

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology & Philosophy

PSY 597: Advanced Developmental Psychology (CID 7066)

Fall 2008

Wednesday, 6 – 9 PM, University Center

Instructor: A. Jerry Bruce, Ph.D.
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Office Hours: Monday & Wednesday 2:00-4:00

Texts: Beck, L. E. (2007). *Development through the lifespan*. New York: Allyn & Bacon.
 Epstein, R. (2007). *The case against adolescence*. Sanger, CA: Quill Driver Books.
 American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.

COURSE OVERVIEW:

The course, **Advanced Developmental Psychology**, provides an advanced study of growth and development processes throughout the life cycle. Theories and current research are examined considering physical, mental, emotional, and social growth and development. Development is studied in varying cultural context and social situations. Applications of research findings to practice are also considered.

COURSE OBJECTIVES:

Students will gain:

- Understanding of the diverse array of theories in the field and developing an understanding of a system approach to the subject.
- A grasp of the lifespan perspective as an integrative approach to development based on information derived scientifically.
- Knowledge of both the sequence of human development and the processes that underlie it.
- Understanding of the interactive contributions of biology and environment to development.
- A sense of the interdependency of all domains of development – physical, cognitive, emotional, and social.
- Appreciation of the interrelatedness of theory, research, and applications.
- Appreciation of the impact of context and culture on human development.
- Knowledge regarding how ethnicity and gender affect human development.
- Perspective regarding the role family, schools, and community play in development throughout the lifespan.
- Factual knowledge, terminology, classification, methods, trends.
- Skills to apply material, hopefully to improve thinking, problem solving, and decisions making.

- A broader understanding and appreciation of the role of the self in relation to the culture/multicultural society in which it exists.
- Skills in working with others for presentation.

ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. In considering these evening classes, that is one absence. Attendance will be documented each meeting and this information will be used to decide borderline grades.

GRADES:

Varied assessment will be used to determine grades including class participation, projects, and exams. You should be prepared to demonstrate cumulative knowledge on a daily basis. We will have three tests, two during the semester and the final exam. The exams will be related primarily to the Berk text. The three exams will each cover approximately 1/3 of the text. The text should be read and there are Power Point (PP) Slide shows along with narration on Blackboard (Bb). We will not necessarily go over this material specifically. Much of this material is review your undergraduate course in developmental psychology. Beyond these test grades, the review-of-literature/research-proposal paper, and participation in the group presentation will all be used to determine your grade.

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. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely the work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. For more detailed information see:

http://www.shsu.edu/~vaf_www/aps/811006.html.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonest including but not limited to cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **Students should be aware that when papers are required they may be submitted to turnitin.com to check for plagiarism!** For more detailed information:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>.

RELIGIOUS HOLIDAYS:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For more details: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf.

Q-DROPS:

A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the last date to drop as published in the Academic Calendar. Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class. This limit took effect with the start of the fall 2004 semester.

Any drops accumulated prior to the fall 2004 semester is not included in the five Q-drop limit, nor will Q-drops from other universities.

METHODS OF INSTRUCTION:

Students can expect to experience a variety of instructional methods including cooperative learning (group work), multimedia, active participation, and other appropriate methods, as well as lecture. Lectures will be informal and I encourage you to help me make it a dialog rather than a monolog.

PROJECTS:

Various projects will include but not be limited to **2-page papers, research proposal, and class presentations.**

- **First “2-Page Paper”--Theory Exploration:** Each student will develop a summary of one of the developmental theories and discuss it in relation their understanding of the developmental process. This first 2-Page will be due on September 3.
- **Research Proposal:** A research proposal consisting of a literature review, hypotheses, and methodology will be required before the end of the semester. You may choose an area of interest approved by the instructor to review, conceive a question to be answered by further research, and propose a study. Length should be 8-12 pages with at least 10 references from refereed journals. Internet sources may be used but should be less than 30% of the references.
- **Class Presentation:** Students will provide cooperative presentations over assigned class material. Each group member should take a part in the oral presentation. Reading of the presentation is discouraged. The presentation can involve activities that include the audience rather than simply lecturing and the group may provide useful audio/visual materials/presentation that assists all of us in understanding the material.

SCHEDULE

Schedule:

August	27	<i>Introduction & Overview of Class</i> <i>Discuss projects and papers</i> <i>History and Theory</i>
September	3	<i>Theories of Development</i> [First 2-Page Paper due]
	10	<i>Research, Measurement, and Design</i>
	17	<i>Biology/ Culture and Development</i>
	24	Exam I (Berk chapters 1, 2, & 3)
October	1	<i>Culture and Development</i>
	8	<i>Temperament and Emotions</i>
	15	Exam II (Berk chapters 4, 5, 6, 7, 8, 9, & 10)
	22	<i>Adolescence</i>
	29	<i>Language Development, Perception, Cognition, and Intelligence</i>
November	5	<i>Moral Development</i>
	12	Exam III (Berk chapters 11, 12, 13, & 14)
	19	<i>Children and Parents</i>
December	3	<i>Peer Relations</i>
	10	<i>School and Community</i> <i>Integrating Science into Practice</i> <i>Other Topics as appropriate</i> [Term Project (Literature Review/Research Proposal) due]
	17	Final Exam (Berk chapters 15, 16, 17, 18, & 19)

Important Dates:

Classes begin—Wednesday, August 27

Fall Thanksgiving Holiday—November 26-28

Finals—December 17

References of Interest:

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- Meador, K. S. (1992). Emerging rainbows: A review of the literature on creativity in preschoolers. *Journal for the Education of the Gifted*, 15(2), 163-181.
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- Rice, M. L. (1989). Children's language acquisition. *American Psychologist, 44*, 149-156.
- Ridley, M. (2003). *Nature via nurture: Genes, experience, and what makes us human*. New York: Harper Collins.
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- Weinberg, R. A. (1989). Intelligence and IQ: Landmark issues and great debates. *American Psychologists, 44*, 98-104.
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