# SYLLABUS

**Developmental Psychology PSYC 2423**  
**Fall 2016**

**Instructor:** Dr. Joe Dickson  
**Section # and CRN:** P01 and CRN 10581  
**Office Location:** Don K Clark, COJJP Rm. 251  
**Office Phone:** 936-261-5218  
**Email Address:** jwdickson@pvamu.edu  
**Office Hours:** MWF: 8am-9am; 10am-12pm  
TR: 12:30pm-2:00pm  
**Mode of Instruction:** Face To Face  
**Course Location:** Agriculture & Business Rm. 119  
**Class Days & Times:** Tues & Thurs 11am – 12:20 pm  

**Catalog Description:** Critical analyses of psychological development throughout the life span. Both cognitive and personality development will be considered from various theoretical perspectives as well as from empirical findings. Particular attention will be paid to the development of aggression in various states.

**Prerequisites:** None  
**Co-requisites:**

**Required Texts:** Feldman R. S. (2014), *Child Development: A Topical Approach, 1e. Pearson Education*  
ISBN: 0205959881  

**Recommended Texts:** None

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th><strong>Upon successful completion of this course, students will be able to:</strong></th>
<th><strong>Program Learning Outcome # Alignment</strong></th>
<th><strong>Core Curriculum Outcome Alignment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Gain an in-depth understanding of select theories of human development from infancy through adolescence.</td>
<td>1, 2, 7, 8</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Describe development-including biosocial, cognitive, and psychosocial-as an ongoing set of processes, involving both continuity and change.</td>
<td>2, 7</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Examine and assess recent research which applies developmental theory to current events in today’s society.</td>
<td>2, 7, 8</td>
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<tr>
<td><strong>4</strong></td>
<td>Synthesize theory and research to apply toward solutions of relevant psychological issues.</td>
<td>3, 7, 8</td>
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<tr>
<td><strong>5</strong></td>
<td>Demonstrate effective writing skills through a substantial APA-style paper that considers current research in developmental psychology.</td>
<td>4, 7, 8</td>
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<tr>
<td><strong>6</strong></td>
<td>Demonstrate effective oral communication skills through class discussion, student-led discussions, and/or class presentations.</td>
<td>4</td>
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</tbody>
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Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Observational Activities</td>
<td>20 x 3</td>
<td>60</td>
</tr>
<tr>
<td>Handout Assignments</td>
<td>15 x 4</td>
<td>60</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>10 x 4</td>
<td>40</td>
</tr>
<tr>
<td>Research Participation</td>
<td>4 research credits</td>
<td>C/I</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>260</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:
A = 234 and above  
B = 208 – 233  
C = 182 – 207  
D = 156 – 181  
F = 155 and below

Detailed Description of Major Assignments:

Exams: There will be two exams, a midterm and final exam, consisting of multiple choice questions. Both exams will be take home exams. Exams will be made up of material covered during class lectures, textbook readings, handouts, and discussions. There will be no make-up exams without a medical excuse or permission by the instructor given at least one week prior to the exam. In the event that a student is given the opportunity (at the instructor’s discretion) to make up an assignment or exam, points will be deducted based on each class day missed from the original due date of that assignment or examination.

Observational Activities & Handout Assignments: Students will be required to complete all homework assignments. These assignments will help to facilitate learning through the use of interactive exercises. Please refer to eCourses for the documents explaining the assignments in detail.

Reflective Journal. Each student will keep a journal reflecting on key concepts in developmental psychology. Journal entries should be typed, 12-point font, Times New Romans. Keeping a journal throughout the course is an excellent way for students to integrate material learned in class with their own lives. Suggested resource: Stevens, D. & Cooper, J. (2009). Journal keeping: How to use reflective writing for learning, teaching, professional insight and positive change. Stylus Publishing.

Research Participation. ALL students in PSYC 2423 are required to participate in 4 research credits’ worth of psychology studies. The purpose of this requirement is to provide students opportunities to participate in research projects that help students understand the theories and principles described in their classes. This participation is not a graded assignment and will therefore not be calculated into students’ final grades. It is, however, a REQUIREMENT; and, students who do not complete this requirement by the last day of course will receive a grade of INCOMPLETE. Sign up for research credits online at the link available on eCourses or go to http://pyamu.sona-systems.com/. On eCourses, students also will find documents to assist them with navigating the online system and research requirement.

If a student is younger than 18 years old, they will not be allowed to participate if they are without parental consent and probably will need to complete the alternative assignment (described below – Method B).

GET THESE 4 CREDITS FINISHED EARLY! I cannot stress this enough. Do NOT wait until the last 1 or 2 weeks of a course because there may be too few experiments offering credits! Don’t take the risk.
Some important notes about research participation:

1. It is essential that students sign up only for studies for which they are eligible. There are a variety of experiments from which to choose. Students should deliberately pick ones that sound interesting to them and that fit their schedules. It is not acceptable to miss a class due to participation in an experiment.

2. When students sign up for a study, they should be sure to take note of this important information:
   a. The researcher’s name and phone number or e-mail address;
   b. The building, room number, date, and time of the experiment

3. Students will be given a receipt for participation (called a Credit Slip). This receipt should be kept safely! If there is any discrepancy regarding research participation between the student’s records and the department’s records, it is the student’s responsibility to reconcile the matter with proof of study participation, i.e., the Credit Slip. Evidence of students’ research participation should also be posted on SONA; however, students should contact the researcher who serves as the PI of the study if they did not receive credit after participating in the study for 48 hours.

Research Alternative (Method B)
If students do not wish to participate in research, they can complete an alternative assignment. On eCourses, there is a list of articles. Reading one article and writing a 1.5 to 2 -age paper that answers 3 questions about the article is worth 1 research credit. Students can read as many articles/write papers according to credits needed. (For example, if a student only wanted to write papers, s/he would need to submit 4 papers to fulfill the 4 credit requirement). Students can choose whichever articles seem most interesting to them. Papers can be submitted hard copy or e-mailed them to me. If students e-mail their papers to me, please type “Research Requirement Paper” in the subject line.

More information about the papers (including paper guidelines and how to access articles) can be found on our eCourses site in the “Research Requirement” folder.

NOTE: Students can do any combination of research participation/research alternative papers to meet the 4 credit requirement. For example, the requirement could be fulfilled by completing 3 hours of experiments (equivalent to 3 credits) and writing 1 paper (equivalent to 1 credit) for a total of 4 credits. Again, students should be sure to complete all 4 credits or risk earning an INCOMPLETE for their course.

DEADLINE FOR RESEARCH PARTICIPATION/RESEARCH ALTERNATIVE IS NOVEMBER 8th AT 11:59 P.M.

Course Procedures

Submission of Assignments: All written assignments are due on its due date. Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich Text, or plain text format.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. All documents should conform with requirements outlined in the APA Publication Style Manual, 6th edition.

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Late Assignments: Complete all required assignments and exams as scheduled. All assignments are due by the date and time posted in eCourses. Late assignments will NOT be accepted unless otherwise determined by the instructor.

Attendance: If you miss a class, you are responsible/accountable for finding out and retrieving what material was
covered. Please refer to the Student Handbook concerning university policy on excessive absenteeism and tardiness.

**Classroom Conduct:** Be respectful of others! Maintain appropriate behavior during discussions. Cell phones, pagers, any other distracting devices must be turned **OFF** during class. If used during class, it will be confiscated and returned at the end of class.

All students are required to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul language or abusive language will not be tolerated.

In order to maximize your learning experience and ensure successful completion of this course, the following steps are recommended:

1. Participate in all class discussions and activities.
2. Read all the assigned chapters in the textbook and any assigned articles in a timely manner. We will not discuss all of the textbook reading in class. If you have questions, bring them up in class or arrange to see the instructor outside of class.
3. Discuss **ANY SIGNIFICANT CONCERNS/QUESTIONS** with the instructor **IMMEDIATELY**.
4. Keep copies of all paperwork, including the syllabus, handouts, and all assignments.

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**Semester Calendar**

**Week One (1):**
**Topic Description:** Overview/Review of Syllabus and Chapter 1  
**Readings:** Feldman Chapter 1: An Introduction to Child Development

**Week Two (2):**
**Readings:** Feldman Chapter 2: Theoretical Perspectives and Research  
**Assignment (s):**  
**Journal Exercise #1:** Think of yourself at a particular time in your childhood (e.g., age 10). Using the model from Urie Bronfenbrenner, reflect in your journal about the following questions…(see eCourses for document)

**Week Three (3):**
**Readings:** Feldman Chapter 3: The Start of Life: Genetics & Prenatal Development  
**Assignment (s):**  
**Journal Exercise #2:** If possible, interview your mother and father (if this is not possible, try an aunt or uncle or a grandparent) about your own prenatal development. Use the following questions… (see eCourses for document).

**Week Four (4):**
**Readings:** Feldman Chapter 5: Physical Growth and Health  
**Assignment (s):**  
**Observational Activity:** Infant Toy Survey

**Week Five (5):**
**Readings:** Feldman Chapter 6: Cognitive Development: Piaget & Vygotsky  
**Assignment (s):**  
**Observational Activity:** Object Permanence Exercise
Week Six (6)
Readings: Feldman Chapter 7: Cognitive Development: Information Processing

Assignment (s): **Journal Exercise #2:** If possible, ask your parents to help you write about your cognitive development during the first 2 years. (If they are not available, you can write about your own children or interview a parent of an infant.) You can use the following questions… (see eCourses for document).

Week Seven (7)
Readings: Feldman Chapter 8: Language Development

Assignment (s): **STUDY FOR MIDTERM**

Week Eight (8)
Readings: Review for MIDTERM

Assignment (s): **MIDTERM EXAM**

Week Nine (9)
Readings: Feldman Chapter 9: Intelligence

Assignment (s): **Handout:** What is your opinion about IQ?

Week Ten (10)
Readings: Feldman Chapter 10: Social and Emotional Development

Assignment (s): **Observational Activity:** DANGER SIGNALS FOR DEPRESSION & WARNING SIGNS OF POTENTIAL SUICIDE

Week Eleven (11)
Readings: Feldman Chapter 11: Development of Self

Assignment (s): **Journal Exercise #3:** Think back to your adolescence and identify the groups and individual people that had the most effect on your sense of identity and self. Using Marcia’s identity statuses (Identity Achievement, Moratorium, Identity Foreclosure, and Identity Diffusion), identify which categories you experienced in high school and the order you went through them.

Week Twelve (12)
Readings: Feldman Chapter 12: Gender and Sexuality

Assignment (s): **Handout:** Children’s Television Programs and Gender Stereotyping
Week Thirteen (13)
Readings: Feldman Chapter 13: Moral Development and Aggression

Assignment (s): Journal Exercise #4: Reflect on your early childhood years. What style of parenting did your parents use? Did both parents use the same style or were they different? Explain your answers, using examples. How has your parents’ style affected the person you have become? How has their style of parenting affected how you plan to discipline your children?

Week Fourteen (14)
Readings: Feldman Chapter 14: Friends & Family

Assignment (s): Handout: Understanding Family Scripts

Week Eight (15)
Readings: Feldman Chapter 15: Schooling, Culture and Society: Living in a Multicultural World

Assignment (s): Handout: Vygotsky’s View In Light of Present-Day American Society

FINAL EXAM (Nov 30 - Dec 06)

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.
Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.