

HUMAN GROWTH & DEVELOPMENT FALL 2008

PSY 211 SECTION A: T/Th 8:20-9:35AM IN GOLD DOME 107 (CRN 10147)

REQUIRED TEXTS:

**THE DEVELOPING PERSON THROUGH THE LIFESPAN, SIXTH EDITION
BY KATHLEEN BERGER, 2005, WORTH PUBLISHERS**

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Office hours: Tuesday & Thursday 10:00-12:00 or by appointment
(I am in my office most of the time, so usually just stop by)

All growth depends upon activity. There is no development physically or intellectually without effort, and effort means work.

--Calvin Coolidge

Learning is not the product of teaching. Learning is the product of the activity of the learners.

--John Holt

This course explores the theories and processes of the development of humans from tiny, mewling, infants to wizened senior citizens. The focus of the course is on developing the skills and knowledge to allow students to apply this course material to their own lives (both now and in the future) and to prepare them to be lifelong, educated consumers of developmental research and information.

COURSE OBJECTIVES & ASSESSMENT METHODS:

- **FOUNDATIONAL CONCEPTS:** Learn the vocabulary and central concepts necessary to be a lifelong learner and consumer of human physical, cognitive, and social developmental information
 - Quizzes
 - Homework/In-Class Assignments
 - Exams
- **PRINCIPLES & PROCESSES:** Demonstrate an understanding and appreciation of the processes and principals which account for this development across the lifespan
 - Quizzes
 - Homework/In-Class Assignments
 - Exams
- **PRACTICAL SKILLS:** Display college-level written and oral communication skills, particularly with an eye toward critical discussion of current developmental research
 - Homework/In-Class Assignments

GRADING:

21%	Quizzes	Given near daily in class
42%	Homework/In-Class Assignments	Due per Schedule of Topics & Readings
4%	Research Participation (2 times)	
17%	Visit Reactions (2 times)	
11%	Documentary Reflection	
2%	In-Class/Homework Assignments to be named later	
8%	In-Class Presentation	Due in class 10/14, 10/21, 12/4 <u>or</u> 12/9
16%	Midterm Exam	Given in class: Thursday, October 23 rd
21%	Final Exam	TBA (likely Monday, 8-11am)

Final grades are based on these (non-standard) overall percentages:

A 92-100%	B 82-91%	C 72-81%	D 62-71%	F 61% or less
≥ 430 points	384-429 pts	337-383 pts	291-336 pts	≤ 290 points

Track your own grade!

Quiz Scores (of 20x5 = 100pts)			Homework (of 195pts)	
1.	7.	13.	Visit Reactions (2x40)	_____
2.	8.	14.	Documentary Reflection (50)	_____
3.	9.	15.	In-Class Presentation (35)	_____
4.	10.	16.	Research Participation (2x10)	_____
5.	11.	17.	In-Class Assignments (1x10)	_____
6.	12.	18.		
		19.		
qs 1	qs 2	qs 3	Midterm (75)	_____
			Final (100)	_____

A FEW TIPS ABOUT SUCCESS (I.E., GETTING A GOOD GRADE) IN MY CLASS:

- Trying hard is usually necessary, but not sufficient, for success.
- Careful reading and good writing are difficult (but necessary for success). Start assignments early, and if you're having trouble, come ask for help. That's why I'm here.
- Students who do not regularly do the readings in advance of class generally regret that decision.
- I do not offer extra credit assignments; however, some assignments have small extra credit opportunities built into them. If your grade is very important to you (or to your scholarship, college standing, etc.), I encourage you to take advantage of these opportunities as they arise.
- If something in the book interests you and you want to know more, come talk to me after class or in my office. I can answer questions, point you to more readings, or just tell you more about it. Talking about ideas is fun!
- I am always more sympathetic to whatever your time-management/life issue is if you let me know **in advance**—overwhelmed by papers, family crisis, computer died. Talk to me before you've missed a deadline and we can work together. Wait until the last minute, and I am less able to help you.

ATTENDANCE:

Attendance affects your grade in the following ways:

- Perfect attendance will add 7 points to your final grade. Missing only 1 class will add 3½ points to your final grade. Arriving more than 5 minutes late may constitute an absence.
- Missing 2-6 classes for any reason will result in getting a '0' on that day's quiz. If there is no quiz on that day[§], your quiz grade will be reduced by 3 points.
- Missing 7 or more classes for any reason will cause you to **fail** the course.

[§] Note that many days for which there is no quiz, there is an in-class activity that cannot be made up and will account for a portion of your grade.

Athletes, musicians, performers, and other students who are required to travel for school events must work with me to ensure their adequate understanding of course material and timely submission of assignments. Students will not be penalized for officially-sanctioned absences, provided that:

- they make prior arrangements to complete all in-class and out-of-class work,
- they do not miss any other class meetings.

QUIZZES (21% OF FINAL GRADE):

To encourage you to complete the readings, 19 short daily in-class quizzes will be given in the first five minutes of each class period for which reading is assigned. If you have done the readings, you will not only be prepared to get the most out of that day's class, but the quizzes will be quite easy. The time allotted for these quizzes is limited, if you are late for class, you will not get extra time. If missed, these quizzes cannot be made up. Also, for each of our in-class visits, you will be required to submit questions for them in advance; these questions are counted as a quiz score. Your two lowest quiz grades will act as 'bonus points' in the calculation of your quiz grade.

HOMEWORK/IN-CLASS ASSIGNMENTS (42% OF FINAL GRADE):**WRITTEN ASSIGNMENTS:**

Throughout the term, you will have several short written homework assignments. These 3-4 page assignments will require you to apply what you are learning in class to real life. The details of these assignments will be discussed in class.

ELECTRONIC SUBMISSION OF WRITTEN WORK

All homework assignments will be turned in electronically via email—we're saving the trees! If you fail to follow the procedures outlined below, your assignment may not be accepted on time and may be counted as late.

- Electronic submissions should be in a form compatible with Microsoft Word 2003 (Magale has Word on all machines). If you need help with formatting electronic documents, please ask for it!
- The title of your document should be your Centenary email userid and the initials of the assignment (V1 = visit reaction #1; DR = documentary reflection; PB = presentation bibliography). For example, I would title *my* second visit reaction ahammondV2.doc.

- The Honor Code should be typed at the end of the document and applies to all electronically submitted materials with the same force as if hand-written.
- Attach the paper to an email (do not send it as the text of the email) and email it to ahammond@centenary.edu.
- I will send you an email when I get your paper with the above guidelines met (please keep in mind that I do not check my email overnight or when I am teaching classes, so you might not receive an immediate response). Your paper is not considered turned in until you get an email response from me indicating that I got it (this ensures that the file is readable and didn't get lost in cyberspace). Anticipate potential network issues; deadlines will not be extended because your DSL went out.
- You will get your grades and comments electronically. To view the comments, select the View-Markup commands from the pull down menus.

RESEARCH PARTICIPATION (4% OF FINAL GRADE):

You are asked to participate in two studies during the term conducted by researchers in the Psychology Department. Keep careful note of when you sign up to participate; if you sign up and fail to show up or notify anyone, you will owe an additional participation. If you sign up for a time that you later cannot attend, call or email me in advance and I will let the researcher know you cannot be there. If you are unable or prefer not to participate in any experiments, you may earn these points by writing a short paper reviewing a published research article; please see me for details.

EXAMS—MIDTERM (16% OF FINAL GRADE) & FINAL (21% OF FINAL GRADE):

Both the midterm and final examinations will be different from the daily quizzes. Whereas quizzes are designed to figure out *if* you have read, exams are designed to figure out if you *understand* and have *reflected* on what you have read. The exams will be principally short answer questions with some multiple choice and matching and will require that you apply your knowledge. They will cover material from both the lectures and the textbook and generally focus on “big-picture” understanding rather than remembering specific details.

The final exam is not explicitly cumulative; however, some ideas and concepts carry over from the first half of the course. It will consist of two parts—a section comparable in length and scope to the midterm and a more detailed written response to the question posed below. You may elect to answer the question during the final exam time, or you may email your response (typed, double-spaced please!) **before** the final exam to me. If you work on this question outside of class, you may use the course text and readings as references, but no other sources (including other people or the internet).

FINAL EXAM TAKE HOME QUESTION

You may and are encouraged to begin working on this question from the first days of class. In 600-700 words (about 2 double-spaced typed pages), address the following:

Take any one of the themes of development introduced at the beginning of the course and discuss it with respect to the human lifespan. Use this question to demonstrate what you've learned and thought about this term; this means you should use *specific* examples from your text and class assignments.

CENTENARY COLLEGE HONOR CODE:

All work is expected to be done *individually* and *independently* by students. You may consult any written sources (being sure to properly cite them, of course) or me on any assignments. Failure to properly cite sources or the use of other's language as your own are serious violations of the Honor Code—if you have questions about how these principles apply to your work, please ask. All Centenary students are bound by the Honor Code (see here for a refresher, <http://www.centenary.edu/handbook/honor>). Any violations or suspected violations will be referred to the Honor Court whose decision on the matter is final.

DIVERSITY STATEMENT:

It is my intent to respect and promote the value of every member of the class as an individual. As I cannot speak for all psychology professors or all women or all native-Californians, neither can any other student act as the representative of her or his gender, culture, race, sexual orientation, religion, gender identity, ability status, ancestry, color, national origin, or other background characteristics. I remind us all (myself included) that as anyone in the class is encouraged to share his or her unique perspectives as individuals, those experiences are shared as individuals, not as the parts (or even the sum) of those identity "categories." It is my intent to present material and classroom activities that respect diversity; your suggestions on how to improve the value of diversity in this course are appreciated and encouraged.

SERVICES TO STUDENTS WITH DISABILITIES:

(<http://www.centenary.edu/attachments/services/counseling/services/accommodation.pdf>)

It is the policy of Centenary College to accommodate students with disabilities pursuant to federal and state law and our commitment to equal educational opportunities. Students seeking support services/accommodations for a disability must first register with Disability Services (a division of the Counseling Center, 318-869-5466/5424, located on the ground floor of Rotary Hall) and should begin this process as early as possible. Students with accommodations approved through Disability Services are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss needed accommodations. I will gladly make appropriate accommodations based on disability to ensure the playing field is and remains level for all students.

SCHEDULE OF TOPICS & READINGS

Day	Topic	Readings & Assignments (# pages)
Tues	8/26	Introduction to Course None ☺ (0)
Thurs	8/28	Themes of Development Berger, Chapter 1, pp. 1-18 (17)
Tues	9/2	Theories of Development I Berger, Chapter 2, pp. 33-42 (9)
Thurs	9/4	Theories of Development II Berger, Chapter 2, pp. 43-57 (12)
Tues	9/9	Methods of Developmental Research Berger, Chapter 1, pp. 18-31 (13)
Thurs	9/11	Pre-Natal Development Berger, Chapter 4, pp. 91-107 (16)
Tues	9/16	Infancy/Toddlerhood—Physical Sign-up for Presentation dates Berger, Chapter 5, pp. 121-136 (15)
Thurs	9/18	Infancy/Toddlerhood—Cognitive Berger, Chapter 6, pp. 147-158 (11)
Tues	9/23	Infancy/Toddlerhood—Social Berger, Chapter 7, pp. 171-189 (18)
Wed	9/24	(5) Visit Questions DUE by 10am^a
Thurs	9/25	Moms & Babies Visit (#1) None ☺ (0)
Tues	9/30	Language Acquisition Berger, Chapter 6, pp. 158-167 Berger, Chapter 9, pp. 225-230 (14)
Thurs	10/2	Childhood—Physical Berger, Chapter 8, pp. 197-208 Berger, Chapter 11, pp. 271-277 (17)
Tues	10/7	Childhood—Cognitive Berger, Chapter 9, pp. 217-225 Berger, Chapter 12, pp. 289-295 (14)
Thurs	10/9	Childhood—Social Berger, Chapter 10, pp. 237-245 Berger, Chapter 13, pp. 313-323 (18)
Fri	10/10	Visit #1 Reaction DUE by 10am^a
Tues	10/14	Childhood—Loose Ends Class Presentations—Group 1A None ☺ (0)
Thurs	10/16	<i>Fall Break—No class meeting</i>
Tues	10/21	Class Presentations—Group 1B None ☺ (0)
Thurs	10/23	Midterm Exam None ☺ (0)
Tues	10/28	Adolescence—Physical & Cognitive Berger, Chapter 15, pp. 363-372 (9)
Thurs	10/30	Adolescence—Social Berger, Chapter 16, pp. 385-391 (6)
Mon	11/3	Documentary Reflection DUE by 10am^a
Tues	11/4	Later Adulthood Berger, Chapter 23, pp. 583-592 Berger, Chapter 24, pp. 611-615 Berger, Chapter 25, pp. 633-644 (24)
Wed	11/5	(5) Visit Questions DUE by 10am^a
Thurs	11/6	William Bridgewater (Attaway Scholar) Visit (#2)
Tues	11/11	Early Adulthood—Physical & Cognitive Berger, Chapter 18, pp. 435-445, 449-452 (13)
Thurs	11/13	Early Adulthood—Social Is your Research Participation done? Berger, Chapter 19, pp. 459-469 (10)
Tues	11/18	Middle Adulthood Berger, Chapter 10, pp. 246-252 Berger, Chapter 20, pp. 491-494, 498-502 Berger, Chapter 22, pp. 543-549 (19)

Day	Topic	Readings & Assignments (# pages)
Thurs 11/20	Death & Dying	Berger, Epilogue , pp. Ep1-9, Ep12-16 ^b Kaufman (1999), pp. 77-82 (17)
Fri 11/21		(10) Visit Questions DUE by 10am ^a
Tues 11/25	<i>Thanksgiving Recess—No class meeting</i>	
Thurs 11/27	<i>Thanksgiving Recess—No class meeting</i>	
Tues 12/2	Elders Visit (#3)	None ☺ (0)
Thurs 12/4	Discussion of Elder Visit Class Presentations—Group 2A	Last day to turn in Research Alternatives None ☺ (0)
Tues 12/9	Class Presentations—Group 2B	None ☺ (0)
Thurs 12/11	Epilogue	None ☺ (0)
Fri 12/12		Visit #3 Reaction DUE by 10am ^a
TBA	Final Exam	

^a Remember that all written assignments should be submitted via email.

^b This reading is posted on the course website and is from an outside journal article
 [Kaufman, S. R. (1999/2000). The clash of meanings: Medical narrative and biographical story at life's end. *Generations*, 23, 77-82.]