

**Psychology of Human Development (DEP 3053) (3 Credits)**

**Monday/Wednesday 2:00pm-3:20pm (PA 101)**

Spring, 2012

Instructor: Patrick Sellers

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**Text:** Bjorklund, D. & Hernandez-Blasi, C. (2012). *Child & Adolescent Development: An integrated approach* (1<sup>st</sup> Edition). Belmont, CA: Wadsworth

**Course Objectives:** This course is designed to provide an overview of human development across the lifespan, with a focus on infancy and childhood. Student's ability to understand and apply developmental concepts, theories, and major themes will be assessed via papers and tests. Papers will involve writing up the results of 2 short studies and will constitute 25% of the final course grade. Homework passed in late will receive reduced credit. Tests will involve a combination of multiple choice and essay questions and will account for 75% of the final grade. The final exam is non-cumulative.

**Tentative Exam Schedule:**

First Exam: Monday, February 11<sup>th</sup>

Second Exam: Monday, March 25<sup>th</sup>

Non-Cumulative Final Exam: Wednesday, May 1<sup>st</sup> 1:15pm-3:45pm

**Tentative Paper Schedule:**

Assignment #1: Monday, March 11<sup>th</sup>

Assignment #2: Monday, April 15<sup>th</sup>

Papers will be APA style and 5-7 pages. A minimum of 5 citations will be needed for the paper, 2 of which will be provided by the instructor. Only peer-reviewed academic journal articles and books/chapters are acceptable citations. Wikipedia, dictionary.com, psychology.com, Time magazine, The New York Times, or other non-academic sources are not to be used and will not satisfy the citation requirement. These papers will follow APA research paper format: Title page, Introduction, Methods, Results, Discussion, and References. The purpose is to engage with an experiment, collect data, and then report it as a professional researcher would. We will discuss this process at length in class. If you are unfamiliar with APA style, there are many resources available for you to learn: APA Publication Manual (6<sup>th</sup> Edition), FAU Writing Center, FAU Library, the instructor, and the TA.

**Grading Summary:**

Exam 1: 50 points (40 MC, 2 Free Response)

Exam 2: 50 points (40 MC, 2 Free Response)

Final Exam (non-cumulative): 50 points (40 MC, 2 Free Response)

Assignments 1 and 2: 25 points each

Final Grade = ((Total Points/200) X 100)

**Exam Make-Up Policy:** Make-up exams will be given within a week of the original test date and will be an all essay format (5-10point questions). No excuses are needed to take a make-up exam, simply bring it to my attention that you missed the exam and then a date, time, and place for your make-up will be agreed upon within the next week.

**Credit Hour Definition:** This course involves 50 minutes of in class instruction for each credit hour per week, and a minimum of two hours of out of class assignments each week for 15 weeks. To master the material covered in this course it is expected that the student will spend a minimum of two hours per week per credit hour on the out of classroom assignments.

**Disability Policy Statement:** In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office of Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

**Grading Scale:** Final course grades will be **rounded to the nearest whole number** and based on the scale provided below.

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	Above 93	B-	80-82	D+	68-69
A-	90-92	C+	78 – 79	D	62 – 67
B+	88 – 89	C	73 – 77	D-	60-62
B	83 – 87	C-	70-72	F	Below 59

**Communication:** All communication should be directed to either myself or your TA using an official FAU email address.

**Classroom Rules:**

**Students violating the classroom rules will not be permitted to attend class.**

**Professional Conduct:** To foster a more professional learning environment, and to develop habits that lead to success in the business work, all participants must engage in professional behavior, including:

- 1. Taking responsibility for individual actions. Checking your grades is your responsibility! E-**

**mailing me about issues and concerns in a timely manner is your responsibility!**

2. Attending each class session, including arriving promptly and leaving at the designated time.
3. Being attentive and an active participant in group activities and class discussions.
- 4. Respecting diversity in the classroom and treating everyone involved in the class in a civil manner.**
5. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
- 6. Meeting all deadlines in the course for assignments, projects, etc.**
7. Acknowledging the importance of clarity of expression in written and oral communication.

If you feel that there is an error on my part please let me know in a courteous e-mail or personal communication and I am happy to look into it!

**Civility:** Both in class and in e-mail I ask that you are courteous and respectful in your personal communications with me as well as others in the class. University policy is that “Students are expected to conduct themselves in a manner which exemplifies respect for people of all races, religions, and ethnic groups, and to adhere to one’s personal values without unduly imposing them on others. Respect for one’s own mind and body, is essential. In interpersonal relationships, students are expected to respect the rights of others, particularly their right to refuse to participate in any activity. Students should take responsibility to serve as leaders in promoting compassion for others and challenging prejudice.” I ask that we extend this to all communication we have within the classroom. There is no reason to be uncivil or rude towards each other.

**Honor Code:** Violations of the university honor code will not be tolerated in this course and will be immediately reported according to FAU procedures. That is, while you are all encouraged to study and work together as much as possible throughout the course, e.g., preparing for exams and discussing assignments, all exams and papers are to be completed **individually**. No notes or books may be used during **any** exam. [http://www.fau.edu/divdept/honcol/academics\\_honor\\_code.htm](http://www.fau.edu/divdept/honcol/academics_honor_code.htm)

“Cheating” includes, but is not limited to:

- Copying from another student’s test paper
- Using during a test, materials not authorized by the person giving the test
- Failure to comply with instructions given by the person administering the test
- Possession during a test of materials, which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment
- Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, or homework solution, or information about an unadministered test, test key, homework solution

*In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880) and follow all OSD procedures.*

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

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**Monday/Wednesday 2:00pm-3:20pm (PA 101)**

Spring, 2012

- 1/7 Syllabus and Ch. 1 Intro to Child and Adolescent Development
- 1/9 Ch.1 Intro to Child and Adolescent Development
- 1/14 Ch.2 Theories and Contexts of Development
- 1/16 Ch.3 Genetics, Prenatal Development, and the Neonate
- 1/21 **No Class-MLK Day**
- 1/23 Ch.3 Genetics, Prenatal Development, and the Neonate
- 1/28 Ch. 4 Physical Development
- 1/30 Ch. 4 Physical Development
- 2/4 Ch. 5 Infant Perception
- 2/6 Ch. 5 Infant Perception
- 2/11 **Exam 1**
- 2/13 Ch.6 Piaget's Theory and Beyond
- 2/18 Ch.6 Piaget's Theory and Beyond
- 2/20 Ch. 7 Theory of Mind
- 2/25 Ch. 7 Theory of Mind
- 2/27 Ch. 12 Attachment
- 3/4 **No Class-Spring Break**
- 3/6 **No Class-Spring Break**
- 3/11 Ch. 8 Problem Solving and Memory
- 3/13 Ch. 8 Problem Solving and Memory
- 3/18 Ch. 9 Language
- 3/20 Ch. 9 Language
- 3/25 **Exam 2**
- 3/27 Ch. 10 Intelligence and School Achievement

4/1	Ch. 10 Intelligence and School Achievement
4/3	Ch.11 Emotion, Temperament, and Personality
4/8	Ch.11 Emotion, Temperament, and Personality
4/10	Ch. 13 The Family and Other Contexts for Socialization
4/15	Ch. 13 The Family and Other Contexts for Socialization
4/17	<b>No Class-Out of town for conference</b>
4/22	<b>No Class-Out of town for conference</b>
4/24	Ch. 14 Competing and Cooperating with Peers
4/29	Ch. 14 Competing and Cooperating with Peers
5/1	<b>Non-Cumulative Final</b>

### **Reading Summaries:**

Ch. 1 – This chapter covers the history of developmental psychology, major themes that run throughout the course, and research methodologies.

Ch. 2 – A broad overview of classical and contemporary theories in developmental psychology, and a summary of evolutionary developmental psychology.

Ch. 3 – The basics of genetics and genetic inheritance will be accompanied by a discussion of behavioral genetics, prenatal development, and the neonatal period.

Ch. 4 – Changes to the physical body of children, from birth through puberty, factors influencing these changes, and their implications. Additionally, neural development and growth of the brain will be discussed.

Ch. 5 – Infant perception and cognition will be discussed highlighting the developmental methodologies that allow for investigation of infant psychology. Different views regarding the nature of cognition in infancy will be discussed, and the evidence for each summarized.

Ch. 6 – Piaget's stage theory will be discussed in-depth, its relationship to symbolic thought and the transition from infancy, and current conceptualizations of Piaget as integrated with findings core knowledge.

Ch. 7 – Social cognition across the lifespan. Particular attention will be paid to the development of theory of mind abilities, the function of this cognitive system, and factors influencing its development.

Ch. 8 – Executive function, problem solving, and memory system development. Distinctions between implicit and explicit memory and the representation of knowledge will be discussed.

Ch. 9 – Theories of language acquisition, the normal course of language development throughout childhood, and atypical language development.

Ch. 10 – Competing theories regarding the nature and testing of intelligence will be compared, the origins of individual differences in intelligence, and implications of intelligence for school performance.

Ch. 11 – A functionalist approach to emotions will be taken as the developmental course of emotion use and understanding is reviewed. Temperament and personality will be discussed, particularly their predictive nature for future outcomes, stability over the lifespan, and heritability.

Ch. 12 – Attachment theory, individual differences in attachment, and implications for future outcomes. Evolutionary accounts of parenting and cooperation will be discussed.

Ch. 13 – Normal variation in family styles and parenting and their implications for development.

Ch. 14 – Interaction with peers (in the form of competition and cooperation). Particular attention will be paid to aggressive or antisocial behavior.

\*\*\*The schedule of topics to be discussed is subject to change during the semester, depending on the needs of the class\*\*\*

## **The Psychology of Human Development (DEP 3053)**

Patrick Sellers

### **Homework Assignment #1, Due Monday, March 11<sup>th</sup>**

#### **Theory of Mind: False Beliefs**

Interview one or more children between the ages of 3 and 5 years of age. Show the child a box of *M & Ms*, or other distinctive box that a child would recognize (e.g., juice box, small cereal box). Ask the child what he or she thinks is in that box. They should say "*M & Ms*" or "juice." Then, open the box and reveal that it actually contains something else (e.g., pencils, ribbons). Then, place the pencils back in the box and ask the child what another person (a friend, sibling, etc.), who is not in the room, would think is in the box. Then ask the child what he or she thought was in the box originally ("What did *you* think was in the box the first time I showed it to you?").

### **Homework Assignment #2, Due Monday, April 15<sup>th</sup>**

#### **Grandparental Investment**

Interview at least four people whose maternal and paternal grandparents were all living while they were growing up. Ask each participant to estimate:

1. The distance their grandparents lived from the participant (in miles)
2. The amount of time/month each grandparent spent with the participant. Include phone conversations as well as face-to-face interactions.
3. The closeness the participant felt toward each grandparent.
4. The amount of resources (gifts, money, trips) each grandparent provided for the participant (in dollars per month)

For question 3, ask participants to make ratings on a 6-point scale, from -3 to +3, with -3 reflecting not very close and +3 reflecting very close. Compare how much investment or "solicitude" each grandparent (mother's mother; mother's father; father's mother; father's father) made in their grandchildren.

Discuss your results in terms of what is hypothesized by evolutionary psychology.