

**SHSU COLLEGE OF HUMANITIES & SOCIAL SCIENCES**

**Department of Psychology and Philosophy**

**PSYCHOLOGY 3374, SECTION 01 (3 credit hours)  
DEVELOPMENTAL PSYCHOLOGY**

**Spring 2018: Monday/Wednesday/Friday 1:00-1:50pm  
Main Campus, CHSS Room C090**

**Professor:**

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**Teaching Assistant:**

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**Office Hours:**

Dr. Langley: Mon and Wed 12:00-1:00pm and by appointment  
Ms. Chumchal: Mon and Wed 2:00-3:00pm and by appointment

**Text:**

*The Development of Children (7<sup>th</sup> edition)* by Lightfoot, Cole and Cole. Worth Publishers. ISBN # 978-1-4292-4328-5

**Course Overview:** This class is designed to introduce you to theories and scientific research on human development across the lifespan. We will cover the fundamentals of physical, cognitive, social, and emotional development from infancy through adulthood. We will use a scientific framework to guide our study of how humans develop and will have an emphasis on research findings in the field of developmental psychology. Students are expected to acquire a basic understanding of how factors within the individual, family, and broader society shape the process of development, and we will focus in detail on several key issues facing infants, children, adolescents, and adults in our society today. By the end of this course, you should be able to:

1. Describe classic and current theories of development in multiple areas (e.g., cognitive, social, emotional)
2. Compare (and contrast) major theoretical approaches to describing human development
3. Evaluate the complex causes of development and developmental outcomes
4. Apply course concepts to understanding individual developmental outcomes
5. Understand your own development in a new and/or improved way

**Course Website:** A Blackboard website will be maintained for this course. Enter your SHSU username and password in order to log in to the system. Course announcements, documents, assignments, quizzes, and other relevant information will be posted on this website. Check it frequently for important information!

**Components of the Course:** Components of the course that will contribute to your final grade:

***Exams:*** There will be a total of **four (4) exams** throughout the semester, and **you will have the option to drop your lowest exam grade**. Each exam will consist of multiple-choice and short answer essay questions. For exams 1-3, the material for one exam will build upon the material from the previous; however, the focus of each of these exams will be on the key terms and concepts for each section (and thus not cumulative in nature). The final exam (exam 4) will be made up of 25% new material presented in Part VI of the semester (Adulthood), while the other 75% will be information from all parts of the semester (i.e., cumulative material). Each exam will be closed-book, and you all are expected to abide by the Honor Code and with Academic Honesty at all times. If you are late to an exam, I will allow you to take the exam, as long as you arrive in class before the first person to finish leaves. Once a person has finished and left the classroom, you will not be allowed to take the exam. Exams will be worth a total of **60% of your grade** (20 percent each, as I only count your 3 highest exam grades). Please note that you can skip one exam (including the final) if you'd like, but note that no other exam grades will be dropped if you skip or miss one of the exams.

***Make-up exams:*** I prefer not to give make-up exams because you have the option to drop your lowest exam grade. However, please let me know if there are extenuating circumstances regarding why you will need to miss an exam, and I will try to work with you.

***Quizzes:*** There will be approximately 20 short quizzes (10 multiple-choice questions per quiz) posted to Blackboard throughout the semester. You are required to complete **ten (10) quizzes** during the course of the semester via Blackboard. You are **not** required to take every quiz, but that is encouraged, as completing them will be an excellent way for you to prepare for class and study for each exam. Some of the questions from the quizzes will be similar to test questions! **Suggested due dates for each quiz are listed on the class schedule.** You ARE allowed to use your textbook to complete them, but you are NOT allowed to work on the quizzes with anyone else. You can also take the quizzes as many times as you want to try to get all the points. Quizzes are worth **15% of your final grade** (1.5% each).

***Reflection Papers:*** There will be **three (3) short reflection papers** (approximately 1-2 pages each) that you will complete outside of class and submit on Blackboard (About Me Paper, Data Collection Paper, and Observational Coding Paper). The purpose of these writing assignments is to prompt you to think about why you are taking this class and what you are learning from it. Full details about the papers and instructions for submitting them will be posted on the Blackboard class site. These reflection papers will be worth a total of **15% of your final grade** (5% each).

**Late Policy:** I expect all reflection papers to be turned in on time. You will receive a 5% deduction for each day after the due date that they are not turned in. Papers will not be accepted more than three (3) days late.

**In-class Assignments/Participation:** In-class assignments will range from group work on a problem to something more like a short quiz (or even something as easy as an attendance quiz!). Most of the in-class assignments will be announced, but I reserve the right to make some of these unannounced. Please know that active involvement in the class will inevitably help you stay engaged in the material and this will be reflected positively in your grade. During every class there will be opportunities for you to ask questions or discuss issues of interest; please always feel comfortable asking questions or sharing in class. Remember: there are no stupid questions! These assignments must be completed in class, cannot be made up, and are worth **10% of your final grade**.

**Extra Credit?** I will have two extra credit questions on each exam. These questions will be pulled from the textbook and will generally be about concepts not covered in lecture. You can also earn extra credit on each of the exams through a review game that we will play in class. Aside from that, there will be no guaranteed extra credit opportunities. Your grade will be based on completing the regular course work throughout the semester. If you need help with concepts or are having problems, please come see during my office hours (or make an appointment with me). I want you to be successful in this class and will do what I can to help (besides giving you extra credit!).

**Grades:** Grades for this class will be determined using the following formula:

<b>Exams (4)</b>	<b>60%</b> (20% each as I drop your lowest exam grade)
<b>Quizzes (10)</b>	<b>15%</b> (1.5% each)
<b>Reflection Papers (3)</b>	<b>15%</b> (5% each)
<b>In-class Assignments</b>	<b>10%</b> (10% total, across all in class activities and assignments)

This table shows the number of points required to get each letter grade:

90 – 100 = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, Less than 60 = F

The following descriptions indicate what each grade is designed to reflect:

A = exceptional understanding of all material, including classroom material and assigned readings, general ideas and specific details, and facts as well as applications

B = very good understanding, but some gaps in mastering details or applications

C = satisfactory understanding with substantial gaps in understanding of details and applications; may not have completed all of the reading

D = minimally acceptable, superficial understanding of general ideas with failure to grasp details, applications and connections among general ideas

*Note:* Final grades are not subject to negotiation. Grades can be changed only if there is a clerical error.

**General Policies:** Some general policies for success in this course are:

***Attendance and Timeliness:*** Please make an effort to attend every class and be punctual. You are expected to come to class prepared (e.g., read the appropriate pages, completed any assignments, and have noted any questions that you want answered or discussed) and on time. Attendance will not always be taken; however, in-class assignments and participation points (10% of your grade) should encourage you to be here (and, there is always the possibility that one of your in-class “assignments” will be as simple as an attendance quiz). Students must be present in class to receive credit for these assignments, and they cannot be made up. No exam or assignment may be made up unless prior arrangements have been made with me. It is your responsibility to contact me regarding any make-up work.

***Professional Conduct:*** As part of your general college training, it is expected that you learn how to function well in the professional world. I expect you to always communicate appropriately (in person and in writing), be respectful of your classmates and instructors, and contribute to class discussions and group assignments. I also expect you to be able to write using correct grammar (HINT: know the difference between “your” and “you’re;” as well as between “they’re,” “there,” and “their.”). If you’re not confident about your writing abilities, let me know and I will meet with you to discuss possible resources (e.g., I will read and edit work if turned in several days in advance so you know what I expect; you can visit the Writing Center; etc.). You are an intelligent adult and in college so this is not an unfair request. I will subtract points from your written work if you do not abide by the common principles of the English language!

***Students with Disabilities Policy:*** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a

disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

***Student Absences on Religious Holy Days Policy:*** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

***Academic Honesty:*** The Faculty of Sam Houston State University expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

***To receive credit for any assignment in this class, all products should be generated after the class began and the task was assigned. In other words, nothing from another class should be used for credit in this class, even if the author is a student currently enrolled in this class. Failure to use proper citations for work could result in no credit for the assignment.***

***Classroom Visitors:*** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

For additional information, visit: <http://www.shsu.edu/syllabus/>

## *Class Schedule*

DATE	TOPIC	READING DUE	ASSIGNMENTS DUE
Wed Jan 17	NO CLASS!	SNOW DAY	
<b><i>INTRODUCTION TO THE STUDY OF HUMAN DEVELOPMENT</i></b>			
Fri Jan 19	Introduction to PSYC 3374! Review Syllabus		
Mon Jan 22	Developmental Psychology; Central Issues of Dev. Sci.; Theories of Development	Chapter 1 (p. 1-29)	Chapter 1 Quiz
Wed Jan 24	Theories of Development; Methods for Studying Development	Chapter 1 (p. 29-43)	Syllabus Quiz in class
<b><i>PART I: IN THE BEGINNING</i></b>			
Fri Jan 26	Biocultural Foundations	Chapter 2	Chapter 2 Quiz <b>Reflection Paper 1 Due</b>
Mon Jan 29	Prenatal Development and Birth – Part 1	Chapter 3	Chapter 3 Quiz
Wed Jan 31	Prenatal Development and Birth – Part 2		
<b><i>PART II: INFANCY</i></b>			
Fri Feb 2	The First Three Months – Part 1	Chapter 4	Chapter 4 Quiz
Mon Feb 5	The First Three Months – Part 2		
Wed Feb 7	Physical and Cognitive Development in Infancy – Part 1	Chapter 5	Chapter 5 Quiz
Fri Feb 9	Physical and Cognitive Development in Infancy – Part 2		
Mon Feb 12	Social and Emotional Development in Infancy	Chapter 6	Chapter 6 Quiz
Wed Feb 14	Infant-Caregiver Emotional Relationship (Attachment)	Chapter 6	
Fri Feb 16	In-Class Exercise Exam # 1 Review	Chapters 1 – 6	
Mon Feb 19	<b>EXAM # 1</b>		

<b><i>PART III: EARLY CHILDHOOD</i></b>			
Wed Feb 21	Language Acquisition	Chapter 7	Chapter 7 Quiz
Fri Feb 23	Physical and Cognitive Dev. in Early Childhood	Chapter 8	Chapter 8 Quiz
Mon Feb 26	Social and Emotional Dev. in Early Childhood – Part 1	Chapter 9	Chapter 9 Quiz
Wed Feb 28	Social and Emotional Dev. in Early Childhood – Part 2		
Fri Mar 2	Contexts of Development	Chapter 10	Chapter 10 Quiz
Mon Mar 5	Wrap up Early Childhood; Mini lecture on choice of topic		
Wed Mar 7	In-Class Exercise Exam # 2 Review	Chapters 7 - 10	
Fri Mar 9	<b>EXAM # 2</b>		
<b><i>PART IV: MIDDLE CHILDHOOD</i></b>			
Mon Mar 12	NO CLASS!	SPRING BREAK	
Wed Mar 14	NO CLASS!	SPRING BREAK	
Fri Mar 16	NO CLASS!	SPRING BREAK	
Mon Mar 19	Physical and Cognitive Dev. in Middle Childhood – Part 1	Chapter 11	Chapter 11 Quiz
Wed Mar 21	Physical and Cognitive Dev. in Middle Childhood – Part 2		
Fri Mar 23	School as a Context for Development	Chapter 12	Chapter 12 Quiz
Mon Mar 26	Social and Emotional Dev. in Middle Childhood – Part 1	Chapter 13	Chapter 13 Quiz
Wed Mar 28	Social and Emotional Dev. in Middle Childhood – Part 2		
<b><i>PART V: ADOLESCENCE</i></b>			
Fri Mar 30	Physical and Cognitive Dev.	Chapter 14	Chapter 14 Quiz

	in Adolescence – Part 1		
Mon Apr 2	Physical and Cognitive Dev. in Adolescence – Part 2		
Wed Apr 4	Social and Emotional Dev. in Adolescence – Part 1	Chapter 15	Chapter 15 Quiz
Fri Apr 6	Social and Emotional Dev. in Adolescence – Part 2		
Mon Apr 9	In-Class Exercise Exam # 3 Review	Chapters 11 - 15	
Wed Apr 11	<b>EXAM # 3</b>		
<b><i>PART VI: ADULTHOOD</i></b>			
Fri Apr 13	Emerging Adulthood – Part 1	Supplemental Reading	Emerging Adulthood Quiz
Mon Apr 16	Emerging Adulthood – Part 2		<b>Reflection Paper 2 Due</b>
Wed Apr 18	Middle Adulthood	Supplemental Reading	Middle Adulthood Quiz
Fri Apr 20	Late Adulthood	Supplemental Reading	Late Adulthood Quiz
Mon Apr 23	Death & Dying – Part 1	Supplemental Reading	Death & Dying Quiz
Wed Apr 25	Death & Dying – Part 2		
Fri Apr 27	Death & Dying – Part 3		<b>Reflection Paper 3 Due</b>
Mon Apr 30	Lecture on class choice of topic		
Wed May 2	In-Class Exercise Exam # 4 Review	Chapters 1 – 15 plus supp. material	
Fri May 4	<b>EXAM # 4</b>		