Course Syllabus
Developmental Psychology PSYC 350-10
Spring 2011

This syllabus is designed to include as much relevant information as possible. Accordingly, students should familiarize themselves with the syllabus by reading it, and referring back to it with questions or concerns. The syllabus may occasionally be changed according to class needs and input. This should be rare and students will be notified if such changes are necessary.

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Course Description:
This course introduces theory and research in developmental psychology, specific to children and adolescents, including the topics of developmental processes, developmental risk, systems theory and contemporary social issues.


The class website will contain class notes, updates, announcements, and other similar information pertinent to the class. Students are, therefore, advised to visit the class website regularly.

We will rely on email for many class-related items and announcements. Please make sure your email, as listed in Sakai, is correct.

Class Times/Location: Tuesday/Thursday 3:30 – 4:45 pm, Gore 208

Course Objectives and Pedagogy:

1. Knowledge of Developmental Psychology: Students will learn the major theories, related empirical evidence, and research methods related to developmental psychology. To accomplish this, students will study the text, online resources via MyPsychLab.com and participate in class activities and group assignments.

2. Scientific Thinking: Students will hone their ability to think about the world around them scientifically. This includes understanding basic research behind the psychological disorders and the
implications of that research. To accomplish this, students will participate in regular in-class activities and discussions.

3. **Creation of Useful, Scientifically Sound Resource:** Students will apply their knowledge of developmental psychology in the creation of a resource for child-care providers, parents, or the general public based in the science of developmental psychology.

Students are expected to study and learn as much as possible **outside of class** and come prepared to apply this knowledge in class. This allows class time to be used for activities that require interactive participation in discussions, group activities, and experiential exercises.

**Required Materials:**


*MyDevelopmentLab:* This online resource is rich with examples, exercises and multi-media materials to support the text. You will need to register online at [www.MyDevelopmentLab.com](http://www.MyDevelopmentLab.com) using the instructions titled “MyDevelopmentLab Course Registration”. Please use only Internet Explorer or Safari browsers.

*Clicker:* Clickers are required for this course. Many of the in-class activities we do this semester will require the use of clickers. You will be graded on these activities so you need to make sure that your clicker is functioning properly and it is connected to your student ID. This can be verified the first week. For more information on clickers, see: [http://ats.udel.edu/clickers/faq.php](http://ats.udel.edu/clickers/faq.php)

**Suggested Materials:**


*Note:* Term papers will be written in APA style. Your course pre-requisites should have familiarized you with the format; however, you will find it useful to reference the publication manual to ensure your paper is formatted correctly.

**Study Hints:** If you want to do well in this class, you will need to maximize the opportunities to learn the material:

- Attend and actively participate in class.
- Use the text and MyDevelopmentLab aides.
- Guide your studying using Pre-Tests on MyPsychLab.com
- Ask questions
- Make appointments with the Instructor/TAs for anything with which you need assistance.
- Engage in the process of learning: Make the course relevant to you.
COURSE POLICIES

Adding/Dropping/Withdrawing/Incompletes from the course:
This course will follow the standard University policies and procedures for adding, dropping, or withdrawing from the course. Please see the academic calendar for applicable deadlines. **Incomplete grades are almost never awarded** due to the inherent difficulty in resolving such grades. Withdrawals may be considered in unusual cases of extenuating circumstances (e.g., prolonged illness/injury).

Attendance:
The University expects regular attendance at class meetings. A significant amount of class time will be devoted to interactive activities and group work. Accordingly, missing class will not only impede your learning, but also could make things more difficult for your peers.

Respectful Atmosphere:
We are here to learn together. We want this to be an atmosphere of learning. Accordingly, please respect the classroom environment. We hope to have fun with the material, but we will do so together. Please do not disturb the class by having side-bar conversations, by reading the paper, answering cell-phones, etc. during class. If this is a problem, you may be asked to leave.

Support:
**ADA Office:** If you are a student with a learning disability or any other specific need, please notify the instructor early in the semester so he can work with you to enhance your learning potential in this class. The University’s ADA office, which coordinates accommodations and offers support for students with disabilities, can be contacted at 302-831-8670.

**Writing Center:** Our class is fortunate to have a dedicated writing fellow. She will be assisting students through structured consultation. In addition, students can make use of other Writing Center resources. To do so, contact them at (302) 831-1168 or visit [http://www.english.udel.edu/writcent/](http://www.english.udel.edu/writcent/)

**Academic Enrichment Center:** There are many other resources available to help students such as tutoring and study skills workshops training listed at [www.ae.udel.edu](http://www.ae.udel.edu). Contact the Enrichment center at (302) 831-2805.

**Academic Honesty:** You are expected to be familiar with the University's Policy on Academic Honesty, which can be found in the Student Guide to University Policies. Academic honesty is vital in a university setting and failure to uphold these principles hurts the individual and the educational setting as a whole. Some examples of academic dishonesty include plagiarism, which is using the words or ideas of others without giving credit to the person(s) who is responsible for the material, cheating on tests or permitting other students to cheat from your exam, or using the same work in multiple classes. The official UD reporting policy requires that all alleged incidents of academic dishonesty be handled through the Office of Judicial Affairs.

**Course Anxiety and Related Concerns:**
Every semester, a number of students indicate that they experience anxiety about grades, coursework, exams, or have other appropriate concerns. We are more than willing to do what we can to help with these concerns, but we can only help you if we know of the issue in advance. Therefore, students are encouraged to discuss these concerns with us as early as possible. All concerns will be handled with appropriate confidentiality.

GRADING

**Chapter Exams:** Each of the assigned chapters (see Calendar), includes a Chapter Exam to be completed online. These tests are open-book; however, you will only have one chance to complete the test and you will not have much time to look up answers. Accordingly, you should have studied and be prepared to take it before you begin. You are encouraged to take pre-tests and other practice tests in preparation. As noted
above, students are expected to learn fundamentals **outside of class** in order to maximize in class time. Accordingly, material for test questions will not necessarily be covered in class. The exams must be completed by THURSDAY CLASS TIME. Late exams **will not be accepted** so do not wait until the last minute to submit as you may have technical difficulties. Because some of you may experience personal emergency situations, you will be allowed to drop your two lowest scores.

**Class Quizzes:** On Thursdays, students will discuss, apply, and expand their knowledge of the chapter at hand. Additional material not covered in the textbook may be presented. Students will be quizzed in class on the following Tuesday using clickers on this material. No make-up quizzes will be offered; however, you will be allowed to drop your two lowest scores.

**Group Project:** Students will be divided into groups of 4-5 and required to complete a project related to a chosen chapter. To sign up for a group, email the TA with your top 3 preferences. Groups will collaborate throughout the semester to design and construct a useful resource for the community based on the content of the assigned chapter. Projects are expected to be high-quality, scientifically sound, useful resources for the intended audience. To accomplish this, a great deal of in-class time will be devoted to the development of the project with feedback from the T.A., instructor, and peers. In addition, groups will have the opportunity to participate in UDSeed to gain support, perhaps funding, and extra-credit. Groups will be graded based on their presentation to the class and the final product (detailed below). Group members are expected to contribute equally to the presentation and product. Accordingly, all group members will be assigned the same grade; however, group members will be asked to report on each-others performance. Group members who do not contribute as expected may be assigned a lower grade.

**Group Presentation:** After feedback and coaching from the T.A. and instructor, groups will present their ideas to class. The presentation itself will be graded based on the quality and content of the information. In addition, if done well, it allows for feedback from peers to aid in developing the final product.

**Group Product:** At the end of the semester, groups will submit their final product. Consistent with the project goals, the final product will be graded on quality, scientific basis, utility. Students are encouraged to be creative and come up with unique products that best capture their unique goals and are well-grounded in the science of Developmental Psychology. Examples include booklets, websites, computer and mobile phone applications, videos, games, surveys, policy analyses, lobbying strategies, and conference proposals. These are only a few of many possibilities.

**Paper:** The short paper is to be **4 to 6 pages long** (excluding references), double-spaced, and in12-point font. It should also be in APA format. The paper should be a scientific evaluation of the group project; however, papers should be completed individually. While group members are free to collaborate in generating ideas and finding references for the paper, each group member is expected to write his/her own paper. Students are required to turn in an outline, a draft, and a final version of their papers.

Late assignments will be accepted only at the discretion of the instructor and will be penalized at the rate of **5 percentage points per day late** (e.g., an 85% on an assignment will become an 80% if it is one day late). Papers should be submitted to Sakai in one of the following formats: .doc, .docx, .rtf, .pdf

**Participation:** Students will have a variety of opportunities to earn points during class. These include participating in clicker exercises, giving feedback to peers on presentations, and participating in activities. In addition, students will be required to meet at least once with the writing fellow outside of class as part of their participation grade.

**Extra-Credit:** Students may earn up to 4% extra credit. Students may earn extra-credit in a variety of ways (noted below). Extra-credit can help when unforeseen events (e.g. illness, family problems, job conflicts) prevent you from course responsibilities. Thus, it can be thought of as make-up opportunities. Alternatively,
it can be a boost for students who want to go the extra mile. All extra-credit must be turned in by the last class.

UDSeed: Students will have the opportunity to participate in the UDSeed program with their projects. Groups will earn points based on a variety of factors. Members of the group with the most points will each be awarded 3% extra-credit. Members of the group with the second highest points will each receive 2% extra-credit, and members of the group with the third highest points will each receive 1% extra-credit.

In-Class Activities: During class, students will have opportunities to earn extra-credit points in a variety of ways. Many classes will include clicker-questions that can earn students extra-credit points. Some classes may also include other activities like debates or small experiments which can also lead to extra-credit points.

Submit a Myth: One of the goals of the course is to use science to investigate popular “myths” or ideas about class content in popular culture. If you come across a belief, email a one-page description of the myth and the science behind it to the T.A.. You should describe the myth itself, the source of the myth (e.g., website, newspaper, conversation with friend), why the myth is true, false, or incomplete based on scientific research, and any other pertinent information. Each myth submitted will be worth .25% extra credit.

Participate in Psychological Research: Students may volunteer as research participants or assistants and receive extra-credit as long as they are not receiving credit in some other fashion already.

Other Options: If students have an alternative idea for extra-credit, they may propose it to the instructor. However, ideas must be approved by the instructor in advance. Students who wish to complete extra-credit at the last minute are unlikely to have time to get ideas approved in time for grading.

Final Grade:

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<tbody>
<tr>
<td>Class Quizzes</td>
<td>10%</td>
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<tr>
<td>Chapter Exams</td>
<td>20%</td>
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<tr>
<td>Group Presentation</td>
<td>15%</td>
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<tr>
<td>Group Product</td>
<td>5%</td>
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<tr>
<td>Paper Outline</td>
<td>5%</td>
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<tr>
<td>Paper Draft</td>
<td>5%</td>
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<tr>
<td>Paper Final</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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Letter Grade Conversion:

| 100-93=A | 92-90=A- | 89-88=B+ |
| 87-83=B  | 82-80=B- | 79-78=C+ |
| 77-73=C  | 72-70=C- | 69-68=D+ |
| 67-63=D  | 62-60=D- | 59-below=E |