

March 17 & 19**The Development of Intelligence**

Reading:

- Shaffer, Chapter 9
- Scarr, S., & Weinberg, R.A. (1983). The Minnesota adoption studies: Genetic differences and malleability. *Child Development*, 54, 260-267.

March 24 & 26**Sex Differences and Sex-Role Development**

Readings:

- Shaffer, Chapter 13
- Condry, J., & Condry, S. (1976). Sex differences: A study in the eye of the beholder. *Child Development*, 47, 812-819.

April 7 & 9**The Development of Attachment**

Readings:

- Shaffer, pages 445-473 (*pages 435-464 if you are using the 7th edition*)
- Bell, S.M., & Ainsworth, M.D. (1972). Infant crying and maternal responsiveness. *Child Development*, 43, 1171-1190.

April 14**Catch Up****April 16****Exam 2****April 21, 23, 28, & 30, May 5****Peer Relations and Aggression**

Readings:

- Shaffer, pages 565-577 and 613-620 (*pages 547-559 and 647-661 if you are using the 7th edition*)
- Coie, J.D., & Kupersmidt, J.B. (1983). A behavioral analysis of emerging social status in boys' groups. *Child Development*, 54, 1400-1416.
- Zakriski, A.L., & Coie, J.D. (1996). A comparison of aggressive-rejected and nonaggressive-rejected children's interpretations of self-directed and other-directed rejection. *Child Development*, 67, 1048-1070.

May 7**Catch Up****May 12****Exam 3****May 14****Review for Final Exam**

Note: May 19 is being reserved as an "extra" day in case of inclement weather, professor's illness, etc. If any of these events transpire, the syllabus will be "shifted" accordingly.

Course Goals for Developmental Psychology (PSYC350)

This course will cover the scientific study of the development of children. The course will focus heavily on investigations of children's development and the findings gleaned from them. The course is not designed to teach you how to become a therapist for children.

My goals for the course are that you will:

- Gain knowledge of theory and research findings about children's development.
- Understand how to design research studies about children's development and interpret the findings of these studies.
- Learn how to evaluate the validity of media reports about research on children's development.
- Learn how to write clearly and concisely about theory and research about children's development.

Readings

You are expected to have read the entire assignment prior to the first class in which that topic is covered. Do not get behind in your reading.

Exams

Lecture material will consist of some coverage of textbook material and considerable coverage of supplemental material not included in the text. Exam questions will encompass both material covered in the textbook and in lecture. Thus, both studying the textbook thoroughly and attending lectures regularly are essential to success in this course.

Exams will consist of multiple choice questions designed to test your conceptual knowledge of the material, short answer essay questions, and long answer essay questions.

On March 10, April 14, and May 7, at least a portion of the class period will be devoted to a review session for the upcoming exam. I will not prepare any material for this review session, but will simply come prepared to answer any questions that you may have about exam material.

There will be three noncumulative exams during the course of the semester, held during class time on March 12, April 16, and May 12. These exams will consist of 20 multiple choice questions (2 points each = 40 points), one short answer essay question (20 points), and one long answer essay question (40 points).

There will also be a cumulative final exam held during the regularly scheduled exam period. This exam will be in the same format and will be the same length as the three previous exams.

The three noncumulative exams scheduled during the regular semester each count 33 1/3% of the final grade. Students who take these three exams and are happy with the average of their scores on these exams may opt to skip the final exam and have this average count as their final grade.

Students who are not happy with the average of their three regular exams may opt to take the cumulative final. The highest three of their four exam scores will then be averaged to compute their final grade (in other words, the lowest grade of the four grades will be dropped before the average is computed). In this way, the final exam only counts toward the final grade if the student scores higher on the final exam than on at least one of the three regular exams.

NO MAKEUPS WILL BE GIVEN. Students who miss a regularly scheduled exam for **any** reason must take the final exam in order to have three exam grades to compute their final grade.

NO EXTRA CREDIT WILL BE GIVEN UNDER ANY CIRCUMSTANCES.

Academic Dishonesty

Academic dishonesty will not be tolerated in any form. I will pursue prosecution of any instances of academic dishonesty to the fullest extent possible. During exams, the only items that you may bring to your desk are pencil, pen, exam, scan sheet, and bluebook. All coats, backpacks, purses, water bottles, and electronic devices must be left against the walls. Any student found with an electronic device (cell phone, blackberry, digital camera, etc.) on his/her body during an exam will receive a 0 for the exam (even if the device is not turned on).

Illness Policy

If you are seriously ill and contagious, do not come to class. Please get notes from a classmate, and please follow up with any questions during either my or the TA's office hours. We will be happy to work with you to insure that you understand any material missed and that your notes are complete and accurate.

Policy on Makeup Exams

If you are ill on the day of an exam, you will be permitted to take a makeup exam, **but only if you follow these instructions exactly**:

- Email me and the TA to let us know about your absence and the nature of your illness by the beginning of the exam administration (10:10 am for exams 1, 2, and 3).
- Respond to all email correspondence from the TA regarding scheduling the makeup exam within 24 hours of the time that the TA sends each email.
- Schedule and take the makeup exam during one of two time slots offered by the TA.
- Schedule and take the makeup exam within one week of the original exam date.

If you do not follow these procedures **exactly**, no makeup exam will be given, and you will receive a score of 0 for that exam.

If you know ahead of time that you are going to miss an exam for some reason (e.g., university-sponsored sports competition, ROTC training, surgery), please provide written documentation of the reason for your absence at least one week prior to the exam date. If the reason for absence is valid, you will be permitted to take a makeup exam, **but only if you follow these instructions exactly**:

- Respond to all email correspondence from the TA regarding scheduling the makeup exam within 24 hours of the time that the TA sends each email.
- Schedule and take the makeup exam during one of two time slots offered by the TA.
- Schedule and take the makeup exam within one week of the original exam date.

If you do not follow these procedures **exactly**, no makeup exam will be given, and you will receive a score of 0 for that exam.

Oversleeping is not an excuse for missing an exam. Each student is responsible for insuring that they wake up in time to get to the exam. If you are concerned that your alarm clock will not go off, then prepare a backup method (e.g., ask your roommate to make sure that you get up, set a second alarm clock, ask a friend to call you). Students who miss an exam due to oversleeping will receive a 0.

Students who need to make up one exam for one of these reasons may follow the procedures outlined above. If you miss more than one exam, please meet face-to-face with me to discuss the problem and possibly work out a plan for remediation.

Inclement Weather Policy and Professor Illness Policy

Generally speaking, class will go on unless the University closes. If I decide to cancel class because of inclement weather or my own illness on a day that the University is not closed, I will send an e-mail to inform students of the cancellation as soon as possible. As stated in the university code, students must exercise their best judgment about whether it is safe for them to come to class during inclement weather.