

**PSYCHOLOGY 3620: Developmental Psychology**  
**Fall, 2012**

Monday, Wednesday, Friday; 10:00-10:50; Terrill Hall 121

**Instructor:** Dr. Heidemarie (Heidi) Blumenthal  
**Office:** 357 Terrill Hall  
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**Teaching Assistant:** ...  
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**Required Text:** Bee, H. & Boyd, D. (2011). *The Developing Child*, 13th Edition. Boston: Allyn & Bacon.

**Course Goals and Overview:** This course focuses on human development from a psychological perspective, with an emphasis on the early part of the life course (ages birth to 18 years). As such, we will focus on normative development in cognitive, emotional, and social domains across infancy, childhood, and adolescence. The overarching objectives of the course are to: 1) understand the conceptual and methodological issues relevant to studying early development, 2) cultivate a sophisticated understanding of biopsychosocial development during this portion of the life-span, and 3) consider a variety of “hot topics” pertinent to each developmental stage (e.g., adolescent substance use).

The basic format of this course will consist of lectures, selected readings from the text, and class discussion. Attendance is not required but it is **very, very strongly encouraged**. Reading (or at least previewing) the supporting text prior to the associated lecture also is encouraged as this will help you better understand the terminology used, assist in fitting in new topics with those that have been previously considered, as well as facilitate your in-class note-taking. Further, as noted in the Exams section below, mastery of material presented both in class and in the text is expected, thus review of the text along with associated lectures will improve preparation for progress examinations. Finally, throughout the course, in-class activities (i.e., requiring attendance) will include quizzes and the opportunity to earn extra credit points, presenting another benefit of regular attendance (see Quizzes and Extra credit points below).

**Course Policies:** This course is designed to foster and maintain a positive learning environment. Your attention is expected during lectures, thus headphones, newspapers, and other distracters should be put up, laptops should be used for note-taking only, and cell phones should be turned off during class. Remember: your unrelated activities will distract other students as well! Likewise, your active participation during discussions will be encouraged and questions or comments at any time during lectures are welcomed. Importantly, all comments and responses should be friendly and respectful of the other students in the class. Finally, class will begin promptly at the scheduled time. Some quizzes and activity forms will be handed out at the start of class; if you are not there to receive the form you will not receive credit for the activity. If extraordinary circumstances exist that require some deviation from these policies (e.g., family emergency), please see me **before** class. Please feel free to share any further suggestions for maintaining a positive learning environment that you may have.

In regard to INCLEMENT WEATHER, class will be held if the University is open. Students should not jeopardize their safety, however, to attend class. Every reasonable effort will be made to accommodate those unable to make it to class due to weather problems. If there is any question about whether the class will meet, students should check the announcement board for this class on Blackboard.

**Measurement and Examination of Student Achievement:** Final grades are allocated as follows:

		<u>Letter Grade:</u>	<u>Percent</u>	<u>Points Required**</u>
Exam I:	100 points	A	90-100	450-500
Exam II:	100 points	B	80-89	400-449
Exam III:	100 points	C	70-79	350-399
Exam IV:	100 points	D	60-69	300-349
In-class Quizzes	<u>100 points</u>	F	0-59	< 300
<b>Total points:</b>	<b>500 points</b>			

\*\*Grades will NOT be rounded up; 8 points of extra credit are made available for this reason\*\*

Exams: There will be 4 exams, each worth 100 points. Exams will consist entirely of multiple-choice questions. Exams will cover material from both the text and the class. **There will be material on the exam that is presented in class and not covered in the textbook, as well as material in the text that will not be covered in class.** The final exam (Wednesday December 12<sup>th</sup> at **8am**) will NOT be “comprehensive:” it will cover only class/text material identified in part IV of the course.

Quizzes: There will be four “pop” quizzes given throughout the semester, each worth 25 points. **Students must be in class to receive credit for the quizzes. No exceptions.** Students will know that they have missed a quiz because Blackboard will indicate a score of 0/25. Quizzes will include a series of “short answer” questions addressing a current course topic. Importantly, grading will be based on an objective scale: opinions expressed will not influence grades awarded (also, see Social Justice below).

Extra credit points. The opportunity to earn a total of 8 extra credit points (i.e., 2 points per section) will occur throughout the course. Extra credit opportunities will take the form of in-class exercises; these points are granted in lieu of rounding grades up to the next letter category at the end of the semester. **Students must be in class to receive extra credit points. No exceptions.**

Make-up Policy: Students will only be permitted to make up exams in the case of documented medical and/or family emergencies (e.g., hospitalization, death in the family, etc.). **Student must provide proper documentation regarding the reason for the absence.** Contact me as soon as possible so arrangements can be made for a make-up examination. When final grades are computed, a score of **0** will be given for any missed tests for which a make-up examination has not been taken.

Blackboard: The power point lecture summary will be posted on blackboard after each class: <https://learn.unt.edu/>. **Importantly, summaries are provided to facilitate note taking, and cannot replace class attendance.** Simply go to this webpage and enter your EUID and password to access the webpage for this course. Similarly, grades will be posted on Blackboard after each exam; in no event will students’ grades be sent via email. Finally, important announcements will be posted on Blackboard (e.g., grading notes; advisories about inclement weather); students should monitor the announcement board regularly and check the announcement board prior to e-mailing/calling the instructor about administrative issues.

**Academic Honesty:** The University of North Texas is committed to the highest standards of academic integrity. It is a violation of University guidelines regarding academic dishonesty to cheat, plagiarize, forge, or commit fraud. Accordingly, severe penalties will follow from the discovery of any representation of another individual's work (in any form) as your own. Cheating in any form will result in a "F" for the course, and violators of the Code of Conduct will be referred to the Academic Integrity Office for action. If cheating is suspected but definitive proof is not available, we reserve the right to re-administer any examination in question. See policy number 18.1.16 (Student Standards of Academic Integrity) at <http://policy.unt.edu/> for more information.

**Special Accommodations:** If you need any special accommodations or feel there is anything that the instructor needs to know that might improve your learning environment in this class, please discuss this with the instructor as soon as possible. All students should view their instructor as a resource and make appropriate use of her during office hours or scheduled appointments to answer questions, clarify reading or lecture material, etc. Remember, UNT requires that students go through the Office of Disability Accommodations before receiving an accommodation for a course, and that conditions must be verified prior to provision of accommodations. Please see the ODA webpage (<http://www.unt.edu/oda/index.html>) for more information.

**Social Justice:** The University of North Texas is committed to social justice. This instructor concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin.

**Classroom Behavior:** Student behavior that interferes with the instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.dos.unt.edu/conduct](http://www.dos.unt.edu/conduct).

## CLASS SCHEDULE

\*\*The instructor reserves the right to change the class schedule as necessary; some topics will cross over specified weeks. Additional supporting text (when applicable) will be noted in each lecture's Learning Objectives.

<u>Week and Topic</u>	<u>Supporting Text</u>
<i>Part I: Theoretical Foundations, Early Infancy, &amp; Physical Development</i>	
Week of August 27 <sup>th</sup> Introduction and Course Outline Issues and Approaches	pp. 325-329 Chapter 1 (& Epilogue)
Week of September 3 <sup>rd</sup> NO Class Monday: Labor Day Biological and Environmental Foundations	Chapters 1 & 2
Week of September 10 <sup>th</sup> Birth and the Newborn Baby	Chapter 3
Week of September 17 <sup>th</sup> Physical Development	Chapter 4
<b>**EXAM I: Monday September 24<sup>th</sup></b>	
<i>Part II: Cognitive Development</i>	
Week of September 24 <sup>th</sup> (Exam on Monday) Theoretical Foundations and Infancy	Chapters 6 & 8
Week of October 1 <sup>st</sup> Early and Middle Childhood	Chapters 6 & 8
Week of October 8 <sup>th</sup> IQ and Fostering Early Cognitive Development	Chapter 7
Week of October 15 <sup>th</sup> Adolescence	Chapters 6 & 8
<b>**EXAM II: Monday October 22<sup>nd</sup></b>	
<i>Part III: Socio-Emotional Development, Part I</i>	
Week of October 22 <sup>nd</sup> (Exam on Monday) Theoretical Foundations	Chapter 9
Week of October 29 <sup>th</sup> Emotional Development and Common Issues	
Week of November 5 <sup>th</sup> Gender Typing	pp. 254-263
<b>**EXAM III: Monday November 12<sup>th</sup></b>	
<i>Part IV: Socio-Emotional Development, Part II</i>	
Week of November 12 <sup>th</sup> (Exam on Monday) The Developing "Self"	Chapter 10
Week of November 19 <sup>th</sup> Emerging Adulthood NO Class Friday: Thanksgiving Break	
Week of November 26 <sup>th</sup> Social Relationships and Moral Development	Chapters 11 & 12
Week of December 3 <sup>rd</sup> Bringing it all Together	Epilogue
<b>**EXAM IV (Final): Wednesday December 12<sup>th</sup> 8am</b>	