PSYCH 8: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY  
Spring 2015    Section 8802    TTh 11:10 am-12:30 pm    Room 401

Instructor: Dr. Jennifer Lee  
Office: Room 451B  
E-mail: jelee@cabrillo.edu  
Phone: 479-6403

Office hours: MTWTh: 12:40-1:30 pm & TTh: 1:40-2:05 pm (arrange appt., if possible)  
Mail drop box: outside Room 420, Division office

Instructor website: www.cabrillo.edu/~jlee/  
The instructor website includes basic course information (e.g., syllabus, study lists based on lecture outlines).

REQUIRED TEXT: Life Span Development: A Topical Approach (2nd ed., 2014) by Feldman. The textbook is available at the campus bookstore and from online vendors. Some versions may have MyPsychLab and the electronic text included. MyPsychLab contains exercises/resources that can help students with preparing for exams, but are not required. Copies of the text are on reserve at the Cabrillo College library.

Welcome to developmental psychology! This course is an introduction to the science of human development across the lifespan.

Student learning outcomes: 1) Compare and contrast the effects of developmental variables on behavior. 2) Analyze and evaluate theories of mental processes.

Students with disabilities: Students needing accommodations should inform the instructor. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal access for students with verified disabilities. To determine if you qualify or need assistance with an accommodation, please contact ACCESSIBILITY SUPPORT CENTER (formerly DSPS), Room 1073, 479-6379.

You are responsible for knowing all of the information in this syllabus.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>1/29</td>
<td>Introduction</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2/3</td>
<td>History</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2/5</td>
<td>Research Methods &amp; Genetics <em>(bring book to class if possible)</em></td>
<td>Ch. 2</td>
</tr>
<tr>
<td>2/10</td>
<td>Prenatal Development, Birth, &amp; Physical Development</td>
<td>Chs. 2, 3.1, 3.2</td>
</tr>
<tr>
<td>2/12</td>
<td>EXAM 1 <em>(Chs. 1, 2, 3.1, 3.2)</em></td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Learning &amp; Perception</td>
<td>Ch. 3.3</td>
</tr>
<tr>
<td>2/19</td>
<td>Language</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>2/24</td>
<td>Cognition</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>2/26</td>
<td>Cognition</td>
<td>Ch. 6</td>
</tr>
</tbody>
</table>
3/3  EXAM 2 (Chs. 3.3, 5, 6, 7)
3/5  Orientation at Children's Center

3/10  Intelligence  Ch. 8
3/12  Discussion about Observations & Adolescent Interviews

3/17  Socioemotional Development  Ch. 9
3/19  Attachment  Ch. 9

3/24  Self-concept & Self-esteem  Ch. 10
3/26  Moral Development, Altruism, & Aggression  Ch. 11

3/30-4/4  Spring Break

4/7  Video: To Be Announced
4/9  EXAM 3 (Chs. 8, 9, 10, 11)

4/14  Gender  Ch. 12.1, 12.2
4/16  Family  Ch. 13

4/21  Family  Ch. 13
4/23  Peers & Media  Chs. 13, 14.2

4/28  EXAM 4 (Chs. 12.1, 12.2, 13, 14.2)
4/30  Children & Ethnicity/Race  Ch. 14.3

5/5  Academic Achievement & Multicultural Education  Ch. 14.1
5/7  Health, Wellness, & Relationships (PAPER DUE)  Chs. 4, 12.3

5/12  Death & Dying  Ch. 15
5/14  Discussion about Observations & Course Wrap-Up

5/21  FINAL EXAM (Cumulative: Chs. 1-15)
  Thurs., 10 am-12:50 pm

Note: The lecture schedule is subject to being adjusted.

ADD/DROP DATES:

February 7  Last day to add or drop with refund
February 8  Last day to drop without “W” appearing on record
April 25  Last day to drop
CLASS ATTENDANCE AND DECORUM: It is important to attend every class meeting. After 3 absences you can be dropped from the class at the instructor's discretion. However, do not assume you will be dropped and remember it is the student’s responsibility to drop this class via WebAdvisor if choosing to not stay in this class. It is the student’s responsibility to come to class on time in order to minimize interruptions and to come prepared to participate in activities and discussions by having completed the assigned readings. If a student misses class, it is her/his responsibility to get the missed material from a classmate, review it carefully, and come to the instructor’s office hours if there are any questions.

The proper atmosphere is important for learning. Therefore, while not wanting to infringe on individual freedoms, there are some ground rules that we should all respect in order to facilitate learning. Please turn the sound off of phones during class. Students walking in late to class or leaving early tend to disrupt the whole class. Texting, chatting, using laptops for reasons other than notetaking, reading non-class material, listening to music, and eating noisily during lecture are also distracting. Please be respectful and considerate of the instructor and others and avoid these behaviors.

Cheating and plagiarism are unpleasant topics to discuss, but unfortunately, they do occur and are prohibited conduct. Regarding classroom management, student behavior expectations and progressive consequences, you may go to the following link: http://go.cabrillo.edu/studentreports. Any questions regarding information on this link may be directed to the Dean of Student Services, 479-6525.

During exams, all notes, books, phones, etc. are to be put away. There will be no talking and no wandering eyes. It is the student’s responsibility to make it abundantly clear that s/he is not cheating. Any person caught cheating will receive a 0 on the exam.

While students are encouraged to study together and discuss assignments, your paper must be your own work. Papers that are too similar to each other and papers that too closely resemble the wording in the textbook or other sources will receive a 0.

STUDY GROUPS: Students are encouraged to form their own study groups of 3-5 members and to meet once a week to study class material.

READING: It is strongly recommended that you do the readings before the class for which they are assigned. Not all of the assigned material in the textbook will be covered in class meetings, but you are nonetheless responsible for it. On average, you should spend about 6 hours per week outside of class reading and studying for PSYCH 8.

EXAMS: There will be 5 multiple-choice exams throughout the course. Exams will cover course readings, lectures, discussions, and videos shown in class. Bring an Apperson form (not a Scantron), available at the campus bookstore, and a #2 pencil to each exam.
Each of the 4 regular exams will be non-cumulative and have 50 items, each worth 1 point. The final exam will be cumulative and have 90 items, each worth 1 point (approximately 50 based on new material and 40 based on past material).

**NO early or make-up exams will be given.** Instead of make-ups, you are allowed to miss one of the regular exams for any reason (e.g., illness, emergency, work or family obligation, vacation). If you do take all 4 regular exams at the regularly scheduled times, your lowest score from these 4 exams will be dropped at the end of the semester. In other words, your scores from 3 of the 4 regular exams count toward your semester grade. Do not miss the final as that final exam score cannot be dropped.

Generally, Apperson forms will be returned and test items will be discussed during the class meeting after each exam. In order to reduce incidents of cheating, students are not allowed to keep copies of exams. You are welcome to come to office hours to look at exams you have taken. As the student, please take responsibility for being aware of your own progress in the class and meet with the instructor if you have any questions at all.

**PAPER:** A written project worth 25 points is required (see included instructions). It is due at the beginning of class on May 7. The project is a 5- to 6-paged, typewritten (double-spaced, 12-font) paper based on interviews with two informants. Late papers will have 2 points deducted for each day late, including weekend days. Late papers may be turned in to the mail drop box outside the division office (Room 420). They must include the student’s name, instructor’s name, days/time of class, and accurate date of turn-in.

**EXTRA CREDIT:** The opportunity to add a few "bonus points" to your overall score may be offered periodically during class.

**COURSE GRADING:** Your final course grade will be based on the percentage of 265 points you earn on 3 out of 4 regular exams (150 points possible), the paper (25 points possible), and the final exam (90 points possible), plus any bonus points you may have earned.

Letter grades will be assigned on the following basis: 90% (238 points) = A; 80% (211 points) = B; 70% (185 points) = C; 60% (158 points) = D; below 60% (157 points) = F.

*From time to time, your participation in class activities may be noted and taken into account for “borderline” grading situations. Ten points will be deducted if you do not participate in the Children’s Center Observations, which will be described in class.*

You can take this course for a Pass/No Pass grade. To receive a "Pass" you must complete the course with a C or better. The deadline to choose this option is Feb. 28.

**Note:** Instructors are forbidden from changing grades unless there has been a documented error. Please do not ask me to do what cannot be done.
PAPER: Interviewing Two Adolescents from Different Cultural Backgrounds
Due May 7

The purpose of conducting these face-to-face interviews is to gain understanding about childhood and adolescence from examining the perspectives of two adolescents (age range: 12 to 20) from different cultural backgrounds. (If adolescents are unavailable, you may interview young adults in their early 20's.) Please obtain verbal consent to participate in the interviews from your informants and their parents (if informant is under age 18).

Suggested interview questions are below. In your 5- to 6-paged, typewritten (double-spaced, 12-font) report, compare and contrast the upbringings of your informants. Be sure to describe each of the people you interviewed: Name or pseudonym, age, sex, culture/ethnicity/race, relationship to you, and any other pertinent information.

Integrate information from class discussions, course readings (cite your sources; see the reference list in the back of the textbook for formatting examples), and your own critical analysis into your report.

There is no one way to organize your paper, but DO NOT just state what the interview questions and responses were verbatim (although you can provide some quotations). Suggestions for the format of your write-up are below. Conclude your paper with remarks on what you learned from conducting the interviews.

Suggested interview questions (feel free to explore other areas):
1. Describe your cultural/ethnic/racial background.
2. What languages can you speak? What type of food do you prefer?
3. Comment on your family relationships and what your family expects of you.
4. How is childhood and adolescence perceived in your family and/or culture?
5. Who took care of the children in your family?
6. What kinds of responsibilities did you have at home while growing up? Did you have to supervise younger children? Do chores around the house?
7. Have you worked outside of home and school? If so, doing what?
8. Describe cultural and family influences on your achievement.
9. What have you done in your leisure time as you have been growing up (e.g., games, sports, other activities)?
10. Describe your exposure to media.
Suggested formats for paper:
* No matter which format you choose to use for your paper, be sure to include introductory and concluding sections. Remember to integrate information from class as well as your own analysis into your paper.

1) Compare and contrast the upbringing of your informants by first describing the upbringing of one of your informants and then following that up with a description of your second informant's upbringing. Then have a section that directly compares the two informants, e.g., highlight similarities and differences in the child-rearing practices of their families and other areas.

2) Organize your paper by topics covered in your interviews. For example, have sections on topics such as family and home life, culture and religion, school and work, friendships, and identity. Compare and contrast your two informants within each section.

3) Organize your paper by periods or ages of childhood and adolescence. Compare and contrast your two informants within each period discussed.