of points awarded will depend on the quality of students' responses to the questions asked. The optional exit interview provides students with an opportunity to build their interview skills, integrate and demonstrate their knowledge from the course, and boost their final course grade. More information on the process will be given in class. Interviews will take place in the **afternoon on May 29th**. Because these are the only extra points offered in the class, students are highly encouraged to participate in the process.

About the Instructor:

Dr. Frosch is a Developmental Psychologist and Early Childhood consultant. She received her doctorate from the University of Illinois at Urbana-Champaign and was a Fellow of the Center for Developmental Science at the University of North Carolina at Chapel Hill. Her research focused on marital and parent-child relationships as influences on young children's social and emotional development. Dr. Frosch has served as a trainer and consultant for a variety of organizations and university research teams and is co-creator of *The READY Method: A Visual Guide to Sensitive Caregiving* with Margaret Tresch Owen, PhD.

University Course Policies

Disability Accommodations

Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Academic Integrity

Cheating and/or plagiarism will not be tolerated in this course and will be dealt with according to the University's Honor Code. As stated by the Honor Council, "Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in preparation of work to be submitted are directly contrary to the honest process of learning." A violation of the Code will result in an F for the course. In addition, the student may also be taken before the Honor Council. If you are unclear about this, please see the instructor immediately.

Although students may discuss paper topics with each other, each written assignment must be an original, independent piece of work. Identical or very similar papers will be considered cheating and dealt with accordingly. Cutting and pasting information from other sources, including the internet, or turning in written assignments originally completed by another person is plagiarism and therefore unacceptable. Papers originally written for another class will not be accepted. **All papers will be subject to analysis by SafeAssign to detect plagiarism.**

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

PSYC 3332: May Term
Lecture Topics and Reading Assignments **

Day	Date	Topic	Reading/Assignment Due
1	5/14	Course Overview & The Science of Child Development	Chapter 1
PM		Genetic Bases of Child Development	Chapter 2
2	5/15	Prenatal Development, Birth & The Newborn <i>Guest Speaker: Pregnancy and Childbirth</i>	Chapter 3 – Guest Speaker
PM		Growth and Development	Chapter 4
3	5/18	Motor and Perceptual Development	Chapter 5
PM		EXAM 1	
4	5/19	Theories of Cognitive Development	Chapter 6
PM		Theories of Cognitive Development	Chapter 6/Young Visitors to Class
5	5/20	Cognitive Processes and Academic Skills Intelligence and Individual Differences in Cognition	Chapters 7, 8
PM		<i>Field Experience: Child Development and Family Policy</i>	Field Experience (Students should arrange their own transportation.)
6	5/21	Language and Communication	Chapter 9/ Article Review Due
PM		Language and Communication (continued) <i>Special Topic: Bilingual Language Learners</i>	Chapter 9
7	5/22	Emotional Development	Chapter 10
PM		EXAM 2	
	5/25	Memorial Day: No Class	No Class

8	5/26	Understanding Self and Others	Chapter 11
PM		Moral Understanding and Behavior <i>Special Topic: Aggression & Prosocial Behavior</i>	Chapter 12/Guest Speaker
9	5/27	Gender and Development	Chapter 13
PM		<i>Special Topic: Preschool in Three Cultures</i>	
10	5/28	Family Relationships	Chapter 14
PM		Influences Beyond the Family	Chapter 15
11	5/29	FINAL EXAM	
PM		Optional Extra Credit Exit Interviews	

****NOTE:** Instructor reserves the right to make adjustments to the course schedule throughout May Term. All changes will be announced in class or posted to Blackboard. Guest speaker/field experience dates are tentative and may change based upon availability.