Course Syllabus

Division: Theoretical and Behavioral Foundations
Program Area: Educational Psychology
Course: EDP 7410 Human Developmental Psychology
Course Credit: 4 Semester Hours
Term/Year: Winter 2016
Course Location: 215 State Hall
Day/Time: Mondays, 4:30 – 8:10 p.m.
Instructor: Carie McGauley, Ph.D., L.P., School Psychologist
Office Hours: Before or After Class and By Appointment
E-Mail: mcgaulec@wbsdweb.com; ds6979@wayne.edu

Course Description and Objectives:
This course will explore, in-depth, human development from a life-span approach (i.e. conception until death), thinking critically about the biological, cognitive, and socio-emotional processes that contribute to the changing human being. We will examine universal features of development, as well as individual variations and discuss how developmental psychology is intimately tied to many other areas of psychology (abnormal psychology, social psychology, cognitive psychology, school psychology, etc). We will also focus on the applicability of developmental issues to practice in educational settings and discuss a diathesis-stress model of normal vs. abnormal development.

The objectives of the course are for students to be able to:
1. describe the developing person at different periods in the life span.
2. provide a perspective on the changes that take place during an individual’s life from birth to death;
3. examine possible causes or sources of developmental change and reasons for disturbances in the developmental process;
4. demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them;
5. describe objective techniques and skills for observing human behavior;
6. discuss ways in which social, political, and cultural trends affect the individual;
7. recognize the general similarities and differences within and among people of all ages, cultures, and backgrounds;
8. apply implications from varying developmental models to educational processes.

Required Text:

Additional Readings: Additional readings of current journal articles may be assigned.
Assessments:
Two examinations, one quiz, and two projects, one minor and one major, will be the foundation for assessment in this course. The tests will be a combination of multiple choice and essay, including content covered in class, assigned readings, and in the textbook. Each exam is worth 100 points; the minor project and the quiz are each worth 50 points. You will have 45-50 minutes to complete the quiz in class. The major project is worth 150 points.

Make-up exams are not allowed unless students provide me with university-authorized documentation. If you become ill or have a car accident, you need to report that you will miss the exam and must reschedule. If you know in advance that you will miss an exam, you must make arrangements to take the exam before the scheduled date.

Attendance:
Students are expected to attend class and come prepared, having read weekly assigned readings prior to the class meeting and able to discuss these readings in class. At the end of the term, borderline grades will be considered for advancement to the higher grade for students who maintained good attendance and active participation in class through extra credit options.

Final Grades:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>50 points</td>
</tr>
<tr>
<td>Examination #1</td>
<td>100 points</td>
</tr>
<tr>
<td>Examination #2</td>
<td>100 points</td>
</tr>
<tr>
<td>Minor Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Paper (Major Project)</td>
<td>150 points</td>
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</tbody>
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450 points total

Quizzes ranging from 5-10 points will be given at the beginning of each class for extra credit opportunities. No additional extra credit options will be offered.

The following grading scale will be applied:

Scores reflect the percentage of total points possible, not including extra credit.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>69 or below</td>
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</table>
Academic Dishonesty:
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Student Handbook, the Undergraduate Bulletin, The Student Due Process Policy and any other formal documents that are created for students at WSU. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

Attention Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Professional Behavior:
Consistent with NASP’s goals, and as outlined in the SCP program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability
**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Withdrawal Policy**
- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Class Introduction Online Introduction—no class meeting</td>
<td></td>
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<tr>
<td>January 18</td>
<td>University Holiday—No CLASS!</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>Welcome and Research Methods Theories of Development/Biological Beginnings</td>
<td>Ch. 1,2</td>
</tr>
<tr>
<td>February 1</td>
<td>Biological Beginnings; Prenatal Dev. &amp; Birth Major Paper Topics Selection of interview candidate due</td>
<td>Ch. 2,3</td>
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<tr>
<td>February 8</td>
<td>QUIZ Begin Infant Development</td>
<td>Ch. 4</td>
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<tr>
<td>February 15</td>
<td>Interview due Infancy: Cognitive Devel. Theory of Attachment &amp; Related Research</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>February 22</td>
<td>Early Childhood: physical, cognitive, &amp; socio-emotional development</td>
<td>Ch. 6, 7, 8</td>
</tr>
<tr>
<td>February 29</td>
<td>Middle Childhood &amp; Early Adolescence</td>
<td>Ch 9,10</td>
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<tr>
<td>March 7</td>
<td>Exam I (covers Infancy thru Middle Childhood)</td>
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<tr>
<td>March 14</td>
<td>Spring Break—No Class</td>
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<tr>
<td>March 21</td>
<td>Adolescence</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>March 28</td>
<td>Paper due (electronic submission) by 8:10 p.m. No Class Meeting</td>
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<tr>
<td>April 4</td>
<td>Adolescence</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>April 11</td>
<td>Early Adulthood</td>
<td>Ch. 13, 14</td>
</tr>
<tr>
<td>April 18</td>
<td>Middle Adulthood/Presentations</td>
<td>Ch. 15, 16</td>
</tr>
<tr>
<td>April 25</td>
<td>EXAM II (Adolescence thru Adulthood)</td>
<td></td>
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</tbody>
</table>
Minor Project Guidelines
Find and interview an individual who is currently 80 years or older. Interview them about their current life situation and their developmental history. Write a narrative detailing information that you have learned from them, highlighting and discussing the interaction of the three developmental domains and the role of nature/nurture, continuity/discontinuity, and stability/change as it is exemplified within this individual’s developmental trajectory.

Expectation: 7-10 pages double spaced. Please do not include last names, addresses, or other information which may make this person easily identifiable. First names or a fictitious name is sufficient.

50 points possible

REFER to the RUBRIC posted on Blackboard for more detailed guidelines and expectations.
EDP 7410 Paper Specifications

Instructions:
1.) First, select one research question related to a developmental issue with a longitudinal approach. Some examples of possible topics are:

- Factors related to career satisfaction in adulthood
- What does research tell us about the relationship between temperament and adult personality?
- What background variables and factors are most strongly associated with substance use and/or addiction in adulthood?
- What does research say about the factors associated with relationship satisfaction and/or stability in adulthood?
- What characteristics do successful adults possess that may have allowed them to transcend adverse life circumstances?
- What behaviors, variables, and factors during adolescence are associated with successful completion of college, career placement, or other indices of stability in adulthood?

You can choose a topic of interest to you, but the topic must have a developmental component.

2.) Second, go to the library or online and find at least 5 relatively current (within the last 7 years) empirical research articles (not opinion articles, not theoretical articles), which address the questions you selected. I will discuss in detail in class what an empirical research article is. Generally, you are looking for articles in which a group of people were sampled, statistical analyses were run on the data, and conclusions were made based on the data and not someone’s personal opinions. The best way to find this kind of article is to go to the main terminals in the library and get into the Psych Info/Psycho Articles network or the ERIC network, and begin searching by main topic words. The computer will come up with a list of journal articles that you can look up based on your topic search. It should give you an abstract (summary) of the article so that you can decide if it is really what you are looking for before you go and look it up in the journal section. There may be opinion and theory articles mixed into these databases, so be sure to obtain research articles. Come and talk to me if you need help with learning to find the right kind of articles.
You may also include sources that are non-empirical which seem relevant to you. These are unrestricted and you may find them in pop culture magazines, legal policies, etc., but they will not count as one of the 5 research articles required. They must also be of only an additive focus in your paper, whereas the research articles will be the source of the bulk of your information.

3.) Third, write about a 7-10 page paper discussing what you learned about your topic. Within the paper, provide an overview of the research findings for your topic, discussing each study briefly. The main points that you should include when discussing each study are: 1.) what was measured, 2.) who the sample was, and 3.) the general findings. Do this very briefly. You should then explore the impact of these research findings on your own role as an educator, a parent, or a member of your community. Also, discuss your answers to such questions as: What did you expect to find? Did you find what you expected to find? What is your reaction (positive or negative) to the research literature as a whole? What do you think should be done differently in future studies? What might be the implications for the present and future state of education in our country? What does all of this information mean to you as a current/future educator and how will you use it in your career? You need to focus your discussion on an integration of the findings of all 5 studies as a whole.

4.) Turn in two copies of your paper, one hard copy and one electronic copy. One copy will be graded and returned. The other copy will be filed and cross-referenced with future students’ papers.

5.) Your paper is due at the beginning of class on the due date. There will be a 10 percent penalty for each day or part of a day that the paper is late. Extensions are granted only in cases of documented and clear emergency. Late papers need to be submitted to the department secretary who will mark the date and time of the submission, as well as an electronic copy sent to my e-mail address mcgaule@wbsdweb.com

Miscellaneous paper specifications:
1.) Papers must be typed and double-spaced with reasonable margins (e.g. 1” on left and right).
2.) Use a reasonably sized font (12 point looks most professional).
3.) Assign a title to your paper and place it at the top of the first page, with your name in the upper right corner
4.) Do not use a cover sheet/title page
5.) Do not use plastic covers
6.) Staple, do not paper clip, the upper left corner
7.) Don’t forget to include a reference page, so I can see where you went to look for the sources
8.) References, (both at the end and throughout the paper) must be done using APA (look in the APA Publications Manual).
9.) Grading criteria (a total of 150 points are possible)
Appearance, format (including references)—10 points possible
Organization, transition, flow—20 points possible
Discussion of articles, use of empirical research studies—50 points possible
Quality of commentary & summary—50 points possible
Writing and grammar—20 points possible