

Introduction to Developmental Psychology

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Office Hours: Tuesday, 10:00 - 12:00 AM

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Office Hours: Thursday, 9:00 - 11:00 AM

Class Times and Locations:

T: 2-4, H-216

R: 11-12, H-216

Course Description:

This course presents students with a broad and integrative overview of child development. Major theories and research findings will be discussed in order to understand how the child changes physically, socially, emotionally, and cognitively with age. Topics are organized chronologically beginning with prenatal development and continuing through selected issues in adolescence and life-span development.

Text:

Hetherington, E. M. & Parke, R. Child psychology: A contemporary viewpoint, 4th edition

Course Requirements and Grading:

There will be two term exams during the semester and a final exam. Each test will cover only material discussed since the last test, but the final WILL BE cumulative.

Final grades will be computed as a weighted average of the two term grades (30% each), and the final exam (40%).

Helpful Hints:

- 1) Keep up with the reading in Hetherington and Parke. There is a lot of reading for this class, so it's a very bad idea to fall behind.
- 2) Be on time for class. Don't talk during lectures. It not only disturbs the people around you, it bothers me too.
- 3) If you're having problems with the material discussed in class, or don't understand the readings, or just want to stop by and chat, come talk to me. If you can't make my office hours, see me and we'll set up an appointment at some other time.
- 4) When you don't understand something in class, please ask. In large classes this is rare. However, chances are if you don't understand something, neither does the person next to you. If you ask, everyone benefits.
- 5) The only way you have of showing me what you know in this class is through the exams. Because of the size of this class there are no papers. DO NOT wait till the last minute to start studying for these exams. If you study a little all the time, you'll spend less time studying overall, and most likely be better prepared for the exams.
- 6) For exams, please bring a couple of soft-lead pencils and your ID. Try to arrive a little early, and leave all you books, etc., at the front of the room. In general, it is better to take the exam when it is scheduled rather than the makeup. Makeup exams tend to be essay format, and are generally harder than the original test.

Syllabus

<u>Week of</u>	<u>Topics</u>	<u>Reading</u>
Sept. 12	Introduction to Class	
Sept. 19	History of developmental psychology Themes, theories and developmental methods	Ch. 1 Ch. 2
Sept. 26	Biological bases of development The interaction of genes and environment	Ch. 3
Oct. 3	Prenatal development and infancy Perceptual and motor development	Ch. 4 Ch. 5
Oct. 10	Perceptual and motor development, con't Physical development	Ch. 5 Ch. 6
-----	EXAM 1, Thursday, Oct. 13, 5-7 PM Rooms S309, S319	
Oct. 17	Attachment and emotional development	Ch. 7
Oct. 24	Cognitive development: Piagetian and neopiagetian approaches	Ch. 9
Oct. 31	Cognitive development: Information processing Language development	Ch. 10 Ch. 8
Nov. 7	Intelligence	Ch. 11
Nov. 14	Agents of socialization	Ch. 12, 13, 14
Nov. 21	Agents of socialization, con't.	Ch. 12, 13, 14
-----	EXAM 2, Tuesday, Nov. 22, 5-7 PM Rooms S309, S319	
Nov. 28	Sex role and moral development Altruism and aggression	Ch. 15, 16
Dec. 5	Overflow and epilogue	