Psychology 250: Developmental Psychology  
Spring 2016  
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This course will examine personality, social, and cognitive development from the prenatal period through adolescence. The course has as major goals: 1) to foster an understanding of the usefulness of a developmental approach to psychological issues; 2) to foster an understanding of the meaning of the term "development"; 3) to develop critical reading skills; 4) to develop skills relevant to independent library research.

There are four course requirements: a midterm (counts 25% of the final grade); a research paper (30---40%, depending on option chosen-----details forthcoming); a non---cumulative second exam, (25%), final prepared essay (10%, only for those who chose the shorter paper option), 10% preliminary outline, attendance, participation. The exams will consist of a mix of factual recall questions and integrative essays, to assess two things: 1) your command of the course (lecture and reading) material and 2) your ability to observe common themes and to make connections between different developmental areas.

Class sessions will include a mixture of lectures, discussions, activities, and films. Please pay particular attention to the days indicated on the syllabus as “discussion days”. Attendance on those days, and active participation in group discussions/paper preparation is mandatory. Regular class attendance on other days, while not required, is strongly encouraged. If you need to miss class, be sure to check with another student to receive any assignments or announcements you might have missed.

The reading for this course is considerable. In order to benefit from the course, you will need to keep more---or---less on top of it, so again, budget your time. The reading load is particularly heavy during the first half of the term, and you may need to adjust the reading schedule somewhat to fit with the other demands of your schedule.
To avoid unpleasantness later on, please note: due dates and course requirements are firm, and I do not expect requests for extensions except for severe and unforeseeable circumstances. Please note dates now, and budget your time accordingly. Please also note that you are responsible for familiarizing yourself and following standards for academic honesty in all work. I especially urge you to familiarize yourself with the web site on Academic Honesty at Carleton, available on the Dean of the College web site. Also, please note that I do not (ever) accept electronic submissions of papers. Until you hand me a hard copy of your paper (stapled), it hasn’t been turned in and is subject to a daily late penalty.

The Academic Standing Committee has recommended that the following statement be included in course syllabi:

“All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses.

The academic penalty for a finding of responsibility can range from a grade of zero in the specific assignment to a F in this course.”

Please don’t force me to bring an academic dishonesty case!

I am available either during regular office hours or by appointment to discuss any course-related issue---or just to chat. Please come by!

The textbook for the course is Keil, *Developmental Psychology* It is available in the bookstore. One other book we will several chapters from is Miller, *Theories of developmental psychology (5th ed.)*. Other readings are on electronic reserve [ER].
Tentative* Schedule of Topics and Assignments
*(i.e., this is an ideal plan. We may well not be able to get to every topic.)

Date Topic and Assignment

Week 1
M 3/28 Introduction and Organizational Meeting
What is Development?

W 3/30 Overview: Stage Theories
Read: Read: Keil, ch. 1
Miller ch. 2, (Piaget’s Theory)

F 4/1 More on Stage Theories
Read: Miller, chs. 3 and 4 (Freud’s, Erikson’s, and Vygotsky’s Theory)

Week 2
M 4/4 Project assigned
Read: Miller ch 1, ch. 10 (skim)
Guest Presentation by College Librarian Charlie Priore

W 4/6 Overview: Learning Theories
Read: Miller ch. 5 (Social Learning Theory)

F 4/8 More on Learning Theories
Read: Miller, ch. 6 (Information Processing Theory)

Week 3
M 4/11 Prenatal and Early Brain Development
Films
Read: Keil ch. 2

W 4/13 Early Infancy: Sensation and Perception
Read: Keil, ch. 3, 4 (start)
Project bibliographies due

F 4/15 Infancy: Cognitive Development
Read: Keil, ch. 4 (finish), 5
Week 4
M 4/18 Later Infancy: Social Development and Attachment
Read: Keil ch. 6

Read: Keil, ch. 7

F 4/22 Discussion Day: Effects of Early Experience
Read: Werner [ER]; NICHD Early Child Care Research Network [ER]
Note: Attendance is mandatory and will be taken today

Week 5
M 4/25 Preschool: Language Acquisition
Read: Keil, ch. 8

W 4/27 FIRST EXAMINATION

F 4/29 Preschool: Cognition and Egocentrism
Read: Keil, ch. 9; Bjorklund & Green [ER]

Week 6
M 5/2 MIDTERM BREAK
Go ahead, take the day off!

W 5/4 Preschool/Middle Childhood: Socialization
Film

F 5/6 Preschool: The Role of Play in Development
Read: Lindsey & Colwell [ER]
Visit by local day care center
Week 7
M 5/9  Middle Childhood: Cognitive Development
Read: Keil, ch. 10

****Tue 5/10  Special Event****
Talk by Dr. Lynn Liben, Distinguished Professor of Psychology; Human
Development & Family Studies; & Education, Pennsylvania State University
(and mom of David Liben-Nowell!)
Olin 141  7 pm

W 5/11 Middle Childhood: School influences
Read: Keil, ch. 11
Outline of final paper due, with description of your
target person's development (3 pages, max.)

F 5/13  No class: Comp time off for Tue night lecture

Week 8
M 5/16  Discussion Day: Putting Education in Educational Apps
Read: Hirsh-Pasek, Zosh, Golinkoff, Gray, Robb, & Kaufman [ER]
Note: Attendance is mandatory and will be taken today

W 5/18  Middle Childhood: Social Development Read: Keil, ch. 15

F 5/20  Middle Childhood: Personality Development
Read: Keil, ch. 13, Dweck [ER]
Papers Due, 4 p.m. to my Olin mailbox (no emails accepted)

Week 9
M 5/23  Middle Childhood: Family Influences
Read: Keil, ch. 14
Final essay question handed out (option 2 people only)

W 5/25 Middle Childhood and Adolescence: Moral Development
Read: Keil, ch. 12

F 5/27  Middle Childhood and Adolescence: Psychopathology
Read: Keil, ch. 16
Week 10

M 5/30 Adolescence: Identity Development
Catch up on any reading that you haven’t completed!

W 6/1 Wrap up and Review
Final Essay Questions Due (for short option paper people), 4 p.m. (if you attend class; 9:50 a.m. otherwise; hard copies only)

Thu 6/2-6/3 Reading Days

Sat 6/4 – Mon6/6 Second Exam (self-scheduled; non-cumulative exam)
Week 10
M 5/30 Catch up Day

W 6/1 Wrap up and Review
Final Essay Questions Due (for short option paper people), 4 p.m. (if you attend class; 8:30 a.m. otherwise)

Thu 6/2---6/3  Reading Days

Sat 6/4 – Mon 6/6  Second Exam (self-scheduled; non-cumulative exam)
Bibliography

Texts:


Other electronic reserve readings are:


