

18F-PSYC350-011: DEVELOPMENTAL PSYCHOLOGY

[Jump to Today](#)

[Edit](#)

Fall Session, 2018

M-W 8:40-9:55

Rm. 205 Brown Lab

Dr. Roger Kobak

Office

Hours:

Office: 219 Wolf

Hall

Monday: 1-3 PM

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appointment

Friday: by

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Learning Goals:

The overall goal of the course is to acquire a developmental perspective on three core areas of psychology: a) personality and social relationships (parent-child, peer and romantic), b) cognitive psychology and c) neuroscience. Syllabus topics are organized by developmental stages beginning with the prenatal and infant periods, followed by preschool and early school years, followed by pre-puberty through late adolescence. More specifically students will:

1. Learn approaches to studying how nature and nurture contribute to an individual's developmental pathway. More specifically,
 1. Nature includes: genes, developmental programming and evolution
 2. Nurture includes: social relationships and ecological models of the environment
2. Use transactional and epigenetic models to trace an individual's developmental pathway from conception through early adulthood.
 1. How nature and nurture contribute to optimal development
 2. How nature and nurture create risk for adverse outcomes
3. Learn ways of describing how the self or personality develops. This includes developmental change in:
 1. cognition and self-control
 2. coping with adversity
 3. planning and self-regulation
 4. competent performance of developmental tasks

Course Requirements: The course is designed to fulfill the University's requirement for a writing course and your grades will be based on your ability to integrate material discussed in class into well-organized papers. There will be three essay exams worth a total of 190 points and twenty-two brief in-class papers worth 5-points each for a total of 110 points. These in class papers and exams will assess your comprehension and retention of both reading and lecture material.

In-Class Writing Assignments: Each class will include a 250-word writing assignment that will provide practice with summarizing, integrating, and reflecting on material covered in readings and lecture. These writing assignments are designed to help you a) distinguish between developmental processes that are attributable to nature or nurture and b) to develop an understanding of how nature-nurture transact to produce a developmental moment in an individual's developmental pathway. These assignments will also provide valuable notes that you can use in preparing for the essay exams. Students will receive 5 points for each completed in-class assignment (110 total points possible).

Essay Exams: An essay exam will conclude each of the three major development periods covered over the course of the semester (Prenatal-Infancy, Toddler-Preschool, Childhood-Adolescence). Each exam will consist of an 800-word essay that will require describing alternative pathways leading to an individual's personality or sense of self in a particular developmental period. The essay will require incorporating risk and protective factors related to nature and nurture and describing how these factors transact to influence an individual's personality or sense of self (190 points possible).

You cannot make up an in-class assignment or an exam unless you contact me in person, in advance, with a documented excuse such as a religious holiday. You should get a documented excuse from the Dean's office (if you need to miss more than one class for severe illness, hospitalization or family death). If you miss an in-class assignment or an exam for one of these reasons, you will be required to do a make-up assignment or exam.

Final Grades will be assigned based on total points possible exams (300 possible). The Grading Cut-offs are the following. There is no "rounding" of grades or grade averages in this class.

280 and up	A
270-279	A-
260-269	B+
250-259	B
240-249	B-
230-239	C+
220-229	C
210-219	C-
200-209	D+

190-199 D

180-189 D-

0-179 F

We will be managing this class with the help of Coursea. This syllabus, readings, lecture outlines, and assignments will be posted there. It will be your responsibility to log onto Sakai regularly to check for updated assignments.

Please complete the assigned readings before the topic is covered in class. Although the dates for specific topics are not exact, you will be expected to have covered all of the readings assigned before a particular test date. For example, by the time of the final examination you will be held responsible for ALL the assigned readings.

Attendance and Professionalism. Attendance during class is essential for doing your best on the exams. If you don't come to class, you will miss important information that will be tested on the exam. Some of the exam questions will be directly related to the things we discuss or review in class. A part of the class will be devoted to review and opportunities to test your understanding of the lecture material. This is the time to get any questions you have about the course material or exam format answered. Do not wait until a day or two before the scheduled exam to ask questions. I expect you to refrain from disruptive behavior in the classroom. Class time is precious. Arrive on time. Stop texting for 75 minutes. Stay awake. If you email me, please sign your full name, use conventional spelling and punctuation, and write with respect.

8/29 Introduction

9/5 Historical and Theoretical
Perspective

1. Normative Change—Continuity vs. Discontinuity
2. Individual Differences—Normative vs. Idiographic

3. Person-Environment Interaction
4. Developmental Pathways

<http://nobaproject.com/modules/the-nature-nurture-question> (Links to an external site.)
[Links to an external site.](#)

<http://nobaproject.com/modules/epigenetics-in-psychology> (Links to an external site.)
[Links to an external site.](#)

In the Beginning—Nature, Nurture and the Emerging Self

9/10 Genetic-- Prenatal Development

https://cnx.org/contents/Sr8Ev5Og@9.1:b7opmCF3@10/Stages-of-Development#Figure_09_04_Adolescent (Links to an external site.)
[Links to an external site.](#)

9/12 Biological Risk and
Caregiving

9/17 Infant Perceptual and Cognitive
Development

9/19 Mother-infant interaction--Contingency patterns

9/24 Approach-Avoidance--Motivation and Emotion

9/26 Theories of parent-infant attachment--Measuring attachment
quality

**10/1 Essay Exam (40
Points)**

The Preschool and Early School Years –Representation and The Developing Self

10/3 Developmental Tasks and Outcomes

10/8	Language
Development	
10/10	Cognitive Development/Self
10/15	The Social World—Risk and Protective Factors
10/17	Critical and Sensitive Periods--Genie Video
10/22	School Readiness
10/24	Self-Regulation
10/29	Moral Development & Social Competence
10/31	Essay Exam (60 Points)

The Competent Self—Adversity, Resilience and Identity During the School Years

11/5	Personality--Identity, Exploration and Resilience
11/7	Social Status and Peer Hierarchies
11/12	Gender Differences—Peer and Family Effects
11/14	Interpersonal Stress and
Adversity	

Thanksgiving Break

11/26	Brain Development--Puberty and Adolescent Problem-Behaviors
11/28	Dating and Mating
12/3	Maladaptation and Psychopathology
12/5	Essay Exam (90 Points)

