

Developmental Psychology (PSY 2209)

Fall 2018

Syllabus, McDaniel College Budapest Campus

Instructor: Anna Babarczy
Meeting Times: Thursday
Office Hours: After class or by appointment

Contact Information

Email: babarczy@cogsci.bme.hu

Class website: Blackboard

Course Description

General Objectives

Developmental psychology studies the cognitive, social and emotional development of people from conception to the end of their lives. The course will adopt a life-span approach to developmental psychology and although the main emphasis will be on typical childhood and adolescent development, we will also look briefly at disorders of childhood development and at changes in cognitive, social and emotional functions in old age. Developmental psychology is an empirical science: Theoretical models of human development are tested and improved through observations and experiments. These models can help us understand why things may go wrong, how to help people with certain disorders, how to create better learning and work environments, and how to adjust our everyday environment to the needs of people as they change over their lifetime.

The main goals of the course are:

- To understand the basic principles and methods of developmental psychology
- To understand the applications of these principles to everyday life
- To develop critical thinking and problem solving skills

How the course will be conducted

The class meetings will mainly be conducted in a lecture/discussion format with great emphasis on discussion.

How this Course Meets the General Education Outcomes at McDaniel College

Outcome 1. Critical Thinking. Students successfully frame questions, gather and evaluate information from experience and appropriate sources, and support their own conclusions.

- We will discuss and evaluate theories of development both in class and through assignments.
- We will discuss personal experiences in the light of scientific theories.

Outcome 2. Communication. Students express themselves in writing and speech at a level appropriate to their class standing and their major field(s) of study.

- You will have the opportunity to critically evaluate many topics this semester in both written and oral form.

Required Text

Patrick Leman, Andy Bremner, Ross D Parke & Mary Gauvain, *Developmental Psychology*. McGraw-Hill 2012.

Course Components:

Exams: There will be two exams that will be worth 25% each.

Homework assignments: There will be short project assignments and each student will be required to give a ten-minute presentation to the class.

Project: You will be required either to write a critical literature review on a topic of developmental psychology or to collect data on a topic of interest to you and write a research report. You will give a presentation of your research as a final exam.

Assignments and Grading

Course Grade

Exam 1:	25%
Exam 2:	25%
Mini-presentations:	35%
Project report:	15%

Honor Code

You are expected to adhere to the McDaniel College Honor Code.

First and foremost, do not attempt to hand in any work that is not your own. This will result in a failing grade on the work, and it will be reported to the Dean.

Second, and perhaps a bit more difficult to understand, is the use of proper source citation. In composition you are expected to use outside sources, for example websites, critical essays, interviews, etc. Without proper citation, an essay is claiming that the author is the source of such information. This is a form of academic dishonesty, and it is taken seriously in this course. Grades will be affected severely by any violation.

Course Policies

Attendance

Your presence in class is required. If you miss more than three classes your grade will drop 1/3 of a letter grade. Then with each subsequent absence the grade will drop another 1/3 of a grade. If you must miss class for medical reasons, please provide a signed excuse from a doctor.

Tardiness

Attendance will be taken during the first fifteen minutes of class. If you cannot arrive in that time you will be marked absent.

Tentative class schedule:

Class	Topic	Mini-presentation	Reading
6 Sep	Introduction to developmental psychology		Chs 1-3
13 Sep	Heredity, prenatal development and birth	Methods of childbirth	Ch4, Ch5 up to p105
20 Sep	The newborn	Breast or bottle feeding?	Ch5 pp105-115, Ch6
27 Sep	Early childhood cognition, perception and motor development; language	Child-directed speech	Chs 8-9
4 Oct	Socio-emotional development in early childhood	Gender stereotypes	Ch7, Ch13
11 Oct	Cognitive development in middle childhood, intelligence and formal education	Non-mainstream education philosophies: Montessori, Waldorf, home-schooling	Chs 10-11
18 OCT	EXAM 1		
25 Oct	Socio-emotional development in middle childhood: family systems and peer relations	Social media and bullying	Ch12, Ch14 from p428
1 Nov	PUBLIC HOLIDAY - NO CLASS		
????	Physical, cognitive and moral development in adolescence and young adulthood	Rites of passage	Ch5 from p116, Ch14 up to p428
8 Nov	Identity, self-esteem, romantic relationships in adolescence and young adulthood	Eating disorders: anorexia and bulimia	Ch15 pp466-470, Ch16 pp494-497
15 Nov	(Middle) Adulthood: work, family and the "mid-life crisis"	Successful people who had a difficult childhood or adolescence	Ch16
22 Nov	THANKSGIVING - NO CLASS		
29 Nov	Ageing and dying	Funeral customs and mourning practices	Ch16
6 Dec	Atypical development and psychopathology in childhood		Ch15
13 Dec	EXAM 2 Project presentations		