

**Psychology 6530:
DEVELOPMENTAL PSYCHOLOGY
Fall 2008**

Instructor: **Camille J. Odell, Room 476, Education Building**
E-mail: camille.odell@usu.edu
Phone: 435-797-5576
Office Hours: T & H 11:00 – 12:00; W 6:00 – 7:00 PM
Or by appointment

Teaching Assistant: **Cory Myler**
Ext. 7-1466
E-mail: cory.myler@gmail.com
Email or call for an appointment

Meeting Time & Place: **Monday & Wednesday, 8:30-9:45 a.m., ED 413C**

Required Text: **The Life Span: Human Development for Helping Professionals, Second Edition**
Authors: Patricia C. Broderick and Pamela Blewitt
Publisher: Merrill Prentice Hall
ISBN: 0-13-171052-4

Additional Readings: I will provide you with additional selected readings. These readings will add depth and perspective to the general topic of lifespan human development, beyond what is in the text. The readings will be available to you through Blackboard. Log onto Blackboard at <http://online.usu.edu>. You'll need your A# and Banner pin.

Final Exam: **Wednesday, December 10, 2008, 7:30 - 9:20 AM**

COURSE DESCRIPTION

A life-span approach to the study of human development, this advanced course encourages critical thinking about topics relevant to graduate-level students of psychology who are interested in applying tenets of developmental psychology to practical applications for the helping professional. We will examine the research and theory of developmental psychology as we explore biological, cognitive, emotional, social and moral development of human beings from conception to death. We will also seek to examine personal experience through the processes of development, and assess the impact of personal experience upon our beliefs and practices.

COURSE OBJECTIVES

1. Explore theories and organizing themes of individual and family development, and the skills for successful transitions across the life span.
2. Assess personal experience with human development as both universal and uniquely personal.
3. Examine the influences of heredity, environment, neural, cognitive, social and emotional development in the early years.
4. Explore the development of self, morality, gender, and peer relationships in middle childhood through early adolescence.
5. Explore physical, cognitive, and social aspects of adolescence. Examine identity development in adolescence.
6. Examine physical, cognitive, socioemotional and vocational development in young adulthood.
7. Explore cognitive, personality, and social development in the middle years of adulthood.
8. Explore the gains and losses of late adulthood. Examine death, dying and bereavement, and application for helping professionals.
9. Apply theories of learning and personality development to human development across the life span.
10. Explore differences in learning styles and learn to apply strategies for student success based on individual learning styles.
11. Explore strategies for facilitating optimum personal, career, and academic development through the life span.
12. Gain knowledge of community, environmental, and institutional opportunities which enhance, as well as barriers that impede, student academic, career, and personal/social success and overall achievement.
13. Using knowledge of human development, learn to assist students and parents during points of educational transition (e.g., home to elementary, elementary to middle to high school, high school to post-secondary education and career options).
14. Contribute to the competence of students in technology and computer literacy.
15. Discuss legal and ethical considerations.

COURSE REQUIREMENTS

1. **Attendance** - You are expected to attend class, keep current with assigned readings, participate in class discussions, complete assignments on time, and prepare for and be present on exam days.
2. **Last Lecture** – Log on to *YouTube* and watch “*The Last Lecture: Achieving your Childhood Dreams*,” by Carnegie Mellon Professor, Randy Pausch.” Put yourself in Professor Pausch’s place, and write a 3 – 4 page paper that could be delivered as your “last lecture.” Please incorporate your own philosophy about what is important, enduring, and that you would like to pass on to others. (Watch and find out who Randy Pausch’s last lecture is “really for.”)
3. **Exams** - There will be two interval exams and a final exam. The final exam will cover the last portion of the material presented, and will not be comprehensive. Exams will cover material from the reading assignments, lecture material, guest speakers and videos. I am using Blackboard Vista for our course. Log on to Blackboard at <http://online.usu.edu>. Your A number and Banner pin# will be required to log on. Click on the study guides which correspond to chapters 1 - 15. I suggest you use these study guides to direct you through the text, and to prepare for exams.
4. **Informal Papers** - 5 informal papers are required. Papers are to be submitted on Wednesdays during the semester, up to one paper in a given week. You may bring your paper to class, drop it by my office, or send it via email. Emailed papers must have a sent time of no later than 11:55 PM on Wednesday.

Please base your informal papers on articles I have selected and placed in Blackboard Vista. Refer to the following information and guidelines when writing informal papers:

In Blackboard, under each chapter, you will find a selection of articles for each of the 15 chapters in the text. The articles will provide you with an opportunity to read about a different viewpoint of a topic discussed by Broderick and Blewett, or will expand upon a topic relevant to lifespan human development. Once you have selected an article, please read it and write a short (3 to 3 -1/2 page) paper, using the format below:

Selected Articles - Short Paper format

Use 1-inch margins. On a cover sheet, provide the following information: your name, date, chapter number and the title of the article. Start the body of your paper after the cover sheet. Begin by summarizing the article in your own words in 4 - 5 well-written paragraphs (about a page or page and one-half). Spend the rest of the paper discussing your own opinions, experience, and your response to the article. If appropriate, you may wish to tie the article to information discussed in the chapter it corresponds to in the text, and/or refer to our class discussion on the topic. Your paper must be well written, free of grammatical and proofreading errors and 3-1/2 to 4 pages in length to receive full credit.

5. Individual Project

Choose an area of interest in lifespan human developmental psychology for in-depth individual study. You may consult your text to stimulate ideas for a topic for your project. In particular, you may find the Case Studies or the Applications sections which conclude each chapter to be a source of inspiration. If you would like to focus on a topic that isn't covered in our text, you may discuss your proposal with me. There are two components to the individual project: 1) A formal paper (APA Style) in the form of a literature review; and 2) A class presentation, including PowerPoint slides.

1. Literature Review. You will be required to write a 12-15 page formal literature review using APA style. I will be distributing guidelines which you should consult as you write your literature review.

I will also have some papers from former students available in Blackboard for you to take a look at.

2. Class Presentation. Student presentations will provide an opportunity for students to share information that they have acquired for literature reviews. Using your own literature review, create a 25-minute presentation for the class, including PowerPoint slides. Follow the guidelines I'll be distributing.

COURSE ORGANIZATION

There will usually be an introductory lecture on the material covered in the unit. I suggest that you read the material over, even if you just scan it, before our meetings. This will allow you to be prepared to ask questions about parts of the text that are unclear, and to participate in class discussions in a meaningful way. I thoroughly enjoy students' questions and comments in class and welcome them.

We will frequently be seeing videos and may occasionally engage in small group discussions. I have scheduled guest speakers during the semester as well.

If you are still a bit uncomfortable about asking questions in class, please email or call either myself or the teaching assistant. Also, if you have a handicapping condition that I should be made aware of (e.g., a hearing or visual impairment or a learning disability), please let me know so that I can try to accommodate your needs.

GRADING SYSTEM

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester. Point values are as follows:

REQUIRED:

1. The Last Lecture – 25 points **Due Date: Monday, September 8, 2008**
2. Exams 1, 2, and 3 (the final) - 150 points (50 points each)
3. Short Papers - 75 points (5 papers X 15 points each)
4. Individual Project - 150 points
 - A. Formal Paper - 75 points
 - B. Class Presentation - 75 points

TOTAL POINTS POSSIBLE = 400

A = 95% and above	C = 73 - 76%
A- = 90 - 94%	C- = 70 - 72%
B+ = 87 - 89%	D+ = 67 - 69%
B = 83 - 86%	D = 60 - 66%
B- = 80 - 82%	F = Below 60%
C+ = 77 - 79%	

NOTE: Late work will not be accepted. You may email your papers until midnight on Wednesday. You will have the opportunity to sign up for a date for your class presentation which suites your schedule.

I hope that your experiences in this course will prove worthwhile, and I look forward to having you in class.

N.B. **No incompletes** are given in this course.

Regarding Academic Dishonesty: I deal with plagiarism and cheating in the following ways: 1) the student will receive grade of F for the course; and, 2) the Vice President for Student Services will receive a letter from me outlining the details of the infraction.

PSYCHOLOGY 6530 - COURSE OVERVIEW
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READING ASSIGNMENT	DATE
CHAPTER 1: Organizing Themes in Development	Aug. 25, 27
*****LABOR DAY HOLIDAY!!! NO CLASS MONDAY, September 1, 2008*****	
CHAPTER 2: Heredity, Environment and the Beginnings of Human Life	Sept. 3, 8
NOTE: "LAST LECTURE" DUE MONDAY, SEPTEMBER 8	
CHAPTER 3: Neural and Cognitive Developments in the Early Years	Sept. 10
CHAPTER 4: Emotional Development in the Early Years	Sept. 15, 17
CHAPTER 5: The Emerging Self and Socialization in the Early Years	Sept. 22, 24
EXAM 1: Monday, September 29, 2008	
CHAPTER 6: Realms of Cognitive Development in Early Childhood	Oct. 1, 6
CHAPTER 7: Self and Moral Development in Middle Childhood Through Early Adolescence	Oct. 8, 13
CHAPTER 8: Gender and Peer Relationships in Middle Childhood Through Early Adolescence	Oct. 15, 20
CHAPTER 9: Physical, Cognitive and Identity Development in Early Adolescence	Oct. 22, 27
CHAPTER 10: The Social World in Adolescence	Oct. 29, Nov. 3
EXAM 2: Wednesday, November 5, 2008	
CHAPTER 11: Physical and Cognitive Development in Young Adulthood	Nov. 10, 12
CHAPTER 12: Socioemotional and Vocational Development in Young Adulthood	Nov. 17, 19
CHAPTER 13: Middle Adulthood: Cognitive, Personality, and Social Development	Nov. 24, Dec. 1
*****THANKSGIVING BREAK!!! - NO CLASS WEDNESDAY, NOVEMBER 26, 2008*****	
CHAPTER 13: Middle Adulthood: Cognitive, Personality, and Social Development	Dec 1
CHAPTER 15: Gains and Losses in Late Adulthood	Dec. 3
*****FINAL EXAM: WEDNESDAY, DECEMBER 10, 2008, 7:30 - 9:20 a.m.*****	