SYLLABUS
Fall 2007

DEPARTMENT: DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY
COURSE NUMBER/TITLE: PSY 374 DEVELOPMENTAL PSYCHOLOGY

COURSE/TIME/LOCATION: 374.02(CID 4291)/TuTh/3:30-4:50/AB4 205
INSTRUCTOR: A. JERRY BRUCE, Ph.D.
OFFICE HOURS: AB4-341, 2:00-4:00 Monday and Wednesday
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COURSE DESCRIPTION:
PSY 374 Developmental Psychology. A study is made of the physical, mental, emotional, and social growth and development of the person across the entire life span. Credit 3.

OBJECTIVES:
This course is designed to be an examination of developmental psychology. Developmental psychology is a branch of general experimental psychology. The course attempts to cover the research across the entire life span in the areas of physical, social, emotional, and cognitive development, a rather ambitious task. The students' task is to master the content, develop an appreciation for the subject-matter area, and to examine the ideas of development in relation to their own experience. Developmental Psychology is after all a human enterprise in which all are involved. Some examples of the specific issues with which this course will deal are: Theories of development, gender and ethnicity and the effects they have on development and perception, universal verses cultural-specific factors of change in the developmental process, genetic versus environment determinants of development, and much more. Despite the attempt to look at development from the physical/social/emotional/cognitive domains, development in essence is a unified process.

GOALS:
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning fundamental principles, generalizations, or theories
• Learning to apply course material (to improve thinking, problem solving, and decisions)
• Gaining a broader understanding and appreciation of intellectual/cultural activities (as they relate to child growth and parenting)
• Learning how to find and use resources for answering questions or solving problems
• Developing a clearer understanding of, and commitment to, personal values

FORMAT:
The content of this course will be provided through a series of reading materials (primarily the text), classroom discussion, audiovisual presentations, etc. Students will be expected to contribute to the classroom discussion. In order to prepare for class sessions, students should read the assign chapters for that period. If the chapters are read prior to discussion, the benefit of the material will be enhanced. The
student will also need to become acquainted with the University computer system, especially the Blackboard program in order to receive information about the course, grades, and to communicate with the instructor and the class.

**GRADES:**
TESTS, WRITTEN ASSIGNMENTS AND CLASSROOM PARTICIPATION WILL DETERMINE GRADES. THE PRIMARY EVALUATION WILL BE THE FOUR TESTS TO BE TAKEN DURING THE COURSE OF THE SEMESTER. CLASS PARTICIPATION AND WRITING ASSIGNMENTS WILL ALSO BE A SOURCE OF EVALUATION. Each test will be worth 100 points; therefore, the following grade distribution will apply:

- **A**  360 and above
- **B**  320 to 359
- **C**  280 to 319
- **D**  240 to 279
- **F**  239 and below

If one has problems with grades please see the instructor early in the semester, remember the semester passes rather quickly especially in the summer. The instructor is here to help, but if one waits until the semester is almost over, it is difficult to assist at that point.

For those of who do poorly on the first exam, the instructor will submit those names to the SAM Center. They will contact students to let them know about the services they offer. Any student may take advantage of the services in the SAM Center: obtain tutoring, take study skills sessions, etc. in order to improve grades.

**NOTICE TO PERSONS WITH DISABILITIES:**
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

**ATTENDANCE:**
Regular and punctual class attendance is expected and attendance records will be kept. It should be noted that some assignments will occur exclusively in class. These assignments cannot be made up outside of class. Participation in class is valuable to whole class. If students are not there then the whole class is denied the benefit of their presence. Attendance insures that students will benefit from the material dealt with in class, hear the comments of others, add their own insights, and not miss the experiences that occur only in class.
Makeup exams on the scheduled tests will be allowed only in exceptional circumstances. A test missed may result in the student having to write a paper or make a presentation on some approved topic. If makeup exams are given they will not benefit from any “curve” applied to the test. *In the case that the class is allowed to earn Extra Credit toward their grades, students with excessive absences will not be allowed this privilege.*

The University policies related to [Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holidays, and Visitors in the Classroom](http://www.shsu.edu/mailer/coursesyllabus.pdf) can be read at the following web site.

**OUTLINE:**

**An Overview of Developmental Psychology**

**Chapter 1**

- Orientation, Introduction
  - Getting to know you, getting to know all about you...
  - What is Developmental Psychology?
  - Methodology in Developmental Psychology
  - Ethics in Research

- The Science of Developmental Psychology
  - Exploring Theories
    - (1) Learning Theories
    - (2) Biological Theories
    - (3) Psychoanalytical Theories
    - (4) Erikson’s Theory
    - (5) Piagetian Cognitive Theory

**Chapter 2**

- Biological and Environmental Factors in Development
  - Genetics
  - Diversity in Development
  - Interaction of Heredity and Environment

**Chapter 3**

- Prenatal Development, Birth and the New Born

*(Test 1, Chapters 1-3)*

**Chapter 4**

- Profiles of Early Development
  - Physical Development
  - Cognitive Development
  - Emotional and Social Development

**Chapter 5**

- Pathways of Early Development
  - Sleeping patterns
  - Childrearing
Chapter 6
Early Childhood
Perception and Cognition
Emotions and Social Development

Chapter 7
Pathways through Early Childhood
(Test 2, Chapters 4-7) October 9

Chapter 8
Middle and Late Childhood

Chapter 9
Pathways through Middle and Late Childhood
Family and School

Chapter 10
Adolescence

Chapter 11
Pathways through Adolescence
(Test 3, Chapters 8-11) November 6

Chapter 12
Early and Middle Adulthood

Chapter 13
Pathways through Early and Middle Adulthood

Chapter 14
Profiles of Middle to Late Adulthood

Chapter 15
Pathways through Middle to Late Adulthood

Chapter Epilogue
The End of Life
(Test 4, Chapters 12-Epilogue) December 10-13

IMPORTANT DATES:
Classes begin—Tuesday, August 21
Holiday—September 3
12th Class day—September 5
Last day to drop course—Wednesday, October 10 (Students should be aware that simply “not coming to class” does not drop one from the class. If a student wishes to drop a class with a grade of “Q” she/he must go to the registrar’s office and complete the appropriate forms.)
Last day to resign—Friday, November 16 (Resignation means the student is dropping all classes. In other words, one may not selective resign from classes at this point.)
Holidays—November 21-23
Study Day—Friday, December 7
Final exams—December 10-13
SOME USEFUL REFERENCES:


