PSYC 350 -- Developmental Psychology

Fall Session, 2016

Tu-Thursday 9:30-10:45
Rm. 116 Gore Hall

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Office Hours:
Monday: 1-3 PM
Friday: by appointment

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E-mail: rnbouneau@psych.udel.edu

Friday: 12-2 PM
By appointment if necessary

Required Texts:
Infants, Children and Adolescents: (a la Carte Edition Plus REVEL),
Laura Berk & Adena Meyers (BERK on syllabus).

Revel Invite: https://console.pearson.com/enrollment/fy2csd

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:

a) Learn approaches to explaining how individual differences in personality, cognition and brain circuits develop and are maintained. These include
   a. genetic explanations
   b. ecological models of environmental effects
   c. mechanisms that account for continuity and change across developmental stages

b) Learn ways of describing how social relationships, cognition and the brain develop from conception through adolescence. These include:
   a. stage models of development
   b. normative models of development

c) Use transactional and epigenetic models to account for the contributions of nature and nurture to both normal and abnormal developmental outcomes
**Course Requirements:** The course will have (3) examinations worth 100 points each. These tests will assess your comprehension and retention of both text and lecture material. Exams will include 25 multiple choice questions (2 points each) and several essay questions worth a total of 50 points. Some questions from the text will not be covered in the lectures and some questions from the lectures will not be covered in the book.

Clickers will be used to promote learning in this class. Register your clicker in (Sakai or Canvas) as soon as possible. For more info about clickers visit: [ats.udel.edu/clickers](http://ats.udel.edu/clickers). In keeping with UD’s Code of Conduct, Cheating, section A.2.c, articles v and vi., attempts to use more than one clicker per student in this class are subject to academic dishonesty ramifications. Bring your clicker to class every day to obtain full credit for the activities that use them. During each of the three exam periods you can earn a total of 2 extra credit points by using your iclicker in at least 5 of the classes for that exam period.

You cannot make up an exam unless you contact me in person, in advance, with an excuse that is documented by the Dean’s office (your documented severe illness or documented family death). If you miss an exam for one of these reasons, you will be required to do a make-up exam, at my convenience.

**Final Grades** will be assigned based on total points on the three 100 point exams (300 possible). The Grading Cut-offs are the following. There is no “rounding” of grades or grade averages in this class.

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<thead>
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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>280 and up</td>
<td>A</td>
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<tr>
<td>270-279</td>
<td>A-</td>
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<td>260-269</td>
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<td>250-259</td>
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<td>0-179</td>
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We will be managing this class with the help of Sakai (sakai.udel.edu/portal). This syllabus, lecture outlines, and all the assignment details 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.

**Extra Credit:** Two Extra Credit assignments will be available one in October and the other in November that require writing and submitting a 2-page paper. Each of the papers is worth 5 points so that up to 10 points are available for full completion of both papers.
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 before each exam will be devoted to review. 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.

8/30 Introduction

9/1 Historical and Theoretical Perspective BERK Ch. 1
  A. Developmental Change—Continuity vs. Discontinuity
  B. Individual Differences—Normative vs. Idiographic
  C. Gene-Environment Interaction
  D. Developmental Pathways

Infancy

9/6 Conception--Biological Roots of Behavior BERK Ch. 2
9/8 Prenatal Development BERK Ch. 3
9/13 Biological Risk and Caregiving BERK Ch. 4
9/15 Infant Learning & Brain Development BERK Ch. 5
9/20 Mother-infant interaction--Contingency patterns BERK Ch. 5
9/22 Infant emotional development BERK Ch. 7
9/27 Theories of parent-infant attachment--Measuring attachment quality BERK Ch. 7

9/29 Test

The Preschool and Early School Years

10/4 Brain Development BERK Ch. 6
10/6 Language Development BERK Ch. 8
10/11 Cognitive Development/Self BERK Ch. 9 & 10
10/13 Parenting, Abuse and the Family System BERK Ch. 10
10/18  Genie Video
10/20  School Readiness  BERK Ch. 12
10/25  Intelligence and Achievement  BERK Ch. 12 & 15
10/27  The Developing Sense of Self & Social Competence
11/1  Test

Developing Competence and Self-Esteem During the School Years
11/3  SES and Health--  BERK Ch. 11
11/8  No Class-Election Day
11/10  Divorce/Family Structure  BERK Ch. 13
11/15  Gender Differences—Peer and Family Effects  BERK Ch. 13 & 16
11/17  Social Skills and Peer Acceptance  BERK Ch. 13 & 16
11/29  Dating and Mating  BERK Ch. 17

Thanksgiving Break

12/1  Puberty and Adolescent Problem-Behaviors  BERK Ch. 14
12/6  Competence and Psychopathology  BERK Ch. 16
12/8  Test