

Department of Psychology  
UNIVERSITY OF SOUTH FLORIDA

**DEP 4053-001**

**Developmental Psychology**

**CRN 13391**

**3 credit hours**

**Spring 2020**

**CWY 107**

**Tuesdays and Thursdays 11 a.m. – 12:15 p.m.**

**Prerequisites:**

**Completion of PSY 3213 with grade of "C" or better or consent of the instructor  
No freshmen may take this course**

**Instructor:**

**Dr. Judith B. Bryant**

**PCD 4152**

**(813) 974-0475**

**fax: (813) 974-4617**

**judithbryant@usf.edu**

**<http://psychology.usf.edu/faculty/jbryant/>**



**Office Hours:**

**Wednesdays 10-11:45 am, Thursdays 1:15-2 pm, or by appointment**

**Required Text:**

**Lightfoot, C., Cole, M., & Cole, S. (2018). *The development of children* (8<sup>th</sup> ed.). NY: Worth. [note: a copy is available on 3 hour reserve in the library] I recommend that you purchase the loose-leaf version so you can easily bring relevant chapters to class.**

**Required Lab Materials and Handouts: All required lab materials and handouts are available on Canvas. They must be printed and brought to class as needed.**

**Course Description**

Survey of methods, empirical findings, and theoretical interpretations in the study of human development.

**Course Objectives**

This course will provide you with knowledge and skills so that you can better understand and evaluate information about human development from conception through adolescence and about parenting. It will also give you a greater appreciation for what typical children are like. We will focus on important concepts and issues in the study of development, major theories of development, and current research findings. In addition, the course emphasizes the nature of scientific inquiry in developmental psychology and the ways contexts influence development.

**Learning Outcomes**

Students who successfully complete this course will be able to

- Describe major theories of development and understand how they are similar and different
- Describe the ways that context influences development and apply Bronfenbrenner's Ecological Systems Theory to real people
- Understand biological influences on development
- Understand the relative advantages and disadvantages of different methods for studying development
- Identify and recognize typical physical, sensory, social, emotional, and cognitive behavior at different developmental stages

**Text and Attendance**

You are responsible for reading the entire text except as noted on unit Study Guides. The planned schedule tells you more specifically when to read chapters. Lectures and class activities will supplement the text and will not necessarily follow along with the chapters. I expect you to attend class, take notes, and complete all in-class labs. Typically, I do not

provide Power Point slides.

If you anticipate being absent from class due to a major religious observance, participation in an official university event, or a scheduled and documentable medical procedure or legal activity, please provide notice to me, in writing by the end of the second week of classes (January 24) so we can make necessary arrangements.

### **In-Class Writing**

During almost every class in which there is not an in-class lab or exam, I will ask you to complete a short writing assignment. For example, I might ask you to define in your own words or think of an example of a concept from that day's lecture, comment on the methodology used in a particular study, or apply a concept to a new situation. These assignments will give you the opportunity to see whether you have understood the material, and related questions may appear on exams. You must provide your own paper, so please come to every class prepared. To save paper, you are welcome to use the same sheet multiple times. Please print your name and U number at the top of each assignment you submit.

You may receive .5 points each up to a maximum of 8 points total (meaning you could miss some of the approximately 19 assignments). No make-ups are allowed for these assignments, which must be turned in during class time when I request them. Points will be posted in Canvas about once a month.

### **In-Class Labs**

There will be 5 in-class labs over the course of the semester, one for each unit. You are required to print the lab worksheets and bring them to class as needed. You will find the worksheets in the Canvas Modules for the relevant units. All the work will be done in class. You may complete labs individually or in small groups, but everyone must turn in a worksheet by the end of the lab. Each lab is worth up to 8 points. You will not get credit if you do not use the required worksheet.

Labs may begin at any point on the designated day. No make-ups are allowed for the labs, but I will drop your lowest lab score. Therefore, a maximum of 32 points can count toward your final grade.

### **Exams**

Five exams will cover the assigned readings in the text and related material presented in lectures and labs. There will be multiple choice, fill-in-the-blank, and short answer questions on each exam. Exams 1-4 are worth 45 points each, 15 per chapter and associated lectures and labs. Exam 5 is worth 45 points, 11 points each for the last 3 chapters plus 12 review points from the first four units. Study Guides for each exam are located in the modules for each unit in Canvas.

No make-ups will be allowed for exams except in serious and emergency situations (e.g., required court appearance, hospitalization, death of an immediate family member) that can be appropriately documented. Under these circumstances, you must notify me by email no later than 5 pm the day of the exam, preferably ahead of time, that you will miss or have missed an exam. You may be permitted to take a make-up if you received prior permission to do so because of religious observance, participation in an official university event, or scheduled medical or legal event. All make-ups must be completed before the next class period (or, in the case of Exam 5, by May 11).

During exams, you will only be permitted to have pencils, erasers, pencil sharpeners, and your official USF ID card at your desk. Please leave refreshments, book bags, and other materials in the front of the classroom or do not bring them at all. Turn off all cell phones and other electronic devices and please do not wear hats. You are responsible for bringing your own sharpened #2 pencils to the exams. You may not take the exam if you arrive after any student has already completed it, and you may not leave the room while you are taking an exam. **BE PREPARED TO SHOW YOUR USF ID WHEN YOU TURN IN YOUR EXAM.**

### **Grades**

Your grade for the course is based on your exam, lab, and in-class writing performance. Students who earn at least 90% of the total points possible will receive a grade of "A", students who earn at least 80% of the total points will receive a grade of "B", etc. Students who receive a higher grade due to extra credit points will receive a "-." The current university policies concerning S/U and Incomplete Grades will be followed.

You may view your scores on Canvas. Do not rely on the way Canvas calculates percentages and grades, however. If

you wish to calculate your grade, you may use this template:

_____ Exam 1 (max 45 points)	_____ Exam 5 (max 45 points)
_____ Exam 2 (max 45 points)	_____ Best 4 of 5 Labs (max 4 x 8 = 32 points)
_____ Exam 3 (max 45 points)	_____ 16 In-Class Writing Assignments (max 16 x .5 = 8 points)
_____ Exam 4 (max 45 points)	_____ TOTAL (max 265 points)

A: 238-265 points	B: 212-237 points
C: 185-211 points	D: 159-184 points

### **Extra Credit**

You may earn up to 3 points of extra credit by completing optional, class-related assignments. They include an on-line form introducing yourself to me and indicating that you will be academically honest in my class and on-line self-assessments following Exams 1 and 2. These optional, extra credit assignments are located in the "Optional Extra Credit" module in Canvas where they appear as Quizzes. They are open and due on various dates as indicated on Canvas.

I will add any extra credit points you earn to your total score in the course after I have determined cut-offs for final grades. That is, earning extra credit points may boost your grade if you are close to a cut-off, but not earning them will not hurt you in any way. Extra credit points can only improve your grade if you are passing the course; they will not be applied if you have earned an F or U.

Academic dishonesty will result in an "FF" for the course and a recommendation for disciplinary action by USF. The first extra credit assignment asks you to indicate electronically that you understand what constitutes academic dishonesty and that you agree not to engage in such practices in my class.

### **Studying for Exams**

First, you should spend time each week reading the text and handouts, reviewing your notes, and studying.

Second, READ THE TEXT using the study guides that tell you where to focus!!! Try to read the assigned chapters before each class meeting. That will give you the opportunity to ask relevant questions and integrate information from the class with information in the text. Make sure you read and understand a section of the text before you start outlining it. (Outlining is always better than highlighting for learning and retaining information.) Students typically outline too much and fail to outline the main points of a section. Outline no more than about 3-4 main points for each sub-section. Also, write out key terms with definitions and examples if they are listed on the study guide.

Third, attend every class session and take notes. According to research (Mueller & Oppenheimer, 2014 – posted in Canvas), taking notes by hand helps students learn lecture material better than does taking notes on a laptop or similar device. Before the next class session, review your notes and be sure to ask me or a classmate about information you don't understand.

Fourth, begin studying for each exam as early as possible. The material is not difficult, but there is a lot of it, so you cannot cram the night before each exam. (Research indicates that sleep enables the brain to consolidate information so that you can remember it.) Do not simply read and reread the text and notes; test yourself for your knowledge of the material. Use the chapter headings and sub-headings in the Table of Contents (pp. xi-xviii) and ask yourself to list main points in each section. Review the key terms at the end of each chapter and try to come up with definitions and examples of each term. Then check to make sure you're correct. Use a similar process with your lecture notes using my daily outline for retrieval cues. That is, force yourself to take a 'practice exam.' You will soon see what information you know well and what you need to study and learn more thoroughly. You could also work with a study partner.

Finally, if you need help with study skills, time management, writing, test-taking, or stress, check out the "Study Skills Tips" module in Canvas, USF's Academic Success Center (<http://www.usf.edu/undergrad/academic-success-center/index.aspx>), or the USF Counseling Center (974-2831, SVC 2124, <http://www.usf.edu/student-affairs/counseling-center/>). There are links to the latter two in the "Learning Resources" module in Canvas. You may also see me during

office hours or by appointment at another time.

### **Communication**

You are responsible for checking for important class announcements on Canvas. Some announcements may also be sent by email to your official USF email account. If you use a non-USF email address, please arrange to have all your USF emails forwarded and make sure they do not end up in your junk file.

### **Professionalism in the Classroom**

I expect all students to show respect for me and for other students in the class. That is, I expect students to dress appropriately (e.g., wear shoes); to avoid sleeping, reading, texting, taking phone calls, checking email or web surfing, or otherwise disrupting class activities; to behave courteously when others ask questions or express ideas; to arrive for class on time; and not to leave until the end of class. Per university policy, phones and other electronic devices must be silenced during class time.

### **Note Taking, Recording, Photography, and Use of Laptops**

You are encouraged to take notes on the lectures, but only for your personal use. Lecture notes will not be made available on Canvas. Note-taking is an important skill for college students to develop. In addition, actively listening and taking good notes by hand (not on an electronic device) helps you stay alert and learn the material (see Mueller & Oppenheimer, 2014, on Canvas).

The class sessions may not be recorded in any manner (e.g., audio or video recordings, digital transmission, photography) unless I grant permission in writing beforehand and students in class are informed that the class is being recorded. If you wish to record lectures, please put your request in writing at least 24 hours before you hope to record.

You may not distribute notes, recordings, photographs, or any other class materials (except the text) for purposes of sale to any company or individual; they are only for your personal use related to the class. This rule applies even if you have my permission to record my lectures. You are not permitted to upload lecture notes, video-recordings, or photographs to any internet sharing site.

Failure to comply with rules regarding the sale or distribution of notes, assignments, recordings, or other class-related materials (not including the text) will result in referral to Student Affairs.

You are strongly discouraged from using a phone, pad, or laptop during class because it is likely to be distracting to me and to other students. As noted above, research demonstrates that taking notes by hand is a more effective way to learn course material.

### **Academic Honesty**

Academic honesty is central to the academic process. It is essential that both students and faculty live up to the highest ethical standards with respect to the origin of ideas, the accuracy of data, and like matters. People of principle are scrupulous about conducting themselves with integrity and avoiding even the appearance of being academically dishonest.

Many different actions constitute academic dishonesty. What follows are some examples of behaviors that illustrate such dishonesty. This is not a complete list, and ignorance about other examples is not an excuse for dishonesty.

- Cheating on exams (e.g., illicitly using notes or other sources of information while taking an exam, obtaining information about the exam prior to the time it is given, copying answers from another student, having another person take the exam for you, providing information about the exam to another student)
- Plagiarizing (e.g., copying all or part of someone else's assignment without the instructor's permission)
- Providing false excuses (e.g., lying about why one cannot take an exam or why an assignment is late, forging or altering a legal or medical excuse)
- [NOTE: The secret answer for Optional Extra Credit #1 is "Green & Gold".]
- Using websites that enable cheating (e.g., downloading or uploading course material using sites such as CourseHero.com)
- Falsifying information (e.g., making up content for an assignment)
- Colluding on an assignment (e.g., working with other students on an assignment without the instructor's

- approval, submitting work for another student)
- Disadvantaging other students (e.g., stealing or damaging a peer's notes or textbook, sabotaging another student's work)

I believe that most if not all of you are honest. Nonetheless, it is important that I convey my expectations clearly and specifically.

### **Summary of important dates**

Exams: January 30, February 20, March 12, April 9, May 5

In-Class Labs: January 21, February 11, March 5, March 26, April 28

Spring Break: March 16-22

Last day to drop with a "W," no refund, no academic penalty: March 28

### **Planned schedule**

I reserve the right to modify the syllabus when deemed necessary and appropriate to accomplish the goals of the course. Changes, if any, will be announced in class and on Canvas.

The reading assignments are suggestions that will help you keep up with the chapters. Consult the study guides to see where to focus and what to skip.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	January 14	The Study of Human Development	pp. 1-22
	January 16	The Study of Human Development	pp. 22-45
2	January 21	Biocultural Foundations BRONFENBRENNER IN-CLASS LAB	PP. 46-63
	January 23	Biocultural Foundations	pp. 63-77
3	January 28	Prenatal Development and Birth	pp. 79-119
	January 30	EXAM 1	
4	February 4	The First Three Months	pp. 120-140
	February 6	The First Three Months	pp. 140-159
	February 10	Last day to apply for spring graduation	
5	February 11	Physical and Cognitive Development in Infancy INFANT MOTOR AND SENSORY SKILLS LAB	pp. 161-195
	February 13	Social and Emotional Development in Infancy	pp. 197-215
6	February 18	Social and Emotional Development in Infancy	pp. 216-223
	February 20	EXAM 2	
7	February 25	Language Acquisition	pp. 224-239
	February 27	Language Acquisition	pp. 239-259
8	March 3	Physical and Cognitive Development in Early Childhood	pp. 261-276

	March 5	Physical and Cognitive Development in Early Childhood PRESCHOOL SOCIAL, MOTOR, & LANGUAGE BEHAVIOR LAB	pp. 277-291
9	March 10	Social and Emotional Development in Early Childhood	pp. 293-327
	March 12	EXAM 3	
	March 16-22	SPRING BREAK - NO CLASS	
10	March 24	Contexts of Development	pp. 329-349
	March 26	Contexts of Development CONTEXTS, RISK, AND RESILIENCE LAB	pp. 349-367
	March 28	Last day to drop with a "W"	
11	March 31	Physical and Cognitive Development in Middle Childhood	pp. 368-389
	April 2	Physical and Cognitive Development in Middle Childhood	pp. 389-407
12	April 7	School as a Context for Development	pp. 409-439
	April 9	EXAM 4	
13	April 14	Social and Emotional Development in Middle Childhood	pp. 441-473
	April 16	Physical and Cognitive Development in Adolescence	pp. 474-501
14	April 21	Physical, Cognitive, Social, and Emotional Development in Adolescence	pp. 501-532
	April 23	Social and Emotional Development in Adolescence	pp. 532-563
15	April 28	ADOLESCENT SEXUALITY IN CONTEXT LAB	
	April 30	Reading Day - NO CLASS	
	May 5	EXAM 5 - 10 a.m. - noon	

### **Volunteer Opportunities**

There are many ways to volunteer your time to work with children and families in our community. One way to find out how is through The Center for Leadership and Civic Engagement, MSC 1300, 974-7595, <http://www.usf.edu/student-affairs/leadership-civic-engagement/> . Another way is to meet with me during office hours.

### **Graduate Study in Developmental Psychology**

See <http://www.apadivisions.org/division-7/students-careers/graduate-programs.aspx> for information about graduate programs in developmental psychology and related disciplines.

### **University Policies**

Policies about academic integrity, academic grievances, disability access, disruption to academic progress, food and housing insecurity, religious observances, sexual misconduct/sexual harassment, and academic continuity are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>