

*Introduction to Developmental Psychology*

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

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Class Times and Locations:

T: *2-4, S-319*

R: *3-4, S-319*

**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 are generally harder than the original test.

## Syllabus

| <i>Week of</i>   | <i>Topics</i>   | <i>Reading</i>  |
|--|---|-----------------|
| Sep. 9   | Introduction to class<br>History of developmental psychology                          | Ch. 1           |
| Sep. 16  | Themes, theories and developmental methods<br>Biological bases of development         | Ch. 2, 3        |
| Sep. 23  | The interaction of genes and environment<br>Prenatal development and infancy          | Ch. 4           |
| Sep. 30  | Infancy, perceptual and motor development   | Ch. 5           |
| Oct. 7   | Physical development  | Ch. 6           |
| Oct. 14  | Attachment and emotional development  | Ch. 7           |
| -----  |   |                 |
| <b>EXAM 1, Tuesday, Oct. 15, 5-7 PM</b><br><b>Rooms S309 &amp; S319</b>  |   |                 |
| Oct. 21  | Cognitive development:<br>Piagetian and neopiagetian approaches                       | Ch. 9           |
| Oct. 28  | Cognitive development: Information processing<br>Language development                 | Ch. 10<br>Ch. 8 |
| Nov. 4   | Intelligence  | Ch. 11          |
| Nov. 11  | Socialization: Schooling  | Ch. 14          |
| Nov. 18  | Socialization: The family, peers, and play<br>(no class on Thursday, Nov. 21)         | Ch. 12, 13      |
| -----  |   |                 |
| <b>EXAM 2, Thursday, Nov. 21, 5-7 PM</b><br><b>Rooms S309 &amp; S319</b> |   |                 |
| Nov. 25  | Sex role and moral development<br>Altruism and aggression                             | Ch. 15, 16      |
| Dec. 2   | Developmental psychopathology<br>Development in adolescence and adulthood<br>Epilogue | Ch. 17          |