PSYC 350 -- Developmental Psychology

Fall Session, 2009

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Office Hours:
Friday: By appointment
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Office Hours:
Monday 2-3:30 PM
Friday: 11-12 noon
by appointment if necessary

Required Texts:
Infants, Children, and Adolescents (5th edition),
Robin HARWOOD (HARWOOD on syllabus).

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 mechanisms 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 (2) examinations worth 100 points each, and a comprehensive final examination worth 100 points, given during the last week of class. These tests will assess your comprehension and retention of both text and lecture material. Exams will include 25 multiple choice questions (50 points) and two essays (25 points each). 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.
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.

<table>
<thead>
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<th>Points</th>
<th>Grade</th>
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<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>180-189</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.

**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.
9/1 Introduction

9/3 Historical and Theoretical Perspective
   A. Developmental Change—Continuity vs. Discontinuity
   B. Individual Differences—Normative vs. Idiographic
   C. Nature vs. Nurture
   D. Developmental Pathways

Infancy
9/8 Conception--Biological Roots of Behavior
9/10 Prenatal Development
9/15 Biological Risk and Caregiving
9/17 Mother-infant interaction--Contingency patterns
9/22 Infant Learning
9/24 Infant emotional development
9/29 Theories of parent-infant attachment--Measuring attachment quality

10/1 Test

The Preschool and Early School Years
10/6 Language Development
10/8 Cognitive Development
10/13 The Family System--Working mothers
10/15 Genie Video
10/20 Child Abuse and Intergenerational Transmission of Parenting
10/22 The Uses and Abuses of Intelligence Testing
10/27 School Readiness
10/29 The Developing Sense of Self & Social Competence

11/3 Test
Developing Competence and Self-Esteem During the School Years

11/5  Social Skills and Peer Acceptance  HARWOOD Ch. 15
11/10 SES and Health--  HARWOOD Ch. 6
11/12 Gender Differences—Peer and Family Effects  HARWOOD Ch. 13
11/17 Puberty and Adolescent Problem-Behaviors  HARWOOD Ch. 6
11/19 Divorce and the Changing American Family  HARWOOD Ch. 16

Thanksgiving Break

12/1  Dating and Mate Selection  HARWOOD Ch. 13
12/3  Competence and Psychopathology  HARWOOD Ch. 14

12/8  Final Exam