COURSE DESCRIPTION
We will study human development across the lifespan to learn how people change and how they remain the same over time by examining theory and research on biological, cognitive, social, and emotional development.

STUDENT LEARNING OUTCOMES
Students who successfully complete this course will be able to
  • apply the life-span developmental perspective to questions about change and continuity in psychological processes
  • differentiate among the major research designs used by developmental psychologists and articulate the benefits and limitations of each.
  • read and critique current empirical research
  • explain, apply, and critically evaluate the major theories of human development
  • discuss age related development within and among biological, cognitive, and social-emotional domains
  • identify important markers of development and recognize what constitutes a developmental delay or other disability
  • integrate personal experiences, knowledge of psychology, and their observations of human development with the content of this course.
  • apply course information to meaningful problems (e.g., parenting, education, and social policy-making

REQUIRED TEXT

READINGS
As assigned throughout the semester and available on Moodle.

STUDENT WEBSITE
Website constructed and maintained by Worth Publishing. Excellent source for chapter summaries, studyguides, practice multiple choice, and test questions. http://bcs.worthpublishers.com/bergerls8e

MOODLE
All important course information will be available on the Moodle website for our course. Please consult it frequently and bring any problems to my attention ASAP.
GRADING
The final course grade will be based upon the following:
Four non-cumulative exams: 80% (20% each)
Class Participation and Assignments: 5%
Adolescent/Young Adult Presentation and Case Studies: 7.5%
Older Adult Interview Report: 7.5%

Exams. Exams cover text readings, reserve readings and classroom activity. Specific material on the exams is noncumulative; the exams cover only material specified in the syllabus. Part of each exam is drawn from lectures and discussions, part is from assigned readings. The format is a combination of multiple choice and short answer. Each exam takes one class period.

Class Participation and Assignments. You should come to class prepared to discuss assigned readings and to contribute to the conversation about those readings. Class participation also means that you come to class having viewed any assigned film and having completed assignments noted on the syllabus. Assignments are designed to prepare you for discussion of empirical articles and/or to help you apply findings based on research in developmental psychology. Completion will be counted toward your class participation grade.

Case Studies
1. ADOLESCENT/YOUNG ADULT Each student will read background material and the case studies of three adolescents/young adults. Each student will participate in a group presentation of the cases read and then write a comparative analysis of the cases in light of text and background reading. The analysis should be 4-5 double-spaced, typed pages with appropriate referencing.
2. OLDER ADULT Each student will conduct an extensive interview with a person aged 70+. The interview will be summarized and analyzed in 4-5 page double-spaced, typed pages, with appropriate referencing. Each student will post three insights/conclusions on the class Forum on Moodle.

COURSE POLICIES
Academic Honesty: You are expected to abide by the University standards for academic honesty and integrity. If you are at all unclear about what constitutes academic dishonesty or plagiarism, consult the Academic Integrity Handbook, the College of Liberal Arts web page (http://depts.drew.edu/cladean/- then click on the section labeled “College and University Policies”), and/or see me immediately.

Late Assignments/Case Studies: All assignments are DUE and should be uploaded to Moodle by 10 a.m. on the day indicated on the syllabus. Late assignments will receive no credit. Case study essays and older adult essays will be downgraded if they are late and will not be accepted after 48 hours. If you have trouble uploading an assignment or case study, you should email it to me to make sure that it is counted as on-time. You should then contact CNS, resolve the problem you are having with Moodle, and upload the work. Only uploaded work will be graded.

Reading Assignments: All reading assignments are to be completed prior to class. There is a significant amount of reading in this course, so you should plan your study schedule carefully. Class time will be devoted to lecture and discussion of difficult concepts that are covered in the readings and/or material that was not covered in the readings at all.
Exams: Exams will be taken at the beginning of class on the dates indicated on the course schedule. It is unacceptable to miss an exam for any reason other than a serious illness or personal emergency, both of which will require official documentation. Make-up exams for these reasons will be approved at my discretion. If adequate and appropriate documentation is not provided, or if you miss an exam for any other reason, you will have earned a zero for that exam.

Attendance: I expect you to attend class each day. Your attendance will affect your course grade.

Fairness (to me and to others): I will do my best to establish and maintain a comfortable learning environment for all students. Behaviors that interfere with my ability to accomplish this goal will not be allowed. Please be considerate of your classmates; for example, don’t come to class late, don’t eat, turn off your cell phone, don’t carry on a conversation with another student. Unless you have a documented need for a computer, you may not use one in my classroom.

ACADEMIC ACCOMMODATIONS: Should you require academic accommodations, you must file a request with the Office of Disability Services (BC 119B, extension 3962). It is your responsibility to self-identify with the Office of Disability Services and to provide faculty with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations. The deadline to request Letters of Accommodations (LOAs) for all students currently registered with the Office of Disability Services is 02/10/2012.

SCHEDULE OF CLASSES AND READINGS

1/24  Introduction

1/26  Defining and Measuring Development
       Berger, Ch 1:

1/31  Theories
       Berger, Ch 2
       DUE: Theories Assignment (Moodle)

2/2   Beginnings: Heredity and Environment
       Berger, Ch. 3

2/7   Beginnings: Prenatal Development and Birth
       Berger, Ch 4
       Prep: Pregnancy and birth interview (see Moodle)
2/9  EXAM 1: Chapters 1-4, readings, and class notes

2/14  The First Two Years:  Biosocial Development
    Berger, Ch 5

2/16  The First Two Years:  Cognitive Development
    Berger, Ch 6
    DUE:  Cognitive Development Assignment

2/21  The First Two Years:  Psychosocial Development
    Berger, Ch 7
    Helping Following Priming with Affiliation. Psychological Science, 20,
    1189-1193 DOI: 10.1111/j.1467-9280.2009.02419

2/23  The Play Years:  Biosocial and Cognitive Development
    Berger, Ch 8, 9
    development of executive functioning and theory of mind: a comparison
    DUE: Theory of Mind and Culture questions

2/28  The Play Years:  Psychosocial Development
    Berger, Ch 10

3/1   EXAM 2: Chapters 5-10, readings, films, and class notes

3/6   The School Years: Biosocial Development
    Berger, Ch 11

3/8   The School Years: Cognitive Development
    Berger, Ch 12
    Reading TBD

3/20  The School Years:  Psychosocial Development
    Berger, Ch 13

3/22  Exam 3:  Chapter 11-13, readings, class notes

3/27  READ THREE CASE STUDIES (SEE MOODLE)
    Adolescence and Emerging Adulthood:  Biosocial  Development
    Berger, Ch, 14 and Ch 17

3/29  Adolescence and Emerging Adulthood: Cognitive and Psychosocial Development
    Berger, Ch 15, 18

4/3   Adolescence and Emerging Adulthood:  Psychosocial Development
Berger, Ch 16 and 19

4/5 Case Study Presentations

4/10 Case Study Presentations

4/12 Adulthood: Biosocial and Cognitive Development
Berger, Ch. 20, 21
Case Study Analysis due

4/17 Adulthood: Psychosocial Development
Berger, Ch. 22

4/19 Exam 4: Chapters 20, 21, 22, readings and class discussion

4/26 Late Adulthood
4/28 Berger, Ch. 23, 24, 25

*Discussion CASE STUDY—OLDER ADULTS*

CASE STUDY – OLDER ADULTS
DUE during final exam period