Northern Illinois University  
Submission/resubmission of Course for General Education Credit

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<th>Course Placement</th>
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<td><strong>Course number, title, and credit hours:</strong></td>
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<td>Social Sciences</td>
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<th>Catalog Description:</th>
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<td>Behavioral development from conception through adulthood. Emphasis on biological, motor, cognitive, social, and personality characteristics at various stages of development.</td>
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<td>Primary instruction is provided by (fill in the percentage for all that apply):</td>
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<td>28% Professors</td>
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<td>7% Associate professors</td>
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<td>10% Assistant professors</td>
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<td>10% Instructors</td>
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<td>45% Graduate assistants</td>
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<td>___ Other (specify)</td>
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| How many sections are offered in a typical semester and year? | 2-3 per semester; 4-6 per year |

| What is the average class size? | 75 |
If there are multiple sections, is there a coordinator responsible for facilitating consistency between sections? There is no coordinator for this course.

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<th>Relationship to General Education</th>
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<td><strong>What general education goals does the course emphasize?</strong></td>
<td><strong>Learning Goal A: Students develop habits of writing, speaking, and reasoning necessary for continued learning.</strong> Within this broad goal, the course emphasizes: iii. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information.</td>
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<td>For reporting purposes, highlight no more than three goals.</td>
<td>Learning Goal B: Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences. Within this goal, the course emphasizes: iv. Students demonstrate an understanding of the scientific method and an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.</td>
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Describe how each goal is assessed in the course? Be as specific as possible.

**Learning Goal A(iii)** is assessed through a pre- post-test conducted during the class. The current instrument consists of 28 multiple-choice items (see Appendix 1). Ten items (#6, 7, 8, 9, 10, 14, 16, 20, 23, 24) assess content related to this learning goal.

**Learning Goal B(iv)** is assessed through the pre- post-test described above. Eleven items (#3, 5, 11, 13, 18, 19, 21, 25, 26, 27, 28) assess content related to this learning goal.

The pre- and post-test assessment was also constructed to include items that required (a) factual recall: items # 2, 5, 13, 15, 17, 19, 21, 26, 28; (b) conceptual understanding: items #1, 3, 4, 9, 10, 12, 14, 16, 18, 20, 23, 25; and (c) application: items #6, 7, 8, 11, 22, 24, 27.
Based on a sample of 128 students enrolled in PSYC 225 during fall 2010, strong evidence was found for very positive learning outcomes among students in this course. For example, analyses of students' overall performance on the pretest (i.e., total score) indicated that no students achieved a total score of 70% or better, whereas 85 of the 128 students tested achieved at least 70% scores on the post-test. The mean total score for students at pre-test was 11.95 compared with a mean of 19.62 at post-test, \( t(127) = -24.80, p < .001 \).

For items related to Learning Goal A(iii): Students obtained a mean score of 4.09 (out of a possible 10) at pre-test and a mean score of 7.27 at post-test, \( t(127) = -19.36, p < .001 \).

For items related to Learning Goal B(iv): Students obtained a mean score of 4.99 (out of a possible 11) at pre-test and a mean score of 7.96 at post-test, \( t(127) = -18.30, p < .001 \).

For items requiring factual recall: Students obtained a mean score of 3.55 (out of a possible 9) at pre-test and a mean score of 5.95 at post-test, \( t(127) = -14.44, p < .001 \).

For items requiring conceptual understanding: Students obtained a mean score of 4.80 (out of a possible 12) at pre-test and a mean score of 8.19 at post-test, \( t(127) = -17.73, p < .001 \).

For items requiring application: Students obtained a mean score of 3.60 (out of a possible 7) at pre-test and a mean score of 5.48 at post-test, \( t(127) = -14.91, p < .001 \).

Taken together, these data indicate that learning goals are being met. Moreover, the results of the pre-post-test analyses indicate a high level of value-aided progress by students enrolled in this General Education course. Please see Attachment 2 for a scoring rubric for these subscales.
How have the assessment data collected in this course been used to make modifications for improvement?

Although the assessment data collected suggests that students benefit greatly by their participation in the course, instructors continue to modify and experiment with new pedagogical strategies. Most recently, instructors have experimented with the use of remote "clickers" to complete in-class quizzes, but student feedback indicated a preference for more traditional methods. Instructors also engage in continuous course modification by adding (and deleting) in-class and outside assignments, integrating new content (e.g., video, data) downloaded from on-line sources such as publisher-linked websites tied to the course and a wide variety of professional websites relevant to developmental psychology.

### Pedagogy

**Describe how the course is taught.**

This course is delivered in large class sections (75 students per section) and provides a broad overview of lifespan development. Because of the size and scope of the course, a lecture format is used primarily with lectures overlapping and building on assigned readings from the textbook. Extensive use of PowerPoint and videos during class meetings is common as a way of highlighting particularly important class content. In-class discussion is also a very common tool utilized by instructors; most often these discussions take place in a whole-class format, but small group discussions also are used throughout the course. A wide variety of required and extra-credit assignments (both in-class and outside of class) are used to supplement more traditional exams in the class. Study guides are also widely used in the course.

**Provide a recent syllabus.**

Although a standard syllabus is not used in the course, the course content is very similar across sections, common textbooks are often used, and similar pedagogical strategies are utilized. See attached syllabus.

**If there are multiple sections of the course, is a standard syllabus used?**

Although a standard syllabus is not used in the course, the course content is very similar across sections, common textbooks are often used, and similar pedagogical strategies are utilized. See attached syllabus.

**How does the course address issues of accessibility for students with diverse learning styles?**

As noted above, multiple methods are used in the course in order to accommodate a diversity of learning styles. These include lectures, readings, study guides, in-class quizzes and other projectes, large and small group discussions, videos, powerpoint, access to online content, etc.
To what extent, if any, does the course incorporate a multicultural perspective in philosophy, content, methods, or people?

Required course reading and lectures deal extensively with a wide variety of issues involving multicultural topics. These include cultural differences in parenting, religion, family relations; bilingualism; development and impact of stereotypes; cultural fairness of intelligence testing and other assessments in psychology; a wide variety of special conditions relevant to developmental psychology (e.g., learning disability, Attention Deficit Hyperactivity Disorder, mental impairment, etc.); gender roles and gender identity; sexual orientation, etc.

General Education Goals

The General Education program at NIU will help students attain a sound liberal education and acquire sufficient general knowledge and intellectual versatility to enable them to become informed and resourceful members of society.

The four broad learning goals of the general education program are:

a. Students develop habits of writing, speaking, and reasoning necessary for continued learning.
   i. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically.
   ii. Students communicate in a manner that unites theory, criticism, and practice in speaking and writing.
   iii. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information.
   iv. Students are able to access and use various information resources.

b. Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences.
   i. Students demonstrate a knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present.
   ii. Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s).
   iii. Students demonstrate a knowledge of the cultural traditions and philosophical ideas that have shaped societies, civilizations, and human self-conceptions.
   iv. Students demonstrate an understanding of the scientific method and an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.
c. Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues.

d. Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity.
Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. Which question best captures the spirit of most individuals who study human development with regard to the nature/nurture question?
   a. How do genes and environmental factors interact in the development of memory processes?
   b. Which human behaviors are determined genetically, and which are determined by environmental factors?
   c. At what age do environmental factors surpass genetic factors as most important in human development?
   d. Which genes are responsible for childhood behavior, and which genes are responsible for adult behavior?

2. One key purpose of the amniotic fluid is to
   a. provide the embryo with nutrients.
   b. stimulate development of neurotransmitters.
   c. screen the flow of blood between mom and embryo.
   d. maintain a constant temperature for the embryo.

3. Which phenomenon is the best argument against the notion that the organization of the brain is predetermined genetically?
   a. synaptic pruning
   b. development of the neural plate
   c. the left hemisphere specializing in language processing
   d. neuroplasticity

4. Which statement concerning culture and crawling is true?
   a. most North American children are crawling at much younger ages than in past decades
   b. there are no known cultures that discourage motor development
   c.
as it is genetically programmed, experience does not impact the rate of the acquisition of crawling.

d. the more practice an infant gets at crawling, the faster they tend to crawl.

5. Piaget saw equilibration as a balance between
a. primary and secondary circular reactions.
b. assimilation and accommodation.
c. thought and language.
d. social and cognitive skills.

6. Ed knows what a horse is but has never seen nor heard of a camel. When Ed sees his first camel, he says “horsey.” Ed’s reaction is best explained by the process of
a. overextension.
b. underextension.
c. babbling.
d. infant-directed speech.

7. How could a parent best encourage an attachment in a 4-month-old?
   a. Show continuous interest whenever they are around the child.
   b. Learn to judge when the child is receptive to interactions and when they should be left alone.
   c. Let the child initiate all social interactions.
   d. There are no parental behaviors that would influence an infant that young.

8. A concrete operational thinker and a formal operational thinker are given the following logical statements: 1. If you drop a 20-pound bowling ball on your foot, it will tickle. 2. You drop a 20-pound bowling ball on your foot. What reaction would you expect?
   a. Only the concrete operational thinker would conclude that “your foot would tickle.”
   b. Only the formal operational thinker would conclude that “your foot would tickle.”
   c. Both would conclude that “your foot would tickle.”
   d. 
Both would conclude that “your foot would never tickle” after having a 20-pound bowling ball dropped on it.

9. When Dr. Zorba tells a parent, “Your child is best categorized as having organic mental retardation,” what he really means is
   a. the child, though slow, is not actually retarded.
   b. the child’s retardation is due to some specific biological or physical problem.
   c. the child’s retardation can be traced to low levels of environmental stimulation.
   d. the child’s retardation will become more severe as he or she ages.

10. Which best describes the relationship between parenting styles and children’s temperaments?
   a. Parenting styles cause temperaments.
   b. Parenting styles may develop as the result of temperament.
   c. Temperaments develop as the result of parenting styles.
   d. Temperament and parenting styles are unrelated.

11. Glenna hangs around two other friends who are the same sex and have similar attitudes and interests. This group of friends would most accurately be described as a
   a. group.
   b. gang.
   c. crowd.
   d. clique.

12. Which statement is true?
   a. Estrogen is found only in females, and androgen is found only in males.
   b. Estrogen is found only in males, and androgen is found only in females.
   c. During puberty, estrogen and androgen are released at the same levels in adolescent males and females.
During puberty, estrogen and androgen are released at different levels in adolescent males and females.

13. Kohlberg used the label ____ when referring to the first level of moral reasoning.
a. preoperational  
c. preconventional  
b. prepositional  
d. prepubertal

14. Aniston’s decision to stay home from school because she thinks everyone will notice a pimple she has recently discovered on her chin serves as an excellent example of
a. an imaginary audience. 
c. a personal fable.  
b. role confusion.  
d. hypothetical-deductive thinking.

15. In most non-Western developing cultures, ____ is the most important determinant of adult status.
a. completing college 
c. getting a job  
b. marriage  
d. having a child

16. Postformal adult thinkers differ from adolescent formal operational thinkers in that the adults are more likely to
a. use deductive logic. 
b. consider situational circumstances.  
c. be swayed by their own experience.  
d. make quick decisions on complex problems.
17. What is the most common type of family in the world?
   a. nuclear family
   b. blended family
   c. interracial family
   d. extended family

18. Which best describes the typical relationship between occupational and family roles?
   a. competing
   b. similar
   c. conflicting
   d. unrelated

19. Compared to middle-age adults, young adults tend to
   a. participate in a smaller range of activities and prefer those activities of a lower level of intensity.
   b. participate in a smaller range of activities and prefer those activities of a higher level of intensity.
   c. participate in a larger range of activities and prefer those activities of a lower level of intensity.
   d. participate in a larger range of activities and prefer those activities of a higher level of intensity.

20. An individual characterizing what Erikson called "stagnation" is unable to
   a. make meaningful appraisals concerning hassles.
   b. form a superego.
   c. contribute to a society’s continuation.
   d. think in an encapsulated manner.

21. The notion of a "midlife crisis" is
   a. common in the popular press and supported by research.
b. uncommon in the popular press and supported by research.
c. common in the popular press and unsupported by research.
d. uncommon in the popular press and unsupported by research.

### 22. Useful life expectancy is defined as the number of years an individual
a. lives free from debilitating chronic disease or impairment.
b. is capable of contributing within the workforce.
c. is able to reproduce.
d. can live on their own (i.e., has not moved to a nursing home or retirement community).

### 23. If the programmed cell theory of aging is correct,
a. people under stress should die sooner than those not under stress.
b. a low fat diet should extend life.
c. the elimination of free radicals should greatly extend life.
d. humans are born with a “prewired death clock.”

### 24. Teresa has just been diagnosed as exhibiting Alzheimer’s disease. If the diagnosis is correct, Teresa’s symptoms
a. will be held constant as long as the disease was diagnosed early enough.
b. will only get worse as time goes on.
c. may improve if she sticks to a healthy diet.
d. may disappear if she is treated with haloperidol.

### 25. A pattern of full-time work, retirement, full-time work, another retirement, provides a good example of ______ retirement.
a. crisp
b. social convoy
26. Spousal caregivers whose partner has a significant chronic medical condition (e.g., Alzheimer's disease) tend to
a. regress into the roles they played when the marriage began.
b. be susceptible to getting the same disorder.
c. show reduced levels of marital satisfaction.
d. remember significantly more major hassles than actually occur.

27. Tricia has just been informed that she has terminal cancer. According to Kübler-Ross's original model, her first reaction would involve
a. depression.
b. anger.
c. bargaining.
d. denial.

28. _____ tend to have the most intense feelings concerning death.
a. Young children
c. Young adults
b. Adolescents
d. Older adults
Attachment 2:
PSYC 225 Rubrics for Scoring Pre-Post-Test

Items Related to Learning Goals A(iii):

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PSYC 225-1: Lifespan Development: Childhood Through Adulthood (3 credits)

Syllabus

Course Meeting: 2:00-2:50 MWF
Location: Altgeld Hall, Room 100
Instructor: Prof. Frederick Schwantes, Ph.D.
Office: Room L11 Altgeld Hall
Office Phone: 1-815-753-8001
Email address: fms@niu.edu
Office Hours: 3:00-4:00 MWF and by appointment

Catalog Description. Behavioral development from conception through adulthood. Emphasis will be placed on biological, motor, cognitive, social, and personality characteristics at various stages of development. PRQ: PSYC 102, Introduction To Psychology, 3 credit hours.

**Please note that this course can be used by non-psychology majors toward fulfilling the university's general education requirement in the social sciences area.**


Course Focus. This course provides a broad survey of topics directly related to the study of human behavioral development and includes an examination of the development of biological, sensory, perceptual, psychomotor, intellectual/cognitive, social, and personality characteristics across infancy, childhood, adolescence and young adulthood, and middle and late adulthood. Psychology 225 is designed to acquaint students with fundamental developmental theories and concepts, research methods employed by developmental researchers; and empirical findings relevant to the nature of human development and human behavior across the life span. Across topics, students are continuously exposed to interrelationships between developmental theory and hypothesis formulation and testing, including a variety of data gathering methodologies relevant to dealing with the human organism at different phases of development.

Examples of topics to be covered include, but are not limited to (a) parent-infant attachment and other types of interpersonal attachments that occur in adolescence, young adulthood, and middle adulthood; (b) intellectual and cognitive development (and different definitions/emphases used to assess this concept at different life span phases, including development/intelligence quotients, crystallized and fluid intelligence, post-formal thinking, and information processing); (c) visual and auditory perception (including these capabilities in newborns as well as in later adulthood); (d) parent-child relations at different life span phases (including changes in responsibility as this relationship shifts from young adulthood with an infant/child, middle adulthood with an adolescent, and later adulthood with a middle-aged offspring), (e) the relationships between physical/biological and psychological functioning throughout infancy, adolescence, middle adulthood, later adulthood, etc.; as well as a variety of other life-span topics.
Course Objectives. This course is designed to enhance students' understanding of (a) a number of content areas relevant to and across phases of human development, (b) major developmental theories and fundamental issues/concepts of human development that cut across the content areas mentioned above, (c) the logic and methods of scientific inquiry pertinent to the content areas, and (d) understanding the interconnectedness between items a, b, and c.

With regard to content areas, this course is designed to acquaint students with a wide range of areas relevant to human development. Students should become acquainted with studies and findings within each of several topical areas; with questions about the extensions and generalizations of these findings; as well as with some practical applications of these findings. The content areas receiving special emphasis within the course are provided in the topical outline below.

With regard to developmental theories and issues, this course should increase students' knowledge of major theories of human development, the relevancy of these theories to the state of the human organism at different phases of development, and the utility of these theories in explaining transitions from one stage of development to another (e.g., ecological systems theory, Piaget, Erikson, Vygotsky, ethological, learning, social learning, etc.).

Interpretations of research findings are bought to bear not only upon broad based developmental theories, but also upon key developmental issues that cut across topic areas, such as the interplay of heredity vs. environmental influences at different phases of the lifespan; developmental continuities vs. the appearance of novel abilities across different life span phases; factors influencing and motivating different human developmental trajectories; the impact of early life experiences upon behaviors later in life; etc.

With regard to the logic and methods of scientific inquiry, a primary objective of the course is to facilitate students' development of a clear understanding of how scientific inquiry proceeds, particularly with respect to the different methods of inquiry and data collection strategies employed by behavioral scientists interested in studying human development, and the different levels of understanding/explanation (e.g., qualitative/descriptive, correlational, causal, etc.) associated with these different methods of inquiry. Across different topics, students are continuously exposed to a similar set of data gathering approaches, procedures for summarizing the data gathered for each approach, and the possible interpretations which can be drawn from the data summary. For example, naturalistic observational approaches, interviews-questionnaires, case studies, field studies, and laboratory experimental methods, etc. are compared and contrasted throughout the course and students should become familiar with respect to the types of quantitative/qualitative information each approach yields and the types of conclusions which can be drawn from each data collection strategy. Similarly, different strategies for gathering and interpreting data relevant to differences across time are discussed across several topics (e.g., longitudinal, cross sectional, and sequential) and the course should increase students' knowledge about the characteristics, advantages, and disadvantages of each of these strategies for gathering and interpreting information about time-span changes.
SECTION I

Aug. 22, 24, 26  **Unit 1: Definition of & Issues in Developmental Psychology:**

Developmental Psychology Definition and Key Dimensions Psychological, Biological, Sociocultural, Historical Time/Cohort

Recurring Issues
- Continuity & Discontinuity Growth Patterns
- Heredity & Environment Influences on Development – Behavioral Genetics & Heritability; Interaction; Range of Reaction; Niche Picking
- Plasticity/Presence of Critical/Sensitive Periods of Development (Timing is Everything)
- Unidirectional vs. Multidirectional (Universal vs. Context Specific) Change Patterns
- Multicontextual – Ecological Systems

ap. 4 – 9  pp. 15 – 20
pp. 47 – 52  pp. 98 – 100

Aug. 29, 31  **Unit 2: Theories of Developmental Psychology** (& Mechanisms Used to Explain Developmental Change):

Psychosocial-Erikson – content, age range, developmental driver – the environmental press (see p. 17), relationship between phases (see pp. 9)
Learning/Social Learning – content, age range, developmental driver
Cognitive Developmental-Piaget/Vygotsky – content, age range, dev. driver;
- Stage Sequence; Equilibrium, Assimilation, Accommodation;
- Disequilibrium; Large-Scale Adaptations

ap. 9, 11–15, 17  pp. 128 – 130  pp. 142 - 143

Sept. 2  **Unit 3: Introduction to some Basic Research Designs in Developmental Psychology:**

Methods Employed to Investigate Questions Pertinent to Growth and Change in Developmental Psychology

- Correlations (high, low, positive, negative)
- Longitudinal Designs
- Cross Sectional Designs
- Sequential Designs
- Cohort Effects & Developmental Designs

ap. 25–31

Sept. 7, 9  **Unit 4: Biological Foundations of Development:**

Genetic Transmission, Diversity, & Expression

- Chromosomes, Genes, Homozygous, Heterozygous, Recessive/Dominant Alleles
- Genotype – Phenotype Distinction
- Incomplete dominance
- Sex-linked Recessive genes
- Modifier genes
- Genetic Diversity – Crossing Over, Random Assortment

ap. 42–47
Sept. 12, 14  Unit 5: **Prenatal Development**

- Stages – Zygote, Embryo, Fetus
- Teratogens – Principles, Examples (Diseases, Environmental Hazards, Drugs, Genetics)

pp. 53–69

Sept. 16  **EXAM 1**  Over **SECTION I Material**

SECTION II

Sept. 19, 21  Unit 6: **Visual Perception in Infancy**

- Visual Acuity & Clarity
- Lens Accommodation
- Color Vision
- Perception of Meaningful Stimuli (depth, pattern (face) perception, etc.)

pp. 109–117

Sept. 23, 26  Unit 7: **Cognitive Development - Piaget: Sensorimotor & Preoperational Thinking**

- Sensorimotor acquisitions & phases
- Preoperational thinking acquisitions/deficits

pp. 128–136

Sept. 28, 30  Unit 8: **Language Development**

- Interplay of Thought and Language – Piaget and Vygotsky
- Early Sound Productions and Infant Sensitivity to Language
- Development of Word Comprehension & Production – Holophrases
- Semantic Development – fast mapping, growth of semantic features
- Grammatical Development - telegraphic speech, imitation, rule learning

p. 15     p. 86     pp. 148–166

Oct. 3, 5  Unit 9: **Infant Attachment**

- Overview – Erikson
- Learning Theory
- Ethological Theory
- Developmental Phases
- Forms of Attachment
- Consequences on Later Social Interactions

pp. 172–178
Oct. 7 ** Unit 10: Intelligence & Intelligence Testing**

- Psychometric Perspective (reliability and validity) & Developmental Changes – "g" and "s" factors of intelligence
- Heredity and Environmental Influences – how examined using kinship studies & outcomes (e.g., MZ/DZ twins, adopted child), impact of each influence over time
- Success of Preschool Interventions
- Culture Fair Tests

p. 24 pp. 213 – 224

Oct. 10 ** EXAM 2 ** Over SECTION II Material

SECTION III

Oct. 12, 14 ** Unit 11: Cognitive Dev.: Piaget's Concrete & Formal Operational Thinking**

- Operational Thinking
- Acquisitions and Deficits at each operational thinking stage
- Associated Personality Correlates – Imaginary Audience, Personal Fable

pp. 208–210 p. 328

Oct. 17, 19 ** Unit 12: Physical/Pubertal Changes In Adolescence and Psychological Correlates**

- Adolescent Growth Spurt
- Endocrine Hormones & Growth of Primary & Secondary Sex Characteristics
- Psychological Correlates of Pubertal Changes
  - Parent/Adolescent Bickering
  - Impact of Early/Late Maturation

pp. 293–301

Oct. 21, 24 ** Unit 13: Peer Groups & Friendships in Middle Childhood & Adolescence**

- Changes in Group/Crowd Composition and Basis of Friendships
- Needs Fulfilled by the Peer Group: Security and Intimacy
- Popularity
- Conformity (and parenting styles)

pp. 270–277 pp. 253 - 254
Unit 14: **Identity Development – Identity Crisis**

- Hall
- Cultural Anthropological Perspective
- Erikson
- Findings on Prevalence of "Identity Crisis" & Changes in Adolescent Self Esteem
- Identity Achievement - Marcia's Identity Statuses & Relevant Findings

Oct. 26, 28

pp. 358–363

p. 17

pp. 326 – 332

pp. 298 – 301

Unit 15: **Romantic Relationships & Sexuality in Adolescence & Young Adulthood**

- Gender Diffs. in Moving Into Sociosexuality
- Adolescent Sexual Behavior
- Teen Use of Contraceptives

Oct. 31

pp. 334–336

**EXAM 3** ** Over SECTION III Material

SECTION IV

Nov. 2

Unit 16: **Transitions of Young Adulthood, Occupational Selection, Career Development, & Family Balance**

- Levinson's Phases (Creating Scenarios & Life Stories) of Transitions to Adulthood, Social Clock, Moving Into Adulthood - Developmental Tasks
- Occupational Selection – Meaning of Work:
  - Super’s Theory – Career Pathways;
  - Holland’s Theory – Job Satisfaction
- Balancing Career Development and Family Responsibilities

Nov. 4, 7

p. 385 - 387

pp. 339 – 342

pp. 430 – 442

pp. 451 – 457

Unit 17: **Intellectual & Cognitive Changes in Young and Middle Adulthood**

- Psychometric Findings Regarding Developmental Changes – Cross Sectional, Longitudinal Findings
- Crystallized & Fluid (Secondary Mental Abilities) Intelligence & Multidirectionality
- Sequential Findings & Multidimensionality (Primary Mental Abilities)
- Plasticity
- Post-Formal Thinking – Quasi-Reflective & Reflective Judgment/Thinking
- Practical Intelligence

Nov. 9, 11

pp. 372–381

pp. 480 - 482
Nov. 14, 16  Unit 18: Unique Challenges of Middle Adulthood – Physical & Sexual Changes

   Physical Changes (weight, muscle, metabolic rate, bones & joints, etc.)
   Changes in Hormone Production, Reproductive Changes, & Sexuality

   pp. 369 – 370    pp. 466– 475

Nov. 18, 21  Unit 19: Unique Challenges of Adulthood – Personality

   Stability/Change & the "Big Five" - Findings
   Transitions, Challenges, & Shifts In Priorities in Middle Age (kinkeeper role,
   sandwich generation, work transitions, generativity)

   pp. 398 – 399    pp. 486– 499

Nov. 28, 30  Unit 20: Physiological and Behavioral/Functional Changes in Later Adulthood

   Young-Old and Old-Old
   Physiological and Sleep Pattern Changes in Later Adulthood
   Sensory Changes in Later Adulthood
   Psychomotor Response Times and Decision Making
   Short-Term Memory, Attention, & Multitasking
   Storing and Retrieving Information from Long-Term Memory

   pp. 510–536    pp. 577 - 582

Dec. 2  ** EXAM 4 ** Over SECTION IV Material

Dec. 5  ** EXAM 5 (FINAL COMPREHENSIVE)** (2:00 p.m.- 3:00 p.m., same room)

EXAMINATIONS

Five examinations, each worth 36 points, will be given on or about the dates indicated above.

The first four exams are not entirely comprehensive, but each of these exams does build on and use information covered during the entire preceding portion of the semester.

The fifth exam, also worth 36 points, is comprehensive and covers material across the entire semester.

The exams are intended to test your understanding of the assigned readings in the text, and of the material presented in lecture-discussion. The questions cover information that is (a) covered in the text, but is not covered in class; (b) covered in class, but is not covered in the text; and of course, (c) covered both in the text and in class.
Late Exam/Missed Exam. Except for highly unusual and/or emergency circumstances which are objectively documented in writing by a reliable, impartial, and professional outside source, make-up exams will not be given. Any exam that a student has received approval to take late, i.e., taken after the date of the exam's in-class administration, will have 5 points subtracted from the points earned for that exam. Typically, however, no make-up exams will be given. The point total standards corresponding to a given letter grade and the grading policy stated below have been designed to take this late exam/missed exam policy into account.

This point total and the grading policy stated below has been constructed in part to recognize the fact that, on any given day, an individual student may not perform at their highest potential level, due, for example, to exams across multiple courses during the same week; not feeling physically 100% on an exam date, etc. This point total and the grading policy also recognizes that a student may miss an exam due to health reasons, family events, or due to observances related to one's personal beliefs, etc.

GRADING POLICY

The final grade for a given student will be based upon that student's cumulative point total summed over the number of points accumulated across the highest four examination scores.

The lowest exam score of the five examinations is not taken into account in determining the final letter grade, even if that exam has been missed and the exam score = 0. For example, if a student takes the first four exams, they need not take the fifth – final exam.

It is not necessary to sit for all five examinations. In fact, for example, if a student is simply wishing to obtain a grade of C and amasses 88 or more points across the first three exams taken, then this student may opt not to sit for the other two exams.

If a student does take all five exams, only the four highest exam scores (of the five examinations for which this student has sat for) are taken into account in determining the final grade.

If the student opts not to take the final exam, a score of 0 will be recorded for that exam. That 0 score is highly likely to be the student's lowest exam score and will be discarded in the calculation of the final point total; the final point total is based only upon the number of points accumulated across the highest four examination scores.

On the other hand, taking the final exam cannot hurt a student's current letter grade based on what it would be using the student's scores on the first four exams. In fact, taking the exam can, potentially, help the student earn a higher letter grade.

For example, if a student has a point total of 98 after the first four exams based on scores of 24, 22, 25, and 27, then the letter grade at this point, prior to the final exam, would be a C.
If the student does not take the final exam, the final point total will still be 98 and the final grade will be C. If the student does take the final exam and scores 23, then the final point total will be 99 (24 + 25 + 27 + 23 = 99), and the final letter grade will be C. If the student takes the final exam and scores 28, then the final point total will be 104 (24 + 25 + 27 + 28 = 104), and the final letter grade will be B, i.e., the final exam score of 28 replaces the lowest exam score of 22 in determining the final point total.

The relationship between a final letter grade and the point distribution for the total points over a student's highest four exam scores is listed below.

<table>
<thead>
<tr>
<th>On Any Given Exam</th>
<th>Total Possible Points = 144</th>
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<tbody>
<tr>
<td>A</td>
<td>30 – 36</td>
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<td>B</td>
<td>26 – 29</td>
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<td>C</td>
<td>22 – 25</td>
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