# Psychology 250: Developmental Psychology Fall 2018

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**Drop-in Office Hours: Mon 2-3:30; Thu 10-11:30**

**Also available by advanced appointment**

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); two (related) papers 20 % each); a non‐cumulative second exam, (25%), and overall attendance, participation, effort, group discussion assignments 10%. 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. Regular class attendance 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. We will also have a writing consultant, Valerie Umscheid ’19, who can provide some guidance and feedback on the paper assignments for anyone who’d like the help.

The textbook for the course *The Development of Children (8th ed)* by Lightfoot, Cole & Cole, designated on the reading list as LCC. 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 the Moodle site for the course (and designated as “[Moodle]” on the reading list.

# Tentative\* Schedule of Topics and Assignments

**\*(i.e., this is an ideal plan. We may well end up changing the calendar, so don’t read too far ahead! )**

Date Topic and Assignment **Week 1**

M 9/10 Introduction and Organizational Meeting What is Development?

W 9/12 Overview: Stage Theories

Read: Read: LCC, ch. 1; Miller ch. 2, (Piaget’s Theory)

F 9/14 More on Stage Theories

Read: Miller, chs. 3 and 4 (Freud’s, Erikson’s, and Vygotsky’s Theory)

**Week 2**

M 9/17 **First paper assigned/Searching Electronic Databases**

Read: Miller ch. 1, ch. 10 (skim)

W 9/19 Overview: Learning Theories

Read: Miller ch. 5 (Social Learning Theory)

F 9/21 More on Learning Theories

Read: Miller, ch. 6 (Information Processing Theory)

**Monograph choices due**

**Week 3**

M 9/24 Catch up Day

Read: Catch Up

W 9/25 Prenatal and Early Brain Development

Films

Read: LCC ch. 2, 3

F 9/27 Early Infancy: Sensation and Perception Read: LCC, ch. 4

**Week 4**

M 10/1 Infancy: Cognitive Development

Read: LCC, 5

W 10/3 Later Infancy: Social Development and Attachment Read: LCC ch. 6

**FIRST PAPERS DUE**

F 10/5 Later Infancy: Origins of Emotion and Personality

Read: catch up on any reading you have left to do

**Week 5**

M 10/8 Effects of Early Experience

Read: Werner [Moodle]; NICHD Early Child Care Research Network [Moodle]

W 10/10 **FIRST EXAMINATION**

F 10/12 Preschool: Language Acquisition

Read: LCC, ch. 7

**Week 6**

M 10/15 MIDTERM BREAK

Go ahead, take the day off!

W 10/17 Preschool: Cognition and Egocentrism

Read: LCC, ch. 8; Bjorklund & Green [Moodle]

**Second paper assigned**

F 10/19 Preschool/Middle Childhood: Socialization

Read: LCC, ch. 9, 10

**Week 7**

M 10/22 Putting Education in Educational Apps

Read: Hirsh-Pasek, Zosh, Golinkoff, Gray, Robb, & Kaufman [Moodle]

W 10/24 Middle Childhood: Cognitive Development Read: LCC, ch. 11

W 10/26 Middle Childhood: School influences Read: LCC, ch. 11

**Week 8**

M 10/29

W 10/31 Middle Childhood: Social Development Read: LCC, ch. 15

F 11/2 Middle Childhood: Personality Development Read: LCC, ch. 13, : Dweck [Moodle]

**Week 9**

M 11/5 Middle Childhood: Family Influences

Read: LCC, ch. 14

**SECOND PAPERS DUE**

W 11/7 Middle Childhood and Adolescence: Moral Development Read: LCC, ch. 12

F 11/9 Middle Childhood and Adolescence: Psychopathology

Read: LCC, ch. 16

**Week 10**

M 11/12 Adolescence: Identity Development

Catch up on any reading that you haven’t completed!

W 11/14 Wrap up and Review

**Thu 11/15-11/16 Reading Days**

**Sat 11/17 – Mon11/19 Second Exam**

**(self-scheduled; non-cumulative exam)**

**Texts**:

**Bibliography**

Lightfoot, C., Cole, M., and Cole S. R, (2018). *The development of children (8th ed).*  New York, NY: Worth Publishers.

Miller, P.H. (2011). *Theories of developmental psychology (5th ed.).* New York, NY: Worth Publishers.

# Other electronic reserve readings (all available on Moodle) are:

Bjorklund, D. F., & Green, B. L. (1992). The adaptive nature of cognitive immaturity. *American Psychologist, 47*, 46-­‐54.

Dweck, C. S. (2002). The development of ability conceptions. In A. Wigfield & J.

S. Eccles (Eds.), *Development of achievement motivation* (pp. 57-­‐88). San Diego, CA: Academic Press.

Hirsch-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting education in “educational” apps: Lessons from the science of learning*. Psychological Science in the Public Interest, 16*, 3-34.

NICHD Early Child Care Research Network (Eds.), (2005), Nonmaternal care and family factors in early development (pp. 3-36). In *Child Care and Child Development: Results from the NICHD Study of Early Child Care and Youth Development.* New York: Guilford Press.

Werner, E. E. (1999). Children of the garden island. In A. Slater and D. Muir (Eds.), *The Blackwell reader in developmental psychology* (pp. 482-­‐492). Oxford: Blackwell.