

Kirkwood Community College Course Syllabus Developmental Psychology PSY-121-CRF04 Spring 2019	
INSTRUCTOR	Ethan Valentine
INSTRUCTOR INFORMATION	Office hours: M/W/F from 9:30-10:30AM and T/Th. from 11:30AM-12:30PM or by appointment. Appointments can be made for in-person meetings, phone calls, or online meetings via Zoom. Office: 1017 Cedar Hall, phone 319-398-5899 ext. 5019 Email: Ethan.Valentine@kirkwood.edu
SECTION INFORMATION	Meeting Times: M/W/F @ 12:20-1:15, Cedar Hall room 1055
CREDIT HOURS	3 credit hours (3 lecture credits).
CONTACT HOURS	48 lecture hours
PREREQUISITES	Introduction to Psychology (PSY111)
COURSE DESCRIPTION	Introduces physical, cognitive and psychosocial development from a lifespan perspective covering conception until death. Provides an introduction to major theories and classic and contemporary research, and examines normative development as impacted by genes, maturation, experience, cohort, gender, race, social class and culture. Discusses topics including developmental research methods; genetics; prenatal development; infancy; childhood; adolescence; early, middle and late adulthood; and death and bereavement.
ARTS & SCIENCE ELECTIVE CODE	Arts & Sciences
REQUIRED COURSE MATERIALS	These are the books, resources, and materials you need for this class: <ul style="list-style-type: none"> • Online textbooks provided through Talon • Supplemental readings provided through Talon Books and course materials not provided on Talon are available at the Kirkwood Bookstore. <i>There are no required purchases for this course.</i>
GENERAL EDUCATION OUTCOMES	The Kirkwood faculty has identified the following general education outcomes as a major theme of this course. <ul style="list-style-type: none"> • Students will use effective communication skills. • Students will think logically and critically. • Students will understand and apply fundamental scientific principles. • Students will understand human society and cross-cultural variation and perspectives. • Students will possess skills for further learning and the general workplace.
DISTRIBUTION GROUP STUDENT LEARNING OUTCOMES	This course is included in the <i>Social Science</i> distribution group for the Associate of Arts degree. The Liberal Arts faculty have identified the following student learning outcomes for core courses in this distribution group: <ol style="list-style-type: none"> 1. Apply scientific reasoning to Social Science concept(s). 2. Explain theoretical perspectives within the discipline.

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	<ol style="list-style-type: none"> 3. Discuss ethical challenges faced by the discipline. 4. Describe how an individual or groups of individuals can be influenced by social, cultural, economic, or political factors.
COURSE STUDENT LEARNING OUTCOMES AND COMPETENCIES	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Identify key concepts, principles, and overarching themes in developmental psychology. 2. Use scientific reasoning to interpret psychological phenomena related to human development. 3. Apply ethical standards to evaluate psychological science related to human development. 4. Apply psychological content to personal and career goals.
LATE WORK/MAKE-UP TEST POLICY	<p><u>Late Exams</u> If you will need to take an exam outside of the scheduled time, you must let me know at least one week in advance of the start date so we can set up an alternate time. Within a week of the exam’s start date, you will not be allowed to schedule a make-up exam.</p> <p>See the college’s policy on missing a final test in the <i>Kirkwood Student Handbook</i>.</p> <p><u>Late Assignment Policy</u> All assignments are due at the start of the class period unless otherwise noted. Talon dropboxes ‘time off’ at the start of class. This means you need to have your assignments turned in before class.</p> <ul style="list-style-type: none"> • Any assignment turned in after the specified time is counted as late. • Each day an assignment is late it receives a 10% deduction in the earned points. <i>No late assignments accepted</i> after the 5th calendar day (due date counts as day 1) without approval from me <i>in advance of the due date</i>. <p>If you will miss class when an assignment is due, notify me in advance and upload the assignment to the Talon dropbox prior to the start of class.</p>
CLASS ATTENDANCE POLICY AND COLLEGE SPONSORED ACTIVITIES	<p>You are all adults and will be treated as such, so if you skip class that is your choice. Keep in mind that class lectures, discussions, and activities only happen once and will not be repeated if you miss class, and material discussed in class has a funny way of being on exams. In general, I expect that you will attend class, prepare by completing readings in advance, and participate in class discussions and activities. In-class activities also contribute to final grades, and these points will not be available after the associated session.</p> <p>As stated in the Student handbook: In compliance with Public Law 105-244, Kirkwood Community College makes a wide variety of general institutional information available to students. For additional information, go to: http://www.kirkwood.edu/site/index.php?p=32303</p>

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PRODUCTIVE CLASSROOM LEARNING ENVIRONMENT	<p>We believe that the best learning takes place in an environment where faculty and students exhibit trust and mutual respect.</p> <p>In a productive learning environment, faculty and students work cooperatively, recognize and respect differences, model the values of character and citizenship, and become lifelong learners. In order to establish and maintain a productive learning environment, students need to come to class prepared to engage in the learning activities and behave respectfully toward everyone.</p> <p>If you have any questions or concerns, please contact me via email or set up a time to talk with me in person (during office hours or by appointment).</p>																					
PLAGIARISM POLICY	<p>It is your responsibility to be aware of what constitutes academic dishonesty. A detailed description of this policy and sanctions can be found here: http://www.kirkwood.edu/site/index.php?p=32303</p>																					
CAMPUS CLOSINGS	<p>See Student Policies: General Policies and Student Rights http://www.kirkwood.edu/site/index.php?p=32309</p>																					
ACADEMIC ACCOMMODATIONS	<p>Students with specific academic and/or classroom needs may request individualized accommodations. Students wishing to request accommodations should complete an 'Accommodation Request Form' which is available at the Learning Services office, 2063 Cedar Hall, or online at www.kirkwood.edu/accommodations. Students will be asked to provide documentation supporting their request. An accommodation plan must be completed each semester and given to instructors before academic accommodations will be provided.</p>																					
MIDTERM GRADES	<p>A midterm grade will be calculated and posted on EagleNet. The midterm grade is a grade-in-progress, and will not affect your official GPA, nor will it impact financial aid. The midterm grade has three purposes: first, to communicate your academic performance; second, to provide opportunities for you to discuss your progress with your instructor; and third, to allow Kirkwood to design college-wide intervention programs that will improve student success.</p>																					
STUDENT EVALUATION	<p>Grades are earned by the completion of assignments and exams. The following is an estimate of the points possible on exams and the various assignments.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assignment</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">% of final grade</th> </tr> </thead> <tbody> <tr> <td>Exams: 4 @ 50 points, drop lowest</td> <td style="text-align: center;">150</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Papers: 1 @ 50 points, 1 @ 75 points</td> <td style="text-align: center;">125</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Discussion Leader: 1 @ 50 points</td> <td style="text-align: center;">75</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Participation & In-Class Assignments</td> <td style="text-align: center;">100</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: center;">50</td> <td style="text-align: center;">10%</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total points possible: 500</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Assignment	Points Possible	% of final grade	Exams: 4 @ 50 points, drop lowest	150	30%	Papers: 1 @ 50 points, 1 @ 75 points	125	25%	Discussion Leader: 1 @ 50 points	75	15%	Participation & In-Class Assignments	100	20%	Quizzes	50	10%	Total points possible: 500		100%
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GRADING SCALE	A	93-100%	C	73-76%
	A-	90-92%	C-	70-72%
	B+	87-89%	D+	67-69%
	B	83-86%	D	63-66%
	B-	80-82%	D-	60-62%
	C+	77-79%	F	59% and below
DROP DATE	<p>To find the last day to get a refund, go to EagleNet for Students, then Search for Sections, then click the link for this term's Last Day to Drop and Refund Dates list.</p> <p>http://www.kirkwood.edu/lastdaytodrop</p> <p>The last date to drop this class for this term is 4/29/19.</p> <p>Details of the refund schedule can be found under Academic & Enrollment Policies at: http://www.kirkwood.edu/site/index.php?p=35066</p>			
FINAL EXAM INFORMATION	<p>Final exams are scheduled during the last week of the term from May 6 to May 10. The finals week session for this class is scheduled on Wednesday, May 8 at 12:20PM. The final exam will be taken online, like the previous exams, but we will meet during finals week.</p>			
EMERGENCY INFORMATION	<p>See Facilities: Emergency/Crisis Information</p> <p>http://www.kirkwood.edu/site/index.php?p=7987</p>			
OTHER INFORMATION	<p>See Appendix A for an overview of course topics, schedule, and due dates for this course. See Appendix B for an overview of major assignments and exams for this course.</p> <p>Check Refund Policy at: http://www.kirkwood.edu/site/index.php?p=35066</p>			

APPENDIX A

Developmental Psychology Topics and *Tentative* Schedule

Unit 1: INTRO TO DEVELOPMENTAL PSYCHOLOGY

Topic:	Assignments:
Introduction & History (1/14-1/18) <ol style="list-style-type: none"> 1. What is <i>developmental psychology</i>? 2. How do we think about development? 3. Historical influences 4. Controversies in Development <ol style="list-style-type: none"> a. Nature vs. Nurture b. Stages and ages 	<input type="checkbox"/> <i>Lally & Valentine-French (2017)</i> Chapter 1 (up to page 15)
Studying Development (1/21-1/25) <ol style="list-style-type: none"> 1. Using data to answer questions 2. Types of data and what they tell us 3. Types of studies and the data they give us 4. Ethics of research 5. Research perspectives: qualitative, quantitative, and mixed 	<input type="checkbox"/> No class 1/21 MLK Day <input type="checkbox"/> <i>Noba</i> chapter 2 (Research Methods in Developmental Psychology) <input type="checkbox"/> In-class if we have time: Creswell (1998)
Theories of Development (1/28-2/1) <ol style="list-style-type: none"> 1. Freud's Psychosexual Perspective 2. Erikson's Psychosocial Perspective 3. Behaviorism <ol style="list-style-type: none"> a. Social-Learning Theory 4. Piaget's Cognitive Theory 5. Vygotsky's Socio-cultural Perspective 6. The Universal Perspective 	<input type="checkbox"/> <i>Lally</i> chapter 1 (pages 16-22) <input type="checkbox"/> OPTIONAL: Hunt – The Protopsychologists <input type="checkbox"/> OPTIONAL: <i>Noba</i> chapter 4 – Evolutionary Theories

EXAM 1 (2/1-2/4) over History, Studying Development, and Theories of Development

Unit 2: BIOLOGICAL AND PHYSICAL DEVELOPMENT

Heredity and the Environment (2/4-2/8) <ol style="list-style-type: none"> 1. Genetics & Development 2. Nature vs. Nurture 3. Chromosomal and Genetic Abnormalities 4. Kinship, Twin and Adoption studies 	<input type="checkbox"/> <i>Lally</i> chapter 2 (pages 34-41) <input type="checkbox"/> OPTIONAL: <i>Noba</i> chapter 5 – Epigenetics in Psychology
Prenatal & Neonatal Periods (2/11-2/15) <ol style="list-style-type: none"> 1. Conception 2. Normal Prenatal development 3. Influences on Prenatal Development 4. Birth, Complications & Neonatal Testing 5. Characteristics of Neonates 	<input type="checkbox"/> No class 2/13 (Social Sciences Department event) <ul style="list-style-type: none"> o <i>Online activity due 2/13 @ 11:59PM</i> <input type="checkbox"/> <i>Lally</i> chapter 2 (finish)

<p>Brain Development (2/18-2/22)</p> <ol style="list-style-type: none"> 1. Development of the brain and nervous system 2. Influence of environment & experience on brain development 3. Critical or sensitive periods 4. Late Adulthood: normal/abnormal changes 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Lally</i> chapters 3 (68-70), 4 (110-111), 6 (206-208), 9 (372-374) <input type="checkbox"/> Doidge (2007) – A Woman Perpetually Falling <input type="checkbox"/> Paper 1 Option 1 Due 2/22 (revisions due 2/23)
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<p>Growth & Physical Development (2/25-3/1)</p> <ol style="list-style-type: none"> 1. Sequences of physical development 2. Growth processes across lifespan stages: <ol style="list-style-type: none"> a. Infancy b. Early & Middle Childhood c. Adolescence & Puberty d. Early & Middle Adulthood 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Lally</i> chapters 3 (73-78), 4 (112-114), 6 (202-205), 7 (235-239), 8 (285-289)
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EXAM 2 (3/1-3/4) over Heredity, Pre/Neonatal, Brain Development, & Physical Development

Unit 3: COGNITIVE DEVELOPMENT

<p>Piaget and Intelligence (3/4-3/8)</p> <ol style="list-style-type: none"> 1. Affordances and Constraints 2. Piaget’s cognitive processes 3. Piaget’s cognitive stages 4. Theory of Mind and Intelligence 	<ul style="list-style-type: none"> <input type="checkbox"/> Lourenco & Machado (1996) OR Sutherland (1992) <input type="checkbox"/> <i>Noba</i> chapter 8 – Theory of Mind <input type="checkbox"/> OPTIONAL (review): <i>Noba</i> chapter 6 – Cognitive Development in Childhood
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<p>Vygotsky & Cognitive Apprenticeships (3/11-3/15)</p> <ol style="list-style-type: none"> 1. Social Learning Theory 2. Scaffolding & the ZPD 3. Cognitive Apprenticeships and Communities of Practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Vygotsky (1978) OR Wertsch (1992) <input type="checkbox"/> Lourenco (2012) <input type="checkbox"/> Paper 1 Option 2 due 3/15 (revisions due 3/16)
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No class 3/18-3/22 (Spring Break)

<p>Language and Tools (3/25-3/29)</p> <ol style="list-style-type: none"> 1. Language Development 2. Mediated Learning <ol style="list-style-type: none"> a. Tools and tool use 3. Language as a tool: re-visiting Vygotsky 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Lally</i> chapter 3 (85-92) <input type="checkbox"/> Donald (1993) OR Shaffer & Kaput (1998) <input type="checkbox"/> Kline & Pinch (1996)
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EXAM 3 (3/29-4/1) over Piaget & Intelligence, Vygotsky, and Language & Tools.

Unit 4: SOCIOEMOTIONAL/CULTURAL DEVELOPMENT

Identity Development (4/1-4/5) <ol style="list-style-type: none">1. Development of identity2. Personality3. Gee's views on identity4. Kohlberg's moral development5. Maslow's hierarchy – self-actualization	<input type="checkbox"/> <i>Noba</i> chapter 12 – Self and Identity <input type="checkbox"/> OPTIONAL: Gee (2000)
Social/Emotional Development (4/8-4/12) <ol style="list-style-type: none">1. Attachment & Temperament2. Emotional Dev. & Regulation4. "Goodness of fit"5. Dimensions of parenting6. Effects of parenting styles7. Erikson's psychosocial perspective	<input type="checkbox"/> <i>Noba</i> chapters 13 & 14 (Developing Parent & Attachment Through the Life Course) <input type="checkbox"/> OPTIONAL: Spera (2005) <input type="checkbox"/> Paper 1 Option 3 due 4/12 (revisions due 4/13)
Cultural and Social Influences (4/15-4/19) <ol style="list-style-type: none">1. Place2. Culture3. Socioeconomic Status4. Ethnicity5. Historical Period6. Gender	<input type="checkbox"/> Maschinot (2008) OR Gutierrez & Rogoff (2003)
Adulthood & Death (4/22-4/26) <ol style="list-style-type: none">1. Erikson's Intimacy versus Isolation2. Attraction & Love3. Characteristics of Adult Lifestyles4. Death<ol style="list-style-type: none">a. Historical perspectivesb. Defining deathc. Stages of dying	<input type="checkbox"/> <i>Lally</i> chapter 9 OR <i>Noba</i> chapter 16 <input type="checkbox"/> <i>Lally</i> chapter 10
Review/Make-up (4/29-5/3)	<input type="checkbox"/> No readings

EXAM 4 (5/3-5/9) over Identity, Social/Emotional, Cultural/Social Influences, Adulthood & Death.

Final Paper due 5/8 @ 12:20PM; revisions due 5/9 @ 11:59PM

Appendix B

Developmental Psychology Assessments

ASSESSMENT OF STUDENT LEARNING

In this course, assessments include four exams, two papers (written assignments), the discussion leader project, quizzes, and in-class participation.

Rubrics (assignment evaluation forms) are available with assignments so that you will know the grading criteria in advance, and to provide feedback to you at the completion of the learning activity.

Papers

Over the course of the semester, you will complete two papers. The first paper involves more deeply considering one of the three major content areas in developmental psychology – biological development, cognitive development, and social-emotional development. Each of the paper options will require you to analyze and discuss developmental psychology research literature. These papers will then be discussed in class prior to grading.

You will also complete a final paper near the end of semester. For this paper, you will be asked to apply what you have learned about all three aspects of developments – biological, cognitive, and social-emotional. You will be expected to cite multiple sources (including research literature) in order to support your discussion.

These papers are designed to be difficult and to push you to critically analyze the content. Feel free to ask questions throughout your writing process. All of these papers should be written in American Psychological Association (APA) style, with appropriate citations. The specific format of each paper will be specified in a separate document. Assignments should be turned in as Microsoft Word (.doc or .docx) or PDF (.pdf) files. Other file types may be accepted but only with **approval from the instructor in advance**.

All assignments are required to have your last name and rolling page number in the header.

Discussion Leader

Because one of the primary goals of this course is to facilitate discussion about developmental psychology, you will be responsible for leading the discussion for a session of class along with a team. There is no set format for how discussion leaders structure the discussion. Students may wish to give a brief presentation summarizing the main points raised by the readings and outlining the issues for discussion, but this is optional. I encourage you to bring an outline of the readings to class to help with your discussion. Because all students should have read the assigned readings, the purpose of this presentation is to set the stage for a stimulating and productive discussion, and NOT to teach basic terms and so on. Students are highly encouraged to conduct classroom activities with their classmates to facilitate understanding of the material.

Your grade for the discussion leader project will include both my assessment of your group's work and a peer review completed by your team members and classmates. Topics for this project will be chosen starting in the 1st week of class.

Class Participation

In addition to your discussion leader project, your participation in class discussions and activities will be assessed. You are expected to actively engage with the content and your peers throughout the

semester. This requires you to complete all readings before the class period they are assigned for – keep in mind that the class presentations are designed to summarize important points to aid discussion and studying, NOT to completely cover the readings. In some cases, you (or your team) will be asked to turn in materials from class activities, and these materials will count towards your participation grade.

Quizzes

Approximately once per week, you will take a short (~5 questions) quiz assessing a recent course topic. These quizzes are intended to help prepare you for course exams by giving you practice with the types of questions that will be asked on those exams. Quizzes are graded based on completion, rather than accuracy, as the goal is learning and preparation (formative assessment) rather than assessing final mastery (summative assessment). 10 of these quizzes will be included in the final grade, with any additional low scores (including missed quizzes) being dropped.

EXAM-BASED ASSESSMENT OF STUDENT LEARNING

There will be four exams in this course, each covering a single general topic area (as laid out in Appendix A). These exams will be taken online during a set period of days and have a 90-minute time limit. Exams are open-book/open-note, but they must be completed alone. I recommend limiting yourself to a single double-sided 8.5x11 sheet of notes, as the time limit does not allow for extensive searching for answers. Exams are a combination of multiple-choice and short-answer questions that are designed to measure your understanding of the principles of developmental psychology and your ability to apply those principles in real-life scenarios. The lowest of the four exam scores will be dropped.

MAJOR DUE DATES

Due dates will be posted on the Talon Calendar and may be changed due to weather closings, other unforeseen events, or because we spent more or less time than planned on a topic. The Talon Calendar will be updated as needed. Below are a few major (tentative) dates:

- **Exam 1:** 2/1-2/4
- **Exam 2:** 3/1-3/4
- **Exam 3:** 3/29-4/1
- **Exam 4:** 5/3-5/9

- **Paper 1:** 2/22 (revisions 2/23); 3/15 (revisions 3/16); or 4/12 (revisions 4/13)
 - Varies based on option chosen
- **Final Paper:** 5/8 @ 12:20PM (revisions due 5/9 @ 11:59PM)

- **Discussion Leader:** varies based on topic