

**PRAIRIE VIEW A&M UNIVERSITY**  
College of Juvenile Justice and Psychology  
JPSY 5763: Developmental Psychology 30555  
Summer 2009

**INSTRUCTOR:** Aisha Asby Ph.D.  
**OFFICE LOCATION:** COJJP 250  
**OFFICE PHONE:** (936) 261-5215  
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**OFFICE HOURS:** Wednesday 2 pm – 5 pm ; Tues & Thus 11 am – 4 pm

**CLASS MEETING DAY & TIME:** Wednesday 10 am – 1:50 pm

**COLLEGE PHILOSOPHY:**

The College of Juvenile Justice and Psychology is committed to producing graduates with superior written and oral communication skills. Instructional techniques will include a variety of technological and research tools. Our pedagogy emphasizes content and style in both individual and group settings. Our professors are encouraged to use their individual creative styles in the pursuit of academic excellence.

**COURSE OVERVIEW AND OBJECTIVES:**

This course will focus on a critical analysis of psychological development throughout the life span. Both cognitive and personality development will be considered from various theoretical perspectives as well as from empirical findings.

At the end of this course, the student will be able to:

1. Gain an in-depth understanding of select theories of human development from infancy through adolescence.
2. Describe development-including biosocial, cognitive, and psychosocial-as an ongoing set of processes, involving both continuity and change.
3. Examine and assess recent research which applies developmental theory to current events in today's society.
4. Synthesize theory and research to apply toward solutions of relevant psychological issues.
5. Demonstrate effective writing skills through a substantial APA-style paper that considers current research in developmental psychology.
6. Demonstrate effective oral communication skills through class discussion, student-led discussions, and/or class presentations.

**REQUIRED TEXTBOOK:**

Miller, Patricia (2001). *Theories of Developmental Psychology: 4<sup>th</sup> Edition*. Worth Publishers.  
ISBN: 071672846X (Paperback)

**Supplemental Text:**

Berger, Kathleen (2009). *The Developing Person Through Childhood and Adolescence, 8<sup>th</sup> Edition*. Worth Publishers.  
ISBN: 1429216476

**COURSE REQUIREMENTS:**

1. Attend class, be on time, and participate in class discussions and activities. If you miss a class, you are responsible for finding out what material was covered and you are accountable for this material.
2. Read all the assigned chapters in the textbook and articles. Please present any questions in class or arrange to see me outside of class. **READINGS SHOULD BE DONE BEFORE THE CORRESPONDING LECTURE.**
3. Complete required assignments and exams as scheduled. Late assignments will be penalized.
4. Discuss **ANY SIGNIFICANT CONCERNS/QUESTIONS** with the instructor **IMMEDIATELY**.
5. Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
6. Cell phones, pagers, any other distracting devices must be turned **OFF** during class.
7. Maintain appropriate behavior during discussions. Be respectful of others!
8. Check WebCT/E-courses frequently for updates and announcements sent by the instructor. Participate in all discussions and virtual classroom chats when directed to do so. The exact use of the discussion will be determined by the instructor. Students are to be respectful and courteous to others in the discussions. Foul language or abusive language will not be tolerated.

## **CLASS ATTENDANCE:**

Class attendance is important. Attendance will be taken every day. Students must adhere to university policies in reference to **EXCUSED** and **UNEXCUSED** absences. Validity of the excuses will be determined by the instructor, and documentation will be required. **NOTE:** Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F."

## **ACADEMIC DISHONESTY:**

Academic dishonesty of any kind will **NOT** be tolerated! Scholastic dishonesty includes, but is not limited to cheating, plagiarism (unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit), collusion (the unauthorized collaboration with another person in preparing written work). During examinations, all personal belongings and books, except a pencil and/or pen, will be placed under student's desks. **NOTE:** Students who engage in academic misconduct are subject to university disciplinary actions.

## **STUDENT DISABILITIES:**

If you have a university-accepted disability and need special accommodations, please contact the Office of Disability Services at (936) 857-2601, ext. 2620, immediately. Once you have received a letter of adjustment from the disability office, appropriate adjustments and modifications will be considered for the class.

## **GRADING POLICY:**

This course will utilize the following instruments to determine student grades:

**Discussion Leadership:** Each student will be responsible for presenting at least one article. The presenter must provide each student with a typed outline of each article prior to the class discussion. The outlines need to be fairly detailed so the context of the original article is not lost. The class discussion should not just restate the information contained in the article. Instead, the discussion should present the pros and cons of the position taken in the article, strengths and weaknesses of the arguments and/or an evaluation of the adequacy of research methodology. You are responsible for posing discussion questions and guiding discussion. Do not just summarize the readings; that would be boring.

For your week(s), you will choose the topic and the reading(s) in consultation with the instructor. The topic and readings must be approved by me at least two weeks in advance. Students are responsible for ensuring that the other students and the instructor get copies of the reading(s) at least one week in advance. Consult with the instructor to get photocopies made if necessary.

**Book Review:** Students are required to write a five (5) pages (double-spaced) book review. Choose a book that is somewhat related to developmental psychology, in consultation with the instructor. Final choices must be approved. Read the book. Write a critical review that includes the following: a summary of the main points of the book as you see them, what you liked about the book, what you didn't like about the book, whether you would recommend the book to someone interested in the topic, and why or why not.

**Exams:** There will be two exams, a midterm and a final, consisting of short answer and multiple choice questions. Both exams will be take home exams. Exams will be made up material covered during class lectures, textbook readings, handouts, and discussions. Both exams have a possible total score of 150 points. There will be no make-up exams without a medical excuse or permission by the instructor given at least one week prior to the exam. In the event that a student is given the opportunity (at the instructor's discretion) to make up an assignment or exam, points will be deducted based on each class day missed from the original due date of that assignment or examination.

**Grading Scale:** Final grades in this course will be based on the percentage of the points you have accumulated out of the total number of possible points. The following grading scale will be used.

Midterm	100	A = 90 and above
Final Exam	100	B = 80 – 89
Discussion Leadership	100	C = 70 – 79
Book Review	100	D = Below 70
<u>2 Quizzes (20 points each)</u>	<u>40</u>	
Total Points	440	

## Course Outline

<u>Date</u>	<u>Topic</u>
Week 1	Overview What is Developmental Psychology?
Week 2	Research in Developmental Psychology Overview of Developmental Theories <i>Reading(s):</i> Berger, Chapter 2 Hetherington, E.M. (1998). Relevant issues in developmental science. <i>American Psychologist</i> , 53(2), 93-94.
Week 3	Psychoanalytic Theories (Freud & Erickson)/ Attachment <i>Reading(s):</i> Miller, Chapter 2 “Long-Term Studies of Preschool: Lasting Benefits Far Outweigh Costs” by Gerald W. Bracey and Arthur Stellar (2003) <i>Homework:</i> Observational Activity: Attachment ( <b>Due Week 5</b> )
Week 4	Evolutionary Theories ( <b>Note: Class will meet on E-courses</b> ) <i>Reading(s):</i> Miller, Chapter 5 Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. <i>Child Development</i> , 71, 1687-1708. <i>Homework:</i> Read and answer discussion questions for the following article: Charlesworth, W.R. (1992). Darwin and developmental psychology: Past and present. <i>Developmental Psychology</i> , 28(1), 5-16.
Week 5	Test 1 Information-Processing/ Memory <i>Reading(s):</i> Miller, Chapter 4
Week 6	Social Learning/ Moral Reasoning/ Gender Roles <i>Reading(s):</i> Miller, Chapter 3 Jaffe, S. (2001). Gender differences in mmoral orientation: A meta-analysis. <i>Psychological Bulletin</i> , 126(5), 703-726.
Week 7	Vygotsky & Socioculturalists <i>Reading(s):</i> Miller, Chapter 7 Berger, Chapters 6, 9, 12 Murray, B., Smith, D., Azar B., & Smulson, J. (2002). Psychology in education. <i>Monitor on Psychology</i> , 33(8), 52-68.
Week 8	Ecological-Perceptual Theory (Gibson) <i>Reading(s):</i> Miller, Chapter 6 Pick, H. (1992). Eleanor J. Gibson: Learning to perceive and perceiving to learn. <i>Developmental Psychology</i> , 28(5), 787-794.
Week 9	Cognitive and Language Development (Piaget & Chomsky) <i>Reading(s):</i> Miller, Chapter 1 Berger, Chapters 6, 9, 12 “Reading Your Baby’s Mind,” Pat Wingert & Martha Brant, <i>Newsweek</i> , August 15, 2005. “Why we need “The Year of Language,” Sandy Cutshall, <i>Educational Leadership</i> , December 2004/January 2005. Chomsky, Naom (1968). Linguistic contributions to study of mind. <i>Language and Mind</i> <a href="http://www.marxists.org/reference/subject/philosophy/works/us/chomsky.htm">http://www.marxists.org/reference/subject/philosophy/works/us/chomsky.htm</a>

**\*Book Review Due**

**\*\*\*\*\*THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PORTION/ORDER OF THE SYLLABUS AT ANY TIME DURING THE SEMESTER.**