

Introduction to Developmental Psychology

Fall 2022, MWF 10:00-10:50am

Instructor: Erica Weisgram, Ph.D.

Office: Science D235

Office Hours: MW 11-12, or by appointment

E-mail: eweisgra@uwsp.edu

Text: Santrock, J. W. (2020). A Topical Approach to Lifespan Development (10th Ed.). McGraw Hill: Boston. (available through text rental)

Course Website: Canvas (canvas.uwsp.edu)

UWSP GEP Social Science Learning Outcomes

This course meets the General Education Program Investigative Level Social Science requirement for undergraduate students. The GEP Social Science Learning Outcomes are as follows:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Specific Course Objectives

The goal of this course is to provide students with a general understanding of developmental psychology from conception to death. By examining physical, cognitive, and social development, students will learn how individuals change over time. In addition, this course is to provide students with an understanding of research methods in developmental psychology. By studying experimental design as well as examining research in the field of developmental psychology, students will gain an understanding of the scientific study of developmental psychology.

At the conclusion of this semester, students will be able to:

- identify and describe major terms and concepts in developmental psychology.
- describe the methods that psychologists use to study the development of children, adolescents, and adults
- describe and explain the major theories of developmental psychology.
- describe how individual development is influenced by biological, cognitive, and social-cultural factors.
- apply theories of developmental psychology to real life examples in class, in the media, and in their own lives.
- evaluate the strengths and weaknesses of major theories in developmental psychology.
- think critically about current research and topics in developmental psychology.

Course Requirements

200 pts. Exams (Multiple Choice and Essay)

50 pts. Chapter Quizzes (10 quizzes x 5 pts each)

50 pts. Writing Assignments (2 assignments x 25 pts each)

Chapter Quizzes. Chapter quizzes will occur throughout the term. These chapter quizzes will consist of 5 multiple choice questions. Each student will have TWO attempts to complete each quiz and the highest score will be recorded. Questions are randomly generated for each attempt (and each student) and thus you may not have the same questions in both attempts. There are 13 quizzes available throughout the course; the 10 highest scoring quizzes will be recorded. Given the already generous opportunities of having multiple attempts and THREE “freebies,” students will not have the opportunity to make up quizzes after the deadline has passed. I recommend students take as many quizzes as possible and save one’s “freebies” for any emergencies that may arise (i.e., computer crashes, family emergencies, illness, etc). **These cannot be made up after the deadline has passed.**

Exams. There will be four exams given throughout the semester with the last exam taking place during finals week. All exams will cover material presented in lecture, films, and the textbook. **The first three exams will be both multiple choice (40 pts.) and essay (10 pts.) in nature. The final exam will be entirely multiple choice.** If a student is unable to take the exam on the scheduled date for a University-Approved Reason (with documentation or notice from the Dean of Students office), arrangements may be made *beforehand* to take a make-up the exam at another time. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeup policy. Exams will not be comprehensive. **Final exams will be given on the date scheduled by the Registrar’s office, without exception.**

Writing Assignments. There will be four writing assignments posted on Canvas during the semester—Students will be asked to complete TWO of the four assignments. Assignments may be a journal article summary or a reflection and application of the theory. These summaries are to be written in the students’ own words and should not contain quotes from the article or other sources. In addition, using the authors’ words as one’s own constitutes plagiarism—students need to *summarize* with their own words. Assignments should be 1 page (single-spaced) in length (**must be less than 700 words** to get full credit), thus you should be concise. **Papers must be in Microsoft Word or .pdf format. Papers will be turned in by 11:59pm to Canvas on the date indicated below. Late papers will receive a 10% per day penalty.**

Attendance. Attendance is expected for this course. As exams include a significant lecture component, it is in students’ best interest to attend class. However, it is understandable if a student needs to miss class for illness or quarantine (please look through materials on Canvas and ask a fellow student for detailed notes). If a student needs to miss classes for an extended period due to personal or medical concerns (6 or more classes), they should contact the Dean of Students Office at DOS@uwsp.edu who can work with the student to help them make up work or determine how to continue. If a student stops attending class for an extended period, the instructor will report the absence to the Registrar’s office.

Final Course Grades:

Final grades will be determined as follows:

A	93%-100%	C+	77%-79%
A-	90%-92%	C	73%-76%
B+	87%-89%	C-	70%-72%
B	83%-86%	D+	67%-69%
B-	80%-82%	D	60%-66%
		F	<60%

Course Policies

- Students should arrive to class on time with cell phones turned off and in their backpack/bag/pocket. Students should not have their phone out on their desk. In each class period, there will likely be a short break to check messages. Students should also not have earbuds in their ears.
- Students should read the appropriate chapters in the text before attending class.
- Students should be open-minded to learning new information.
- Students should demonstrate respect and professionalism toward fellow students and the instructor throughout the course.
- Students should follow all COVID protocols outlined by the university administration.

Course Communication

E-mail will be the official mode of communication for this course. Students should feel free to e-mail me at any point with questions about course content. Students can generally expect a prompt response. (However, e-mails sent past 5pm may not be read until the business next day.) When e-mailing, please put "PSY 260" in the subject line to prevent being sorted into Junk Mail by the e-mail filter.

Withdrawal from Courses

See Registration and Records for more information and dates for withdrawing from courses this term:

<https://www.uwsp.edu/regrec/Pages/default.aspx>

Academic Dishonesty

Academic dishonesty of any form (i.e., cheating, plagiarism, etc.) will not be tolerated. If a student is participating in any dishonest behavior, they will receive a "0" for the assignment or exam. It is important to uphold the academic integrity of this institution. Additional information about the consequences of academic dishonesty can be found here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>. Please consult this website if you have any questions or concerns about academic plagiarism:

<http://library.uwsp.edu/guides/vrd/plagiarism.htm>

Students with Disabilities

Students with disabilities will be appropriately accommodated. Please see Disability Services (<http://www.uwsp.edu/disability/Pages/default.aspx>) for further information and contact me with your form within the first two weeks of class.

Student Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

Mandatory reporting

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities. Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

Use of Electronic Devices

Electronic Devices are not to be used during class time without permission from the instructor and/or documentation from Disability Services. Any student found distracting others or the instructor with their use of electronic devices will be asked to put said device away or leave the classroom. Students may not photograph, videotape, or audio record the instructor without the express permission of the instructor. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy.

Emergency Procedures

In the event of a medical emergency call 911 or use Red Emergency Phone (List Location). Offer assistance if trained and willing to do so. Guide Emergency Responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window.). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Meet at the HEC Center. Notify instructor or emergency command personnel of any missing individuals. Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point

COVID-19 Policies

COVID-19 Policies are often enacted campus wide and include testing, distancing, quarantine, and face coverings in addition to recommendations about vaccination. To read the most recent COVID-19 policies and announcements, please visit: [Communications - Information on Coronavirus | UWSP](#)

Resources for students:

- Tutoring-Learning Center: <http://www.uwsp.edu/tlc/>
--Excellent resource for students who are in need of a little extra assistance.
- Counseling Center: <http://www.uwsp.edu/counseling/Pages/default.aspx>
--Provides assistance for students for a number of issues including personal and academic concerns (including Time Management!)
- Psychology Club: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
--Presentations, workshops, and meetings around the study of psychology
- Psi Chi: <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
-National Psychology Honor Society
- NAMI of UWSP : <http://www.uwsp.edu/psych/Pages/stuOrgs.aspx>
-National Alliance for Mental Illness UWSP Chapter

Date	Topic	Readings/Assignment Deadlines
Jan. 23	Syllabus	
Jan. 25	Theories and Themes	Chapter 1,
Jan. 27	Theories and Themes	(Quiz 1 over Chapter 1)
Jan. 30	Research Methods	
Feb. 1	Research Methods	
Feb. 3	Research Methods	
Feb. 6	Genetics/Prenatal Development	Chapter 2, Quiz 2
Feb. 8	Prenatal Development	
Feb. 10	Prenatal Development	
Feb. 13	Brain Development, Reflexes	Chapter 3, Quiz 3
Feb. 15	Visual and Auditory Perception	ARTICLE SUMMARY DUE
Feb. 17	Visual and Auditory Perception	Chapter 5, Quiz 4
Feb. 20	**EXAM 1 (Chapters 1, 2, 3, & 5)**	
Feb. 22	Piaget's Theory of Cognitive Dev.	Chapter 6
Feb. 24	Piaget (cont.)	
Feb. 27	Piaget (cont.)	Chapter 6 Quiz
March 1	Vygotsky	
March 3	Cognitive Development	Chapter 7
March 6	Cognitive Development	Chapter 7 Quiz
March 8	Cognitive Development	ARTICLE SUMMARY DUE
March 10	Language Development	Chapter 9
March 13	Language Development	Chapter 9 Quiz
March 15	Language Development	

March 17	**EXAM II (Chapters 6, 7, & 9)**	
March 27	Emotions	Chapter 10, Quiz 8
March 29	Temperament	
March 31	Attachment	
April 3	Attachment	
April 5	Self and Identity	Chapter 11, Quiz 9
April 7	Identity	
April 10	Identity	
April 12	Gender Development	Chapter 12,
April 14	Gender Development	Quiz 10, IDENTITY DEV. PAPER
April 17	Gender Development	
April 19	**EXAM III (Chapters 10, 11, & 12)**	
April 21	Bronfenbrenner	
April 24	Parenting and Families	Chapter 14, Quiz 11
April 26	Parenting and Families	
April 28	Parenting and Families	
May 1	Peers	Chapter 15, Quiz 12
May 3	Peers	ARTICLE SUMMARY DUE
May 5	Peers	
May 8	Death and Dying	Chapter 17, Quiz 13
May 10	Death and Dying	
May 12	Death and Dying	
Final Exam 5/16 10:15am	**EXAM IV (Ch. 14, 15, & 17 + Bronfenbrenner)**	

Recommended Readings (not required)

- *Einstein Never Used Flash Cards: How Our Children Really Learn-- And Why They Need to Play More and Memorize Less.* By : Hirsh-Pasek, Golinkoff, & Eyer. Rodale Books.
- *The Scientist in the Crib: What Early Learning Tells Us About the Mind.* By : Gopnik, Meltzoff, & Kuhl. Harper Publishers.
- *Baby Signs: How to Talk with Your Baby Before Your Baby Can Talk.* By : Acredolo, Goodwyn, & Abrams. McGraw-Hill.
- *Love at GOON Park.* By: Blum. Basic Books. (Harry Harlow Biography)
- *Handbook of the Psychology of Aging, Seventh Edition.* Edited by : Schaie & Willis. Academic Press.
- *Parenting Beyond Pink and Blue.* Christia Spears Brown. Ten Speed Press.

Volunteer Opportunities in the Community Related to DP for those who are interested

- Central Wisconsin Children's Museum: <http://www.cwchildrensmuseum.org/Volunteer.html>
- Stevens Point YMCA [spymca.org](http://www.spymca.org)
- Boys and Girls Club: <http://www.bgclubpc.org/page114235.aspx>
- Ministry Health Care Hospice Program
<http://ministryhealth.org/MinistryHealth/Services/HomeCareServices/VolunteerOpportunities.nws>
- Service Information from UWSP: <http://www4.uwsp.edu/centers/sieo/volunteerism/>
- United Way Portage County Volunteer site: www.volunteersrock.org/
- Big Brothers and Big Sisters of Central Wisconsin : <http://www.bigimpact.org/>
- Family Crisis Center : http://www.capserv.org/crisis_center.html
- Aging and Disability Resource Center : <http://www.co.portage.wi.us/adrc/OurLocation.html>