I. Introduction

This course in developmental psychology concerns the physical, psychological, social, and cognitive growth of the human individual throughout its life span. The structures and processes of a person are constantly changing; these changes, their reasons and influence will be our subject matter. There are two major ways to approach human development; topically, by studying the developmental factors affecting such topics as physical appearance, personality, and cognitive functioning, and chronologically, by studying how such topics unfold over time in people generally. Our approach in this class will be a combination of both methods. Development is a life-long process, and we will study it as such. The course will begin (after a study of the scientific method as applied to the field) with genetic factors of development (prenatal thru adult development) and move through the to the adult years. However, we will discuss development topically as we proceed, hence more emphasis will be placed on the pre-adult years.

Developmental psychology is a scientific and academic discipline. As such, its focus is on the experimental and theoretical analysis of human cognition and behavior. The student who pursues this course conscientiously should acquire a critical knowledge of one of the most vital sub-fields of psychology: the science and practice of human development are at the forefront of contemporary psychology. Second, the serious student should gain an appreciation of the value and integrity of people of all ages, from the prenatal fetus to the aged person at the threshold of death. It is impossible to complete a study of the developmental process without gaining respect for people at every chronological level. Finally, by studying the developmental history of others, the student should become conscious of her or his own past and present, thereby gaining a better understanding of their future.

II. Texts

The major required reading and study material will be from the basic text listed below. This book is available for purchase at the university bookstore and elsewhere. Additional reading and study material will be made available on the course main website at http://rpadgett.butler.edu/ps320. Assignments from these materials are listed generally in Section IV of the syllabus will be discussed specifically in class.


III. Course Requirements

A. Reading and Study Assignments: Assignments are from the required texts and are listed in Section IV of this syllabus. It is the student’s responsibility to adhere to the prescribed assignments. The most serious error a student can make in this course is to not meet these assignments on a regular basis. This means not only reading, but also studying and assimilating the material to the point of thorough understanding. CLASS LECTURES AND
PRESENTATIONS WILL, AT BEST, PARALLEL THE TEXT MATERIAL AND ARE INTENDED TO SUPPLEMENT, NOT REPLACE IT.

B. Examinations: There will be four examinations during the 16-week session including a comprehensive final exam. The first three exams are each mutually exclusive. The exams will be composed of completely objective (multiple choice) type questions. Students are expected to bring a no. 2 pencil to all examination sessions. These can be purchased from the university bookstore. Exams will be given on the dates specified (see Section IV) in the assigned classroom. The exams will contain items drawn from texts as well as items drawn from the lectures, films/videos, newspapers, and other class presentations. Review materials available on the publisher’s web site are strongly recommended as preparation for the tests.

C. Class Attendance: Class attendance and PARTICIPATION is mandatory if the student is to grasp complex psychological phenomenon and principles. No more than three absences are expected without SERIOUS GRADE DETERIORATION. For more information see Section VII of this syllabus. Students should come prepared for each class session. Students are expected to bring their notes, scratch paper, pen/pencil, and their text to all class sessions. In class participation (e.g., comments and questions) is an important part of the learning experience and will be considered when computing final grades. All class members are expected and required to contribute to the small group and developmental issues discussions as they occur throughout the semester. NO MAKE-UP EXAMINATIONS are allowed. If you are unable to attend a scheduled examination, appropriate arrangements must be made with the instructor IN ADVANCE.

D. Small Group Research Article Presentation / Discussions: During the semester a number of partial class sessions will be reserved for in class group presentations. These sessions will consist of small group of students who will present research on and discuss a critical issue in front of the full class. Assigned students should prepare a formal summary of the selected articles and then be prepared to discuss the issues among themselves and with the class as a whole. All group members must actively participate to receive credit. Format of the sessions can vary by topic and assigned students should be prepared to argue from multiple perspectives and may bring additional data from the text or elsewhere) to the discussion sessions. These discussion sessions will contribute markedly towards final grades (see Section VII).

E. Critical Issues Presentations / Discussions: During the course students will be required to complete (see Section VII) a group presentation regarding some critical / controversial issue in the field. Group members should prepare an overview of the issue, present arguments (empirical and other) from the text and other sources from multiple perspectives. The group should work to get class members in on the discussion. All groups will receive their topics with one week in which to prepare for their presentations. The instructor may have some resources or at least directions in which to pint you and you should ask for help.

F. Research Paper: To help the student really master and understand the material, a research paper is prescribed. This paper should be THOUGHTFULLY prepared and INTEGRATIVE of what the student has learned. Students are required to submit a paper (which fulfills all the requirements specified in Section V of this syllabus) for successful completion of the course. The paper will be evaluated using the criteria specified in Section VII.

G. Office Visits: The student is encouraged to SEEK HELP whenever he/she runs into problems with this course. For help over and beyond in class questions, get an appointment
with the instructor. The instructor can be reached at his office in the Psychology Department, JH296, by phone at 283-9239 or email at rpadgett@butler.edu. When using email students should ALWAYS use their Butler University assigned account to ensure both delivery and

IV. Course Schedule and Assignments

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>11-Jan</td>
<td>Intro to Developmental Psychology</td>
<td>Sigelman Ch. 1</td>
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<td></td>
<td></td>
<td>Theories of Development</td>
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<td>2</td>
<td>18-Jan</td>
<td>Scientific Psychology</td>
<td>Sigelman Ch. 2</td>
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<td></td>
<td>Research Methods</td>
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<td>3</td>
<td>25-Jan</td>
<td>Biological Foundations</td>
<td>Sigelman Ch. 3</td>
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<td></td>
<td>First Exam</td>
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<tr>
<td>4</td>
<td>1-Feb</td>
<td>Physical / Prenatal Development</td>
<td>Sigelman Chs. 4, 5</td>
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<tr>
<td>5</td>
<td>8-Feb</td>
<td>Sensory and Perceptual Development</td>
<td>Sigelman Chs. 6,8</td>
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<td></td>
<td>Learning and Development</td>
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<td>6</td>
<td>15-Feb</td>
<td>Language Development</td>
<td>Sigelman Ch 10</td>
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<td>7</td>
<td>22-Feb</td>
<td>Infant to Adult Memory</td>
<td>Sigelman Ch 8</td>
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<td>Second Exam</td>
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<td>8</td>
<td>1-Mar</td>
<td>Cognitive Development</td>
<td>Sigelman Ch. 7</td>
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<td>9</td>
<td>8-Mar</td>
<td>Spring Break</td>
<td>Sigelman Ch. 9</td>
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<td>10</td>
<td>15-Mar</td>
<td>Intelligence and its Measurement</td>
<td>Sigelman Ch. 14</td>
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<td>11</td>
<td>22-Mar</td>
<td>Attachment and Social Development</td>
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<td>12</td>
<td>29-Mar</td>
<td>Family and School</td>
<td>Sigelman Ch. 15</td>
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<td>13</td>
<td>5-Apr</td>
<td>Sex role Development</td>
<td>Sigelman Chs 11, 13</td>
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<td>Moral Development</td>
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<tr>
<td>14</td>
<td>12-Apr</td>
<td>Social Development / Peers</td>
<td>Sigelman Chs. 12, 10</td>
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<td>Research Paper Due: Apr 14, 11:59 PM</td>
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<tr>
<td>15</td>
<td>19-Apr</td>
<td>Aging Memory</td>
<td>Readings</td>
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<td>16</td>
<td>26-Apr</td>
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<td>Final Exam</td>
<td>01: Fri. April 30, 8-10 AM 02: Fri. April 30 10:15 AM-12:15 PM</td>
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V. Research Paper

The required research paper is designed to allow a more in-depth review of some aspect of the material presented in the course. Indeed, the course is arranged to cover all the material the student will need for a good job on the paper by the end of the thirteenth week. It should not be necessary to consult outside resources (other than parents and friends). The technical format requirements will be fairly rigid. The paper should be NEATLY TYPED IN DOUBLE-SPACED FORMAT, CAREFULLY PROOFREAD (very important) and CHECKED for spelling and grammatical errors. The minimum length of the research paper is 2500 words and is due at the end of the 14th week of the course as indicated in Section IV of the syllabus.

The student will find doing this project very interesting and integrative of what she/he has learned if she/he starts on it towards the BEGINNING OF THE COURSE and puts
considerable effort and serious thought into it relative to the material covered in the course. The best approach to this paper is to start with a topic based outline about the third week and begin locating and reading references from that point forward.

A. Format: The student must write the paper in APA style consistent with a review paper format. Copies of the APA style guide are available for use in the department and in the library.

B. References: ALL work must be original and appropriately referenced. It is the student’s responsibility to be familiar with the College of Liberal Arts' and Sciences policy on cheating and plagiarism. It will be STRICTLY ENFORCED.

C. Submission Requirements: As specified above, the paper, neatly typed in double-spaced format with a standard font, (see APA style) and at least 2500 words in length. Papers are due on the date specified in Section IV. A paper not turned in by the date and time specified will be considered late. Late papers will only be accepted on prior approval and will be assessed a minimum of a 10 point penalty. DO NOT PLACE YOUR NAME ANYWHERE ON THE PAPER. Submitted papers will be assigned a computer generated code number, which will be reported only to the student. Students will be asked to tell the instructor their code number once all papers have been evaluated. Students will receive back only a summary sheet of my evaluation comments concerning their review papers. Students are encouraged to keep a photo or electronic copy of their paper as well as electronic proof of submission for their records.

D. Assignment: The assigned research paper must be a review of between 6 to 8 empirical research studies (new data) that are based very directly on some aspect of one of the major theories in the field as discussed in the first part of the course. Two of the articles must be older (pre 1970), two must be between 1970 and 1990 and two must be post 1990. Papers will be valued by how well the selected papers address the theoretical issue under study, how well the articles are reviewed and the quality of the writing. Additional points are given for more difficult and interesting theoretical issues (i.e., Piaget gets less points the Werner). More information regarding the assignment will be provided in class.

VI. Optional Research Participation

All students enrolled in this course may gain extra bonus credit toward their final grade through experimental participation opportunities, if and as they become AVAILABLE during the term of enrollment. There are several ends to be gained by experimental participation:

1) It gives the student an opportunity to view on-going research to learn more about the nature of psychological research.

2) Learning more about conducting research may motivate the student to conduct their own research at a later date.

3) The student will be contributing her/his part to the advancement of scientific knowledge in this field.

If Psychology Department approved research is scheduled during your enrollment in this course, you may earn bonus credit for participating. Experimenters may describe their projects in class or contact you by phone. You will receive credit ONLY FOR APPROVED
research projects. The description should briefly outline the participant’s task in the research and the amount of time the experiment will take. **Do not sign up to participate in an experiment unless you really plan to attend.** Students who fail to show up or do not at least call their experimenters IN ADVANCE risk loss of credit. Students may earn 3 bonus points for every hour (maximum of 3) they participate for a total of 2% bonus credit. See Section VII for more information. A research participation form is attached to the end of this syllabus. **BE SURE TO TAKE THIS FORM WITH YOU TO ALL EXPERIMENTS IN WHICH YOU PARTICIPATE AND HAVE IT SIGNED BY THE EXPERIMENTER.** Loss of your form may result in loss of credit.

VII. Grading

Performance evaluations will be affected by the three exams, the comprehensive final exam, discussion sessions, and research paper. A total of 450 points may be earned on the exams. The first three exams will each be worth 100 points. The final exam will be worth 150 points. Small Group Research Article Presentation / Discussions and Critical Issues Presentations / Discussions are worth 50 points each and points are generally assigned equally to all group members. Exceptions to that policy can be made at the instructor’s discretion. The research paper is worth 100 points. Finally 20 points can be earned via general class attendance and participation.

Students who do any of the optional research projects will have the points added to their total. An additional 9 points may be earned by research participation. **Students with excessive truancy and / or limited participation may have their final grade lowered up to one letter grade.** Final grades in the course will be based on the following scale:

- A = 90% or more of total points
- B = 80% to 89% of total points.
- C = 70% to 79% of total points.
- D = 60% to 69% of total points.
- F = below 60% of total points.

Students in the upper 2% of a range will receive a + added to their final grade while students in the lowest 2% of a range will have a - added to their final grade. For example 88-89.99% is a B+ and 90-91.99% is an A-. Sorry, the university does not utilize the A+ grade. The instructor reserves the right, at his discretion, not to assign the C- grade.

VIII. Disclaimer

While every attempt was made to ensure that this syllabus is accurate and complete, some errors or omissions may remain. The instructor reserves the right to make any corrections or adjustments to this syllabus if circumstances dictate its necessity. Any such changes will be announced in class.
Research Participation Form

Student Name: ____________________________
Student ID: _____ - ____ - _____

Please take this form to all experiments in which you participate. Have your Experimenter sign this form before you leave. You are responsible to keep this form until the last class meeting, when you should turn it into the instructor. If you loose this sheet with the signature(s) on it, you may loose the bonus credit you earned.

1. Date: ________________ Required: ___ Hr(s)
   Experiment Title: __________________________________________
   Experimenter's Name: ______________________________________
   Signature: ____________________________

2. Date: ________________ Required: ___ Hr(s)
   Experiment Title: __________________________________________
   Experimenter's Name: ______________________________________
   Signature: _______________________________________________

3. Date: ________________ Required: ___ Hr(s)
   Experiment Title: __________________________________________
   Experimenter's Name: ______________________________________
   Signature: _______________________________________________

To All Experimenters:

This person is a student in Dr. Padgett’s Psychology class and is eligible for extra credit points by participating in approved research experiments. Students should arrive on time and be credited a minimum of 1/2 hour of participation for every session attended. Please list the title of your project and sign and date the form when the student has completed the experiment. By signing this form, you are assuring me that the above named student actually participated in your Psychology Department approved experiment.