



**Psy. 213**  
**Developmental Psychology**  
**Fall 2012**

Instructor: Robert D. Blagg, Ph.D.  
Office: North Hall – 1724  
Office Phone – TBD  
Email: robert.blagg@csuci.edu  
Office hours: Monday & Wednesday (7:15 –7:45 or by appointment)

Class Meetings: Monday, Wednesday (6:00–7:15 pm)  
North Hall – 1530

Required Text: Santrock, *Essential of Life-Span Development*  
ISBN: 978-0-07-353207-3, 2<sup>nd</sup> Ed., 2011.  
(If you choose to use the previous edition, please compare assigned chapters and pages to the current edition to ensure you read the correct sections)

Supplementary Materials: Other materials will be made available via the course website: *CI Learn – csuci.blackboard.com*

Course Description:

As you watch an infant struggle to grasp a toy or a young child trying to sound out a simple word, it's easy to see how much you've changed. In the same way, glimpsing a young father balancing a baby and a bag of groceries or an old woman laughing with a friend reminds us of how far we have yet to go. Developmental Psychology is an introductory that explores the processes that shape our lives between conception and death. Although each life unfolds in its own unique pattern, we will explore the ways biological, psychological, and sociological influences systematically combine to shape its course. This class will help you to develop an understanding of the concepts, methods, and research findings central to the study of developmental psychology.

Format & Goals:

This course has five primary goals:

1. to learn the factual information that is the basis of our scientific understanding of developmental psychology

2. to begin to address the primary literature in developmental psychology
3. to understand the importance of theory in influencing empirical research and to learn to recognize the implications of theory for research
4. to encourage you to work with other students in the class to improve your understanding of the material
5. to recognize the diversity of life experiences that shape individual development

Although this is introductory course, this doesn't mean it is an *easy* course. In many ways, introductory classes require a lot more work on the part of students because there is a lot of information that will be new to you. *Developmental Psychology* is especially tough, because we are going to be covering a lot of ground. Introductory courses don't require you to have any background in the course topic to understand the material presented. If you become confused, or feel like I'm expecting you to understand a concept that I haven't introduced yet, PLEASE STOP ME AND ASK ME TO EXPLAIN! If you don't feel comfortable asking during class, drop by my office, send me an e-mail, or ask me after class. Remember, if you don't understand the material, other people in the class probably don't either, and they will be very grateful to you for asking.

#### Course Requirements:

It is your responsibility to attend all classes and learn material presented during lectures, class discussions/activities and assigned readings. You are also responsible for keeping informed of any changes that are announced in class or through the course website regarding assignments and changes in schedule. Because much of class time will involve discussion of outside readings, it is *imperative* that you keep up with the reading and come prepared for class. The better prepared you are, the more you can contribute to your fellow students. Reading assignments should be completed before class on the dates indicated on the syllabus.

Attendance will be taken during the first few class meetings. Those who do not attend these meetings will be dropped from the course in accordance with University's "drop" policy. Attendance is not mandatory for this course. However please be aware that students who attend class regularly will have a great advantage because test questions will be taken from the assigned readings, lecture material and class discussions.

#### Evaluation:

There are three major criteria on which you will be evaluated: your performance on exams, life course essays, and course participation.

- **Exams:** You will complete three exams, including the final (30-50 multiple choice, true/false questions, and/or matching), during the course of the semester. A scantron form 882-E will be required for each exam.
- **Life-Course Essay:** Two challenges of teaching and learning about life-span development are that it is difficult to disentangle our own life experiences from those of others and it is difficult to tie together material learned about infancy with that of old age. One way that we will confront these difficulties is through an essay paper. As we move through course

topics, we will learn about central theories and perspectives in the field of developmental psychology and how they can inform our understanding of the changes and challenges a developing person experiences. For the life-course essay you will interview (YOU MUST SECURE IN WRITING YOUR SUBJECT'S PERMISSION TO BE INTERVIEWED) or otherwise investigate (e.g., research an individual you don't know personally) an individual about the developmental stages they have progressed through and the related challenges they have overcome, or milestones they have reached. Depending on the age of the interviewee, you will learn about their experiences at up to six developmental stages: the first two years, childhood (2-11 yrs.), adolescence (11-18 yrs.), emerging adulthood (18 -25 yrs.), adulthood (25 – 65 yrs.), and late adulthood (65 + yrs.). You will then adopt a major theory or perspective in developmental psychology, which you think is most informative or explanatory with regard to the development of your interview subject. Your life course essay will focus on describing and informing the growth of your interview subject from a developmental psychological perspective. Through studying an individual's growth you will learn about how she or he experienced and grew through the developmental stages which face us all as we mature.

*The life-course essay assignment includes 2 parts:*

**1) Abstract (5%):**

- a) Briefly introduce your subject, the developmental theory or perspective you adopt, and how the theory or perspective best informs your subject's growth
- b) Must conform to APA format (e.g., 150-250 words)
  - i) For tips see – [www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) and handout on course website

**2) Essay (40%) must include the following sections (each sub-section must have a title):**

- a) *Introduction* (5%; half page) – What will you describe? What is interesting about your interview subject? What developmental theory or perspective did you adopt? What did you learn?
- b) *Growth* (10%; 1 – 1.5 pages) – Describe the growth (e.g., physical, mental, emotional, social or historical life change) of your interviewee, through up to six life stages.
- c) *Developmental Theory / Perspective* (10%; 1 – 1.5 pages) – Describe a relevant developmental theory or perspective appropriate for the interpreting the growth and change of your interview subject.
- d) *Integration & Conclusions* (15%; 1 – 1.5 pages) – Discuss how the developmental theory you adopted best describes or can inform the growth and change experienced by your interviewee. Highlight how your new understanding of the given psychological theory or perspective has shaped your understanding of human development across the life-span.

The Life-Course Essay is due via “turnitin” (through *CI Learn – csuci.blackboard.com*) prior to the beginning of last regular class meeting, prior to the final (see schedule below). Submit essays with your full name included in the name of the file attachment. Life-course essay should be prepared in APA format (e.g., Times New Roman size 12 font, double spaced) and

no more than 5 pages, not less than 4 pages. *Late essays will not be accepted. Plagiarism will be dealt with in accordance with University policy.*

- **Course Participation (10%):** Includes – 1) participation in, and completion of, regular in class assignments/activities; and 2) informed contributions to each class session which enrich the learning experiences of all course members (so, to be successful here, you must come to class prepared).

Missed exams, late essays, and absences:

Because it is extremely difficult to evaluate the validity of excuses for missing an exam or submitting an assignment late, the general policy will be to permit make-up essays only for a confirmed emergency or illness. Please notify me as soon as it is apparent that an exam will be missed. Failure to notify me promptly may result in refusal to administer a make-up and a score of zero for the exam. ALL WRITTEN ASSIGNMENTS ARE DUE BY THE BEGINNING OF CLASS ON THE DAY INDICATED ON THE SYLLABUS OR OTHERWISE STATED BY THE INSTRUCTOR. LATE ESSAYS WILL NOT BE ACCEPTED.

Your final grade will be based upon the following criteria:

- 45%** 3 Exams (15% each)
- 45%** Life-Course Essay
- 10%** Course Participation

Grading Scale:

- 92-100 = A
- 90-91 = A-
- 88-89 = B+
- 82-87 = B
- 80-81 = B-
- 78-79 = C+
- 72-77 = C
- 70-71 = C-
- 60-69 = D
- < 60 = F

Tentative Class Schedule

**August**

Monday	Tuesday	Wednesday	Thursday	Friday
27 First Class Session - Introduction; READ: Santrock – CH 1	28	29 READ: Santrock – CH 1	30	31

## September

Monday	Tuesday	Wednesday	Thursday	Friday
3 <b>Labor Day Holiday; campus closed</b>	4	5 READ: Santrock – <i>CH 2 – Biological Beginnings Infancy</i>	6	7
10 READ: Santrock – <i>CH 3 – Physical &amp; Cognitive Development in Infancy</i>	11	12 READ: Santrock – <i>CH 4 – Socioemotional Development in Infancy;</i>	13	14
17 READ: Santrock – <i>CH 5 – Physical and Cognitive Development in Early Childhood</i>	18	19 READ: Santrock – <i>CH 6 – Socioemotional Development in Early Childhood</i>	20	21
24 <i>Review for Exam 1</i>	25	26 <b>Exam #1</b>	27	28

## October

Monday	Tuesday	Wednesday	Thursday	Friday
1 READ: Santrock – <i>CH 7 – Physical and Cognitive Development in Middle and Late Childhood</i>	2	3 READ: Santrock – <i>CH 8 – Socioemotional Development in Middle and Late Childhood ;</i>	4	5
8 READ: Santrock – <i>CH 9 – Physical and Cognitive Development in Adolescence; Life Course Essay Abstract Due</i>	9	10 READ: Santrock – <i>CH 10 – Socioemotional Development in Adolescence</i>	11	12
15 READ: Santrock – <i>CH 11 – Physical and Cognitive Development in Early Adulthood</i>	16	17 READ: Santrock – <i>CH 12 – Socioemotional Development in Early Adulthood</i>	18	19
22 <i>Review for Exam 2</i>	23	24 <b>Exam #2</b>	25	26

29 READ: Santrock – <i>CH 13 – Physical and Cognitive Development in Middle Adulthood</i>	30	31 READ: Santrock – <i>CH 14 – Socioemotional Development in Middle Adulthood</i>		
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### November

Monday	Tuesday	Wednesday	Thursday	Friday
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5 READ: Santrock – <i>CH 15 – Physical and Cognitive Development in Late Adulthood</i>	6	7 READ: Santrock – <i>CH 16 – Socioemotional Development in Late Adulthood</i>	8	9
12 <b>Veteran's Day Holiday Observed; campus closed</b>	13	14 READ: Santrock – <i>CH 17 – Death, Dying, and Grieving</i>	15	16
19 TBA	20	21 TBA	22 <b>Thanksgiving Recess; campus closed</b>	23 <b>Thanksgiving Recess; campus closed</b>
26 TBA	27	28 TBA	29	30

### December

Monday	Tuesday	Wednesday	Thursday	Friday
3 TBA	4	5 Review for Final Exam; <b>Life Course Essay Abstract Due</b>	6	7
10	11	12 <b>Final Exam – 7:00 pm</b>	13	14
17	18	19	20	21 Last day of the Fall 2012 semester

### Disabilities statement

(access this policy at <http://www.csuci.edu/disability/disability.htm>):

California State University Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510, <http://www.csuci.edu/drp/index.htm>, for personal assistance and accommodations. If you plan to do so, please take care of that as early in the semester as possible.

Students facing a variety of large and small psychological obstacles, struggling with issues such as family, social and romantic relationships, life transitions, sexuality, grief, stress, sexual assault, anxiety, loss of motivation or depression that may be interfering with their academic progress and/or relationships satisfaction can contact Personal Counseling Services at the Student Health and Counseling Center in Yuba Hall (behind Sage Hall) for assistance. PCS provides free and confidential meetings to students who may be dealing with a variety of issues. Please visit PCS website at <http://www.csuci.edu/studentlife/personalcounsel.htm> or contact their office via phone: (805) 437-2088.

### Academic Honesty:

Students are required to submit material that is the product of their own work. Any representation of another's work as one's own is strictly prohibited. Whenever work draws on existing sources, those sources must be properly cited. Academic dishonesty is a violation of university codes and will be taken very seriously. Please refer to the current CSUCI catalog for the description of and university policy on academic dishonesty The University Catalog can be accessed at <http://www.csuci.edu/academics/scheduleandcatalog.htm>. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Instances of academic dishonesty include:

**CHEATING:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**FABRICATION:** Intentional falsification or invention of any information or citation in an academic exercise.

**FACILITATING ACADEMIC DISHONESTY:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**PLAGIARISM:** Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Any instance of academic dishonesty in this course will be reported to the Office of the Dean of Students and will result in a disciplinary action such as, but not limited to, receiving a failing grade, expulsion, suspension, or being placed on probation.

### Limited confidentiality:

I can offer you limited confidentiality -- as an instructor, if I am informed verbally or in writing that you or another identifiable person close to you is in imminent physical danger, i.e., homicide or suicide, OR if a child or elderly person is the victim of emotional, physical, psychological or sexual abuse, I MUST report such activities to persons or agencies that can prevent such danger or abuse.

**Note:** THIS SYLLABUS MAY BE CHANGED OR ALTERED AT THE INSTRUCTOR'S DISCRETION.