

**Developmental Psychology 1**  
**Psychology 225**  
**Fall 2009**  
**Prof. Martin Packer**

sec 03 Tu-Th, 10:50 – 12:05 Canevin 301

sec 04 Tu-Th, 1:40 – 2:55 Fisher 722

**My office:** 531 College Hall, 396-4852, packer@duq.edu

**My office hours:** W 1:00 – 3:00, or by appointment

This course will provide you with an introduction to the psychological study of human development from birth to adolescence. The **learning objectives** of this course are: that you become familiar with the major developmental stages in their chronological order (Infancy, Early Childhood, Middle Childhood, Adolescence); that you recognize the specific domains of language acquisition and moral development; that you can identify features defining each of the four major theoretical frameworks within which development has been studied—maturational, behaviorist, constructivist, and cultural frameworks; that you can describe important developmental changes in children's *cognition* and their *social relationships*, and discuss the influence of cultural context and cultural variation on these. You will end the class with an understanding of what children can do at different ages, and why, and you will demonstrate this understanding through two in-class exams and a final exam (all multiple choice), weekly one-page papers, and an optional extra-credit research project.

**I require that you read the textbook, but only recommend that you buy it:**

- The Development of Children, (6th. ed.) Cynthia Lightfoot, Michael Cole & Sheila Cole. Worth Books, 2009.
- Tony Buzan's book, Use Both Sides of Your Brain. Plume/Penguin, 1974/1991. (This has great suggestions for study techniques, note-taking, etc.)

It is very important that each week you read the assigned chapter from the textbook **prior** to class. Much of our time in class will be employed working on individual and collaborative group activities, to apply the knowledge and information provided in the text and explore its implications. I shall assume you're up to date with the reading. You are strongly advised to work through the review exercises and practice questions for each chapter in the Study Guide. Check out the textbook website: <http://bcs.worthpublishers.com/developmentofchildren5e/default.asp>. This site has been designed to help you review key concepts from the textbook through interactive exercises and learning tools, and provides chapter outlines, etc. And I will post copies of overheads, notes, and useful links at my web pages: <http://www.mathcs.duq.edu/~packer/Courses/Psy225/Psy225home.html>

Tu Aug 25, Thur 27

**Birth & the Neonate**

**read** Ch. 3, pages 105-115, "Birth..."

**and** Ch. 4, "The First Three Months"

- The skills of the newborn
- Baby and parents

Classic 1: Piaget

Tu Sept 8, Thur 10,

**How We Study Development**

**read** Preface **and**

Ch. 1: "The study of human development"

[Ch 2 & Ch 3 are optional reading]

- Theoretical frameworks
- What is development?

Tu Sept 1, Thur 3

**How Infants Explore the World**

Ch. 5: "Physical and cognitive developments in infancy"

Ch. 6: "Social & emotional development in infancy"

- The A-not-B error & sensorimotor intelligence
- Attachment to caregivers

Tu Sept 15, Thur 17

**Learning to Talk**

Ch. 7: "Language acquisition"

- The four subsystems of language
- Milestones of children's language

Tu Sept 22 [no class Thurs 24]

**Review & First Exam**

- Review for exam

Tu Sept 29,

- **Exam One**

Thur Oct 1, Tu Oct 6

**How Preschoolers Think**

Ch. 8: "Physical & cognitive development in early childhood"

- Failure to conserve
- Now the child can think!

Thur Oct 8, Tu 13

**The Family and the Preschool Child**

Ch. 9: "Social & emotional development in early childhood"

- Family life in early childhood
- Love and conflict in the family

Thur Oct 15, Tu 20

**The Preschool Playground**

Ch. 10: "Contexts of development"

- Play in early childhood
  - How do you know what gender you are?
- Classic 2: Nancy Chodorow

Thur Oct 22, Tu 27

**Second Exam**

- Review for exam
- **Exam Two** (October 27)

Thur Oct 29, Tu Nov 3

**Middle Childhood**

Ch. 11: "Physical & cognitive development in middle childhood"

- The shift at 5-7 years
- Concrete operations

Classic 3: Lev Vygotsky

Thur Nov 5, Tu 10

**Social Development in the School Years**

Ch. 13: "Social & emotional development in middle childhood"

- Peer relations
- Games with rules

Classic 4: Jean Piaget

Thur Nov 12, Tu 17

**Adolescent Reasoning**

Ch. 14: "Physical & cognitive development in adolescence"

- Dealing with moral issues
- The Pizza problem

**Extra Credit** assigned: due Dec 5

Thur Nov 19, Mon 23 [*note day change*]

**Adolescent Relationships**

Ch 15: "Social & emotional development in adolescence"

- From cliques to pairs
- A time of crisis?

Classic 5: Erik Erikson

[Thanksgiving: no class Thursday Nov 26]

Tu Dec 1, Thur 3

**Overview and Review**

No reading assignments

- Overview of the course
- Review for final exam

[Classes end: Holiday Tuesday Dec 8]

**Final exams:**

sec 03: Monday Dec 14, 1:30 – 3:30

sec 04: Friday Dec 11, 11:00 – 1:00

**Grades will be based on the following:**

- Two in-class exams (each worth 30 points, for a combined 60%).
- The final exam (30 points = 30%). The exams will consist of multiple choice questions. They will be non-cumulative. No makeup exams will be given.
- "One-page papers" will be assigned each week: if you complete ten of these satisfactorily during the semester you will earn another 20 points. Less than ten, no credit. Each one-page paper must be turned in promptly, no later than 2 weeks after it is assigned (and no later than the last class)
- Five in-class quizzes on Classic readings: 2 points each. (10 points total = 10%)
- An extra credit assignment worth an additional 10 points will be optional.

Notice that it is possible to obtain 130 points (= 130%) in this class!

End-of-semester letter grades will not include plus (+) or minus (-) grades.

Any student with a physical or learning disability which they believe may affect performance in the class should tell me about this at the beginning of the semester.

Use of cell phones is prohibited in class. Use of laptop computer requires instructor's permission.