

Syllabus for the course Developmental Psychology

Fall 2019

PSY 238

ID 2637

Instructor: Yarova Olga; MA, BCBA
Office: AUCA; Psychology Department
Pre-requisites: Intro to Psychology PSY101, 104 or PSY102 or PSY 105
Meeting times: Seminar: Tuesday, 12.45 and 14.10, Lecture: Thursday, 14.10 a.m.
Credit hours: 6
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Language of teaching: English
Password for e-course: developmental2019

I. Course overview

Human life starts with miracles – the miracle of life inside the mother’s belly, the miracle of new creature birth, the miracle of transformation from a silent and helpless baby to a self-aware, smart, nimble and talkative human being just in few years. What are the mechanisms behind such changes? Is it possible to foster the development and what are the risks? What are the main goals we should strive for on each stage of our development?

II. Course goals

Developmental psychology course provides an introduction to the milestones of human development from conception to death. The goal of the course is to explore physical, cognitive, and social growth of people with special attention to various cultural contexts of development and the rich diversity of individuals. I hope that this course will help you to understand better human psychology at different age, factors that influence our development, that you will be able to apply concepts and information you receive here not only in other courses, your professional careers but also in your personal life.

III. Course outcomes:

Students will:

- know about main cognitive, physical and psycho emotional changes during all stages of human development;
- acquire knowledge about the role of socio cultural context, parenting styles, education, developmental disorders in child’s well-being;
- become able to apply theories and perspectives related to intelligence, attachment and emotional development;
- develop critical skills, which enable student to analyze information and evaluate its validity and rationality;
- improve skills to summarize, synthesize material, to point out the main arguments of the readings and evaluate them and finally to ask relevant questions;

Code of competence	Description of competence	
OK-1	– Is able to understand modern theories of developmental psychology (DP further)	
OK-2		
OK-4		– Is able to apply knowledge of research methods for the critical analysis of research conducted in the field of DP
OK-5		
OK-6		

	<ul style="list-style-type: none"> - Is able to critically analyze information, set the goals and choose ways to reach them - Is able to plan the research, analyze and interpret data
<p>ИК-1 ИК-3 ИК-4</p>	<ul style="list-style-type: none"> - Is able to use all informational sources available in AUCA; - Is able to analyze different sources of socialization; - Is able to be logical in addressing developmental delay and disorders of development -
<p>ПК-4 ПК-5 ПК-7 ПК-11</p>	<ul style="list-style-type: none"> - Is able to provide consultations on issues related to child development - Is able to collaborate on prevention of professional risks in different areas of services - Is able to be open minded, to perceive different scientific ideas, to discuss the most recent findings, published in scientific journal; - Is able to use innovative methods for rehabilitation, psychological counseling, psycho education and training - Is able to follow the Ethical Code of Psychologists in the Kyrgyz Republic;
<p>СЖК-2</p>	<ul style="list-style-type: none"> - Is able to accept other people, understand factors that could affect their development, express empathy and demonstrate professional conduct

IV. Course reading:

Feldman R. (2011). Life Span Development (uploaded on the e-course)
 Broderick P., Blewitt P. (2015) The Life Span. Human development for helping professionals.
 Pearson

Additional readings:

Santrock, J. (1999) Life-Span Development
 Papalia Diane E. (2001). Human Development.
 Travers, J. (1996) Human Development Across the Life-Span
 Bee, H. & Boyd, D. (2002). Lifespan development, Third Edition. Allyn and Bacon: Boston.
 Feldman, R.S. (1997). Development Across the Life Span, Prentice-Hall, Inc.
 Siegler, R. (1996) Children's Thinking.
 Berk Laura E. (2001). Development Through the Lifespan.

V. Course Requirements

A. Attendance (20 points)

In this course you are expected to attend each class. And because the experience shows that your final grade is highly correlated with your attendance try not to miss classes. In the case when more than 4 classes were missed the Withdrawal from the course is recommended. In case you are not able to come, please inform me about it before the class starts. I will also highly appreciate if you come to the class on time.

B. Participation (20 points)

An important requirement is your active participation in class discussions. Strong participation can be built only on the bases of devoted preparation for the class. Please, be prepared for each class having read the required reading assignments and performed homework exercises.

Basically, for each seminar you should be able to:

- Understand the main concepts and key terms of the topic
- Understand the main ideas of additional readings
- Relate the main points to your own experience
- Come up with own examples of the concepts discussed during lecture

Almost for each seminar you will have an additional article to read. While reading, please, consider the following issues:

- What is the issue of most concern to the author?
- Why does the author think this issue is important?
- Explain research design used discussed in the article in case if this study was empirical.
- **What are the main findings of the study, or in the case of a nonempirical paper, what are the main points made by the author and what is the most critical evidence presented by the author in support of these points?**
- Do you agree with the arguments provided by the author? Why yes or why not? What do you think about the issues discussed in the articles and ways to resolve the problem?

C. Seminar Presentation (20 points)

For this assignment you are expected to make a presentation on a very narrow issue relevant to the topic that you have chosen during the first class of the course. In the case when student's presentation covers a lot of different issues and duplicates any information discussed during the lecture, the presenter automatically receives 0 points. In order to avoid such situation please, inform me about the topic that you have chosen at least one week before your presentation.

Grading criteria for material presentation are the following (4 points each):

- Interesting, relevant and maximal exposition of the topic
- Visual aids appropriate for the presentation (power point, handouts, video)
- Delivery within an assigned time (15 minutes)
- Ability to provoke active critical discussion by addressing min 2 questions to the audience
- Ability to answer relevant questions

Or Group video project (20 + 10 bonus points). For this project you are expected to create a video on the topic of your interest. You can videotape an interview, demonstration, or do a content analysis for this project. Here are several examples of ideas for such videos: "Reflexes of the newborn children", "Phenomenon of Peaget", "Types of child play", "Challenges of adolescence", "Gender stereotypes in cartoons" etc. Video project should last not more than 15 minutes.

F. Final paper "Reflection on my development" (40 points)

The deadline for topic, description of the problem, 5 titles of articles – November 5

The deadline for submission – November 14

The **Reflection on your development** assignment should connect what you read in the textbooks and articles with certain aspect of your development. Your writing should link important ideas in the textbook and articles to this particular **one aspect** of your life. For example, in your paper you can talk about differences in behavior and intelligence of you and your siblings and relate this analysis to the impact of birth order. Or you can talk about parenting styles of your parents and analyze in your paper which style is better and what happens if parents have different or the same parenting styles. Or you can talk about things you did as a teenager that you will never do again and try to explain this from developmental psychology perspective. Does the literature contradict or support your experience? Is there a debate in the literature on this topic? How did class influence the way you look back on this aspect of your development?

Composition of the paper:

Part of the paper	Length	Description
Introduction	0.5 page	What is the research question of your paper? What will you explore in your project?
Analysis of literature and your experience	3 pages	Description of your experience, explanation from the point of developmental psychology theories and studies Description of the debates in the literature Or recommendations on solving the problem
Conclusions	0.5 page	Your main results of analysis, the answer to the research question
References (minimum 5 sources)	1 page	Description of all sources used in the paper

References in the text: the name of the author and the year of publication are inserted in the text in the following way:

-one work by one author. For instance:

1. Walker (2003) mentioned about self-presentation....
2. in the recent study about self-presentation (Walker, 2003)....

-one work by multiple authors. For instance:

1. Wassertein, Zappula, Rosen, Gerstman and Rock (1994) found...
2. Wassertein et al. (1994) found...

Reference list (at least 5 sources at the end of the paper): there should be a correspondence between references presented in the text and references provided in the reference list. Particularly, if you mention the author in the text, his/her name should also be given in the reference list. All the references should be presented in the alphabetical order. References should be done in the following way:

-Periodicals (journals, magazines, newsletters, etc)

Authors, name(s), year of publication, title of the article, title of the periodical (italicized), number of periodical, page(s). For instance: Goodenough, D. R. (1976). The role of individual differences in field dependence as a factor in learning and memory. *Psychological Bulletin*, 83, 675-694.

-Books, reports

Author's name, year of publication, title of work, location, and publisher. For instance Pairo, A. (1971). *Imagery and verbal processing*. New York: Holt, Rinehart & Winston.

-On-line documents

Author's name, year of publication, month, day, year of retrieval. For instance:
 Tan, G., & Lewandowsky, S. (1996). A comparison of operator trust in humans versus machines. Paper presented at the CybErg 96 virtual conference. Retrieved May 16, 2003, from <http://www.curtin.edu.au>

Paper requirements:

Criterion	Description	Number of points
Topic, description of the problem, 5 titles of articles		5 points
Analysis of data	Ability to draw conclusions from the analysis of interviews and content analysis	15 points
Understanding of the theoretical background	written connections between your own experience and important concepts in readings Availability of references to at least 5 scientific resources (articles from databases, books)	15 points
Grammar and writing style		5 points

G. Midterm and Final exam (40 points + 40 points) tests your understanding of the materials discussed during the classes. Exam will consist of multiple-choice, true/false and short-essay questions. Questions will be taken from reading assignments and class lectures. The final exam is not going to be cumulative: it will cover only the second part of the course.

VI. Grading

- Attendance (20 points)
- Participation (20 points)
- Seminar presentation (20 points)
- Final paper (40 points)
- Midterm exam (40 points)
- Final in-class exam (40 points)
- Total: 180**

VII. Issues of grading

If you feel that the evaluation of your work was not fair or you noticed some scoring mistakes in your grade, you should bring these issues to the instructor immediately. If your demands are reasonable, the grade will be reconsidered.

There will always be someone who thinks that he/she was “tricked” by an exam question. If you feel that way, you should write a statement arguing your position. Your argument should include citation from the book (page numbers, dates) or other reasonable sources. Oral exam might be considered during the appeal of the student's grade. Submit your comments no later than **1 week** after the exam results. Late submissions will not be considered.

A grade of **Incomplete** is reserved for only those special cases when a student has missed a significant portion of the semester's work because of health issues or other unavoidable circumstances. If you have any questions, please contact the instructor.

All assigned work must be submitted according to the due date in the e-course or at the beginning of class **on the day it is due**. No late assignments will be accepted.

Dear Student, for additional information please follow the links below:

- AUCA Student Code of Conduct (https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf)
- AUCA Bylaws of the Academic Appeals Committee - <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>
- Library Help, eReserves and research tools: <https://library.auca.kg/>
- Writing Center: <https://warc.auca.kg/>
- Academic Advising Office: https://auca.kg/en/academic_advising/
- Psychological Counseling Services: <https://auca.kg/en/psycons/>

Grade	Percentage Score Range
A	95-100
A-	90-94
B+	85-89
B	80-84
B-	75-79
C+	70-74
C	65-69
C-	60-64
D	55-59
D-	50-54
F	0-49

VIII. Advices and requests for the course:

- **Avoid plagiarism**, carefully read the policy on plagiarism that will be posted on the website of the course. This policy document says: “Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student’s own; occasionally use the ideas of

another scholar without proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment”. In the case of plagiarizing the paper automatically receives F.

- **Avoid going out after the class started.**
- **Keep your cell phones and lap tops off.**
- **Review the course requirements** carefully. This syllabus provides information about the structure, content, organization, and requirements of the course but may change slightly to accommodate unforeseen events. Read it carefully and ask questions if you are confused by any part of it.
- **Mark important dates and assignments in your calendars.** Late assignments will only be allowed under extraordinary circumstances; otherwise the points for late projects will be reduced.
- Please, **keep the track of your points** and grade in this course, so later on you will not be surprise with your final grade.

IX. Tentative course outline

Date	Topic	Reading	Seminar Presentation
Week 1	Course introduction		
Week 2	The Study of Human Development, Theory and Research	Feldman, pp. 2-31	
Week 3	Prenatal development	Feldman, pp. 35-61	Teratogens
Week 4	Birth and the newborn child	Santrock, or Papalia textbook	Babies capacities at birth Medication, presence of father, alternative ways of baby birth
Week 5	Physical development in infancy	Santrock, or Papalia textbook	
Week 6	Physical development in Childhood and Puberty	Santrock, or Papalia textbook	Sports in childhood Self-image and eating disorders
Week 7	Cognitive development approaches	Feldman, pp.150-172	Theory of Vygotski Montessory pedagogy
Week 8	Information-processing and intelligence	Feldman, pp.174-196	Intelligence development
Week 9	Midterm exam		
Week 10	Language development	Feldman, pp.198-216	Bilingual families and children
Week 11	The self and identity	Feldman, pp. 278-294	Self-esteem, importance and ways to increase
Week 12	Moral development	Feldman, pp. 306-333	Child aggression
Week 13	Socialization: the impact of family Nov 5. Deadline for draft! Nov 12. Deadline for final paper!	Feldman, pp. 370-400	Children of divorce
Week 14	Early Adulthood	Santrock, or Papalia textbook	Choosing a career
Week 15	Middle and Late Adulthood	Santrock, or Papalia textbook	Midlife crisis Cognitive development in late adulthood
Week 16	Presentations of final projects		
	Final Exam		