

**PSYCHOLOGY 213: Section 021  
DEVELOPMENTAL PSYCHOLOGY**

Spring 2003

Instructor: Dr. Elizabeth Mazur (rhymes with razor)

Class Meeting: Mondays 6:00-8:45 p.m. in 314 Frable

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Office Hours: Mon., Wed., & Fri.: 11-11:50 and 1:00-2:00 and by appointment

### **COURSE DESCRIPTION**

This course is designed to be an undergraduate-level survey of human development from birth to old age. We will take a chronological or "snapshot" approach, so we'll start with prenatal development and end with old age. By the end of the semester, I hope that you will have reached these three interrelated goals:

1. You'll be able to describe and explain the major physical, intellectual, social, and personality changes and continuities that occur across the life span.
2. You'll understand the meaning of these changes to the individual and that people actively interpret their experiences.
3. You'll be able to understand the practical implications of research findings and apply it to real life situations.

### **REQUIREMENTS**

The required textbook for this class is:

Papalia, D. E., Olds, S. W., & Feldman (2001). Human development. (8th Ed.). New York: McGraw-Hill.

An optional study guide should also be available at the bookstore. Also, the publisher has a free online study guide that allows you to review each chapter's material and take practice tests at

[www.mhhe.com/socscience/devel/life/papaliah8](http://www.mhhe.com/socscience/devel/life/papaliah8).

I have listed specific reading assignments in the accompanying course schedule. In my experience, students who read the assigned chapter before the topic is covered in class perform better on exams than those who do not. If you want to do well in this course, expect to read everything more than once and spend a good amount of time studying and writing!

### **COURSE PROCEDURES**

I strongly encourage you to attend class, since it is through classroom interactions and activities that you can benefit the most from this course. Feel free to ask questions during class and to contribute your ideas to class discussion. By keeping up with the textbook, coming to class, thoroughly completing the assignments, listening, and participating, you will learn more about developmental psychology, and your grades will reflect this learning.

If you do miss a class, it is your responsibility to get copies of a classmate's notes and handouts and to view any videos. I never lend out my notes and tend not to bring past assignments or handouts to class.

Our class time is precious and limited so in respect for your instructor and your classmates, please do not arrive late or leave early unless it's an emergency. Occasionally, being late cannot be helped and I understand that. But generally, tardy students disrupt the class, miss the "Daily Double", cannot hand in the assigned essays, (see below), and are immediately behind in that day's material. Therefore, plan to arrive early enough to find your assigned seat and get settled, and please wait until I formally end the class before you start to pack up your things or get up to leave. If you must arrive late or leave early, I ask that you let me know ahead of time.

Similarly, please turn off the sound on any cell phones, beepers, and pagers and do not answer or make phone calls

while in class. Do not read newspapers or books, and do not work on homework for another course. Also, although I understand that you may be tired, it is considered rude to lay your head down on the desk or sleep during class time so do not do it.

The Daily Double. There will be a “Daily Double” posted on the screen first thing every day in class. This is a multiple-choice question that will appear on the exam in the exact form in which it appeared in class. Write the Daily Double in your class notes so that you can learn and remember the answer. You are responsible for researching the answer in your textbook so please do not ask me for the answer.

“Consider This” Assignments. The purpose of these assignments is to challenge you to interpret, apply, and think about information presented in the text. For each assigned chapter except today’s, select one of the “Consider this” questions located throughout each chapter and type a one-page response. The questions are not meant to elicit simple repeating of the material. Instead, clearly use information in the text to reach your own answer, which should be clearly explained and grammatically written.

For each class session except the last, including those in which there are exams, at the beginning of each class you will need to personally turn in a typed one-page (in 12-point font) response. I will not accept assignments left in my mailbox, handed to me by a friend or secretary, or those that are written by hand. You will receive no credit either for assignments turned in after the start of class or those done while absent. However, I will add only the 10 highest scores of the 13 due, for a maximum of 100 points. Thus, you will be able to drop your 3 lowest scores, which may be zeros if missing or you were absent. It is your responsibility to know how many assignments you have handed in.

Each “Consider this” essay will be graded from 0 to 10. Here are the grading criteria:

Possible Points	Issue	Criteria
2	What is the issue?	A clear introductory statement about the question being addressed in your essay
4	Evidence & support	Clear statements about the information and evidence on which your views are based; your answer and viewpoint is clearly connected to information and key ideas about the relevant topic
2	Completeness	You answer all parts of the “Consider this” question
1	Synthesis & conclusion	You reconcile any conflicting evidence; you write a logical concluding sentence
1	Writing style	You consistently use correct grammar and spelling; essay is organized coherently.

Exams: There will be 6 noncumulative exams, each covering a different section of the textbook and the material presented in class (lectures, class activities, handouts, and videos). Each exam will be worth 100 points and will be comprised of 50 multiple-choice questions (2 points each) that test your understanding of both assigned textbook and class material.

I expect honesty from all students as well as include procedures to help maintain the integrity of the exams and protect honest students. These include empty chairs between students during test time, and only pencils at one’s desk during exams (leave books and backpacks at the front of the room). Also, you must finish and turn in your exam before you leave the classroom – whether for the bathroom, a drink, or a tissue – and once at least one student has handed in an exam, no late student will be allowed to take it.

I will offer one informal and optional review session before each test if students are interested and we can find the time.

Make-up exams will be given at the same assigned time in the same room during finals week. Except for the last exam, for which there is no make-up, you may make up one and only one exam during that time. If you have no missed exams, if you would like you may retake one exam – except the last one – for which you have earned a grade of 70 or below. However, no matter what the retake grade is, that second one will be substituted for the initial one. I will ask you to sign up for the make-up or retake in the time period after the 5<sup>th</sup> exam and before the week of finals. It is your responsibility to know which exam you missed or performed poorly on.

After each exam but the last, I will introduce new material or a learning activity for the rest of the class period so be prepared to stay until 8:45. You may want to bring a book (even our textbook) to read while you wait for other students to finish the test (@30-45 min.).

Research-based Paper. There is one required research-based paper, "Your lot in life." It is worth 100 points and is due at the beginning of class on **April 28**.

In much of this class we will discuss normative influences on development, that is, events that occur in a similar way for most people. They include biological events (such as motor milestones and puberty) and cultural events (such as the transition to high school, marriage, and retirement). However, individuals, especially adults, are also highly influenced by nonnormative life events: unusual events that have a major impact on individual lives. They are either (1) typical events that occur at an atypical time of life, such as becoming a father at age 50, or (2) atypical events, such as giving birth to a handicapped child or winning a lottery. Whether such an event is positive or negative, it is likely to cause stress when a person does not expect it, is not prepared for it, and needs special help in adapting to it. Your Lot in Life is a short research assignment that will require you to place yourself in the position of a person who is dealing with a particular nonnormative life circumstance (i.e., a specific "lot" in life). On March 17 you will randomly draw your lot. Some possible events that you may receive might include, "Your partner is of a different race and you are expecting your first child," "Your 25-year-old, unemployed son returns home to live with you," or "You are a child whose father is unemployed."

To write the approximately 4-5 page paper, first you will need to investigate your lot by finding and summarizing 3 empirical studies related to your topic that were published in psychology or sociology journals within the last 10 years. I encourage you to think about how the lot might affect you personally and to choose research that addresses the particular questions that interest you. For example, if you receive the lot, "Your child dies of a rare genetic disease," you can decide which aspects of the life event you want to research and address. For example, you could focus on forms and patterns of grief, on the effects of the death of a child on your marriage, or on the longterm stress of coping with a child's chronic, fatal illness. For the next step, you will need to include a real-life section that researches how individuals experiencing these life circumstances may find help or support. To do this you may contact by phone, mail, or the world wide web at least one community or national agency or support organization. What services does this organization provide for people with this lot and how easy or difficult was it to locate? How helpful would you expect their services to be? Your paper should conclude with ideas about how friends, family members, professionals, or even strangers can support individuals experiencing these life circumstances

I encourage you to write from your own perspective - in other words, to assume the role of the person dealing with that lot. For example, you can write the paper as if it is a journal, a long letter to a family member, or a letter to the editor of a newspaper. What it must include are (a) a clear statement of the lot, (b) a summary of empirical research, (c) information about community support, (d) a conclusion about how society (friends, etc.) can respond to individuals with this lot, and (e) a reference list. I would be happy to look at a draft of your paper before the due date and/or show you some excellent papers from the past. However, be aware that I will be out-of-town at a professional conference during the week before.

On the due date, students will summarize and discuss their papers. I will give you more details on both the presentation and the paper on the day you draw your "lot." Papers handed in after the start of class on April 28 will lose 5 points; on April 29, 10 points, on April 30, 15 points. No papers will be accepted after 5:00 on April 30. All papers must be typed or printed from computers, double-spaced in 12-point font, with one inch margins. In addition, your paper should be carefully crafted, edited, and proofread for spelling, grammar, and clarity. This serves to keep your instructor interested and in good humor (Thank you!).

Be careful that you don't plagiarize. Plagiarism is a form of cheating that involves presenting as one's own the

ideas or work of another. That includes the work of another student or unreferenced information from the internet and other published media (books, newspapers, etc.). Students who plagiarize on this assignment may earn a grade of "F" in the course or on the assignment.

Grades: You will be responsible for all information presented in class and **all** material assigned from the textbook, whether or not the information is discussed in class. Exam study guides for the textbook will be available at the beginning of the semester. Much of the material in the text requires no explanation, so class time will be spent adding new and relevant material, applying the information to realistic situations, discussing difficult material, and elaborating on especially important information.

Your grade will be based on the percentage of 800 total points (six exams at 100 points each, one 100 point paper, and ten "Consider this" essays together at 100 points) that you've earned during the semester. The grading scale below will be used to determine your final grade.

PERCENTAGE	# OF POINTS	FINAL GRADE
93-100	744-800	A
90-92.9	720-743	A-
87-89.9	696-719	B+
83-86.9	664-695	B
80-82.9	640-663	B-
77-79.9	616-639	C+
70-76.9	560-615	C
60-69.9	480-559	D
0-59.9	0-479	F

The point cutoffs are firm. Please don't expect me to give you a higher grade if you fall on or near the borderline or if the final grade may hurt your GPA. Please do visit me in my office, email, or phone me during the semester if you are having difficulty with the course requirements so that we can work together on solutions.

Disability Policy. Students with disabilities who require accommodations should consult with me and their other instructors during the first week of class to address modifications needed to complete course requirements. Consistent with University policy, any student requesting an accommodation must provide documentation from the campus. Additional information can be found at the University's Disability Services web page.



## COURSE SCHEDULE AND ASSIGNED CHAPTERS

<b>Date:</b>	<b>Topic</b>	<b>Chapter Due</b>
Jan. 13	Introduction to the course & the study of human development	1
Jan. 20	Forming a new life	3
Jan. 27	<b>Exam 1</b> (Beginnings, Chaps. 1 & 3) & Physical development during the first 3 years	4
Feb. 3	Cognitive development during the first 3 years	5
Feb. 10	Psychosocial development during the first 3 years	6
Feb. 17	<b>Exam 2</b> (The first 3 years, Chaps. 4-6) Physical & cognitive development in early childhood	7
Feb. 24	Psychosocial development in early childhood	8
March 3	<b>Exam 3</b> (Early childhood, Chaps. 7-8) Physical & cognitive development in middle childhood	9
March 10	Spring Break	
March 17	Psychosocial development in middle childhood Draw "your lot in life."	10
March 24	<b>Exam 4</b> (Middle childhood, Chaps. 9-10) Physical & cognitive development in adolescence	11
March 31	Psychosocial development in adolescence	12
April 7	<b>Exam 5</b> (Adolescence, Chaps. 11-12) Psychosocial development in young adulthood	14
April 14	Psychosocial development in middle adulthood	16
April 21	Physical & cognitive development in late adulthood	17
April 28	<b>Paper due</b> & presentations No "Consider this" assignment due	
Date to be announced	<b>Exam 6</b> (Issues in adulthood, Chaps. 14, 16, & 17)	