

**SYLLABUS**  
**PSYCHOLOGY 273: Developmental Psychology**  
**Fall 2015**  
**MWF 9:20 a.m. – 10:10 a.m.**

- *Instructor: Maria Marcus, M.A.*
- *Office: Coffey Hall 116*
- *Office hours: Wednesdays 10:30 a.m. - 12:30 p.m., and by appointment*
- ☎ *Office Phone: 773-508-8707, but e-mail is best*
- ✉ *E-mail: mmarcus@luc.edu*

**TEXTBOOK**

Berk, L. E., & Meyers, A. B. (2015). *Infants, children, and adolescents* (8<sup>th</sup> ed.). Boston, MA: Pearson Education Inc.

**COURSE DESCRIPTION**

This course offers an overview of the patterns and changes in the behavior and experiences of infants, children, and adolescents. Within each of these three developmental periods, we will discuss four major domains: physical, cognitive, social, and emotional development. Moreover, we will consider the role of biology, environment, and culture in development.

**COURSE OBJECTIVES**

The knowledge you will gain in this course is essential if you decide to pursue a career in psychology. But even if a career in psychology is not for you, learning about children's development is still very important and useful. Some of you will become parents one day, others will end up working with children (e.g., teachers, nurses), and most of you will interact with children at some point in your life (e.g., as aunts, uncles, or family friends). With this in mind, the particular objectives of this course are listed below. Please note that these course objectives correspond to the IDEA objectives on which you will evaluate the course.

- *Course Objective 1/IDEA Objective 1: Provide you with factual knowledge*
  - You will acquire knowledge about various research methods and designs; we will discuss the strengths and weaknesses of each. This knowledge will help you critically evaluate the various theories and research findings that we will discuss.
  - You will learn *when* and *why* important physical, cognitive, social, and emotional changes occur.
  - You will learn key concepts that are part of the field's vocabulary.
- *Course Objective 2/IDEA Objective 3: Assist you in applying the course material to real-life situations*
  - You will become familiar with a number of research-based applications regarding important issues, such as TV and computer use in the early years, helping young children manage common fears, to name just a few.

- *Course Objective 3/IDEA Objective 8:* Develop your verbal and writing skills
  - You will learn how to verbally articulate what you have learned.
  - You will learn to write clearly and concisely about the topics we will cover.
  
- *Course Objective 4/IDEA Objective 11:* Foster your critical thinking skills
  - You will learn how to critically evaluate research findings, media reports, and debates on various developmental issues.
  - You will learn to appreciate the role of culture in development.

## COURSE REQUIREMENTS

**1. Unit Exams (100 points each).** There will be 5 non-cumulative exams, each with 50 multiple-choice questions. Exams will be based on the material reviewed in class as well as the material covered in the assigned readings. ***Your final grade will be based on your four highest exam grades; your lowest exam grade will be dropped.*** Attendance is REQUIRED on all exam days. There will be NO make-ups for missed exams, with the exception of university-mandated events, unforeseen emergencies, and extenuating circumstances with documentation and only at the discretion of the instructor. In such cases, please notify me as soon as possible via e-mail.

**2. Active Learning Activities (10 points each).** There will be 10 active learning activities for you to complete throughout the semester. Each is worth 10 points, and they will be either a group discussion or a short written reflection on the course material. Keeping up with class readings will be vital to doing well on these activities.

Requirement	Description	Possible Points	Percent of Final Grade
5 Exams	100 points each; lowest score will be dropped	400	80%
10 Activities	10 points each	100	20%
<b>Total Points</b>		<b>500</b>	

## GRADING

90 – 100% (450 – 500 points) = A  
 87 – 89% (435 – 449 points) = B+  
 80 – 86% (400 – 434 points) = B  
 77 – 79% (385 – 399 points) = C+  
 70 – 76% (350 – 384 points) = C  
 67 – 69% (335 – 349 points) = D+  
 60 – 66% (300 – 334 points) = D  
 < 60% (< 299 points) = F

## GENERAL CLASSROOM POLICIES

1. *Academic Integrity:* To uphold the university’s commitment to personal honesty, instances of academic misconduct (e.g., cheating) will NOT be tolerated. **Exams will be closed book, with no notes.** <http://luc.edu/education/syllabus-addendum/>

“Academic cheating is a serious act that violates academic integrity. Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to, or obtaining information, from another student during the examination; attempting to change answers after the examination has been submitted; and falsifying medical or other documents to petition for excused absences all are violations of the integrity and honesty standards of the examination process.” ~ excerpt from the Loyola University website address: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

Instances of cheating will result in a 0 for the active learning activity or the exam, a failing grade in the course, and a memo regarding such instances being placed in your file. Additional information on academic integrity and repercussions for academic dishonesty is located at the link above.

2. *Readings*: You are expected to attend each class and be prepared to discuss the assigned readings. The readings on the course schedule should be completed BEFORE class.
3. *Write Clearly and Concisely*: One of the objectives of this course is for you to learn how to write succinctly. Make sure to write using proper grammar and punctuation. A great writing resource is Strunk and White’s *The Elements of Style*, which can be found at: <http://www.goodreads.com/ebooks/download/33514?doc=4283>
4. *Technology Policy*: Research has revealed that students who take notes by hand have a better grasp of the material than those who take notes on a laptop (Mueller & Oppenheimer, 2014). Given these findings, I strongly encourage you to take notes by hand. If you choose to take notes on a laptop, MacBook, or iPad, then you should only use a word processing program during class.  
\*Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159-1168. doi: 10.1177/0956797614524581
5. *Students with Disabilities*: To promote a learning environment that meets students’ diverse needs, students with documented disabilities must contact me at the beginning of the semester to discuss any necessary accommodations to meet course requirements. More information on supporting students with disabilities can be found at: <http://www.luc.edu/sswd/>
6. *Voice Recording*: This is permissible with proper documentation, but you must talk to me first. This last point is extremely important because I will show video clips in class that are copyright and/or signed under confidentiality agreements.
7. *Student Conduct*: To foster a community of learners in our classroom, I will enforce rules that are based on mutual respect and are conducive to learning. I will be available to answer questions during class and outside of class. I will provide reasonable guidance on exams and ensure that the course objectives are met. In turn, students are expected to arrive to class on time and to stay until the end of class. Behavior that is defiant,

disrespectful, disruptive, or distracting to the instructor or fellow students will not be tolerated (e.g., speaking at inappropriate times, taking frequent breaks, texting, verbal abuse). Cell phones **MUST** be turned OFF when class is in session. In other words, texting in class, talking on the phone, or using one's phone during class for any reason is **NOT** permitted.

8. *Extended Absences from Class*: Severe illnesses may keep students away from class for extended periods. Such situations will be resolved on a case-by-case basis. Students who are absent from a significant number of classes due to illness may want to consider taking the course at another time.
9. **No incompletes will be given unless the student's situation strictly complies with the University's policies.**

## COURSE CALENDAR

Below you can find a tentative listing of topics and assigned readings. Topics may take more or less time to cover depending on class understanding of various topics. *It is your responsibility to keep track of any course changes.*

Week #	Date	Lecture Topic
Week 1	8/24	<i>Introductions and Overview of the Course</i>
	8/26	Chapter 1: History, Theory, and Research Strategies
	8/28	Chapter 1: History, Theory, and Research Strategies
Week 2	8/31	Chapter 1: History, Theory, and Research Strategies
	9/2	Chapter 2: Genetic and Environmental Foundations
	9/4	Chapter 3: Prenatal Development
Week 3	9/7	☞ No Class - Labor Day ☞
	9/9	Chapter 3: Prenatal Development
	<b>9/11</b>	<b>EXAM #1 (Chapters 1-3)</b>
Week 4	9/14	Chapter 5: Physical Development in Infancy and Toddlerhood
	9/16	Chapter 5: Physical Development in Infancy and Toddlerhood
	9/18	Chapter 6: Cognitive Development in Infancy and Toddlerhood
Week 5	9/21	Chapter 6: Cognitive Development in Infancy and Toddlerhood
	9/23	Chapter 6: Cognitive Development in Infancy and Toddlerhood
	9/25	Chapter 7: Emotional and Social Development in Infancy and Toddlerhood
Week 6	9/28	Chapter 7: Emotional and Social Development in Infancy and Toddlerhood
	9/30	Chapter 7: Emotional and Social Development in Infancy and Toddlerhood
	<b>10/2</b>	<b>EXAM #2 (Chapters 5-7)</b>
Week 7	10/5	☞ No Class - Mid-Semester Break ☞
	10/7	Chapter 8: Physical Development in Early Childhood
	10/9	Chapter 8: Physical Development in Early Childhood
Week 8	10/12	Chapter 9: Cognitive Development in Early Childhood
	10/14	Chapter 9: Cognitive Development in Early Childhood
	10/16	Special Topic: Parent-Child Conversations and Children's Memory
Week 9	10/19	Chapter 10: Emotional and Social Development in Early Childhood
	10/21	Chapter 10: Emotional and Social Development in Early Childhood
	<b>10/23</b>	<b>EXAM #3 (Chapters 8-10)</b>
Week 10	10/26	Chapter 11: Physical Development in Middle Childhood
	10/28	Chapter 11: Physical Development in Middle Childhood
	10/30	Chapter 12: Cognitive Development in Middle Childhood
Week 11	11/2	Chapter 12: Cognitive Development in Middle Childhood
	11/4	Chapter 12: Cognitive Development in Middle Childhood
	11/6	Chapter 13: Emotional and Social Development in Middle Childhood
Week 12	11/9	Chapter 13: Emotional and Social Development in Middle Childhood
	11/11	Chapter 13: Emotional and Social Development in Middle Childhood
	<b>11/13</b>	<b>EXAM #4 (Chapters 11-13)</b>

Week 13	11/16	Chapter 14: Physical Development in Adolescence
	11/18	Chapter 14: Physical Development in Adolescence
	11/20	Chapter 15: Cognitive Development in Adolescence
Week 14	11/23	Chapter 15: Cognitive Development in Adolescence
	11/25	<b>∞ No Class - Thanksgiving Break ∞</b>
	11/27	<b>∞ No Class - Thanksgiving Break ∞</b>
Week 15	11/30	Chapter 16: Emotional and Social Development in Adolescence
	12/2	Chapter 16: Emotional and Social Development in Adolescence
	12/4	<i>Last Day of Class: Jeopardy</i>
<b>Final Exam</b>	<b>12/12</b>	<b>EXAM #5 (Chapters 14 – 16; non-cumulative) Saturday, December 12<sup>th</sup>, 1:00 P.M. – 3:00 P.M.</b>