

PSYC 211-003
Developmental Psychology
Spring 2005
T/TH 9:00-10:15 a.m., Lecture Hall 2

Course Instructor: Dhvani Patel
Contact Info: (703)-993-4050 (office)
E-mail: dpatel7@gmu.edu
Website: <http://adp.gmu.edu/members/dpatel7>

Office Hours: Tuesday 4:30-6:30 p.m. or by appointment
Office: 1029 DKH, (Enter through Room 1021)

Required Text: Berger, K. S. (2005) *The Developing Person Through the Life Span, (6th ed.)*. New York: Worth Publishers.
Hardcover ISBN: 0-7167-5706-0 or paperback ISBN: 0-7167-9159-5.

Course Objective: This course covers the major areas of developmental psychology. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field of developmental psychology. By the end of the semester, students should gain a basic understanding of how psychological theory contributes to our understanding of the many aspects of human development.

Course Format: The course employs a combination of lecture, video clips, and discussion. In order to prepare, you should read the assigned readings prior to attending class. Students will be expected to obtain course information from the website listed above. Students should also check their GMU e-mail accounts frequently, as I will send correspondence via e-mail.

Exams: There will be 4 non-accumulative exams (including the final) dispersed throughout the semester covering everything (text, lectures, and articles). There will be **NO** make-up exams, in order to account for sickness and other personal matters, **each student's lowest exam grade will be dropped**. If a student has taken the first 3 exams during the semester and is satisfied with his/her grade, the student has the option of not taking the final exam. Exams will consist of multiple choice questions, and will be worth 50 points each, totaling 150 points toward the student's final grades.

***Please Note:** Students who arrive 15 minutes after the start of an exam will not be permitted to take it.

Assignments: There will be 10 assignments of which students will be required to do 8. Students will read the articles assigned for a given week, and write a minimum of a one-page double-spaced reflection paper **for each** article assigned for that week (please note that some weeks have two articles, to receive credit you have to do reflection papers for ALL articles listed for that week). Papers should include a well-thought-out critique, and any thoughts, comments and questions about the article. Assignments will be turned in at the beginning of class on the due date; late assignments and/or e-mailed assignments will **not** be accepted. Students should be prepared to discuss the article(s) in class on the due date. Each assignment will be worth 5 points, accounting for **40 points** of the students' final grade. Articles will be available on the course website, and, some can be obtained on the GMU library database.

Extra Credit: An extra credit assignment will be available worth an additional **5 points** toward student's final grade. Details will be provided on the course website at a later date.

Honor Code: Students are expected to comply with the **George Mason University Honor Code**. Students should refer to the University Catalog for a complete explanation of Honor Code regulations.

Additional Information: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Grading Policy:

Assignment	Points
8 reflection papers (5 points each)	40
Exams (50 points each)	150
Extra Credit	5
TOTAL Possible	195

A	≤176
A-	171-175
B+	165-170
B	157-164
B-	152-156
C+	146-151
C	138-145
C-	133-137
D	114-132
F	≥113

Last day to add: February 7, 2006

Last day to drop: February 24, 2006

Assignments:

1. The Mystery of Fetal Life: Secrets of the Womb, J. Pekkanen, *Current*, September 2001.
2. Paavola, L.; Kunnari, S.; Moilanen, I. (2005). Maternal responsiveness and infant intentional communication: Implications for the early communicative and linguistic development. *Child: Care, Health and Development*, 31(6), 727-735.
3. Who's Raising Baby? Anne R. Pierce, *The World & I*, February 2002.
4. The Blank Slate, Steven Pinker, *Discover*, October 2002.
5. Stipek, D. (2002). At what age should children enter kindergarten? A question for policy makers and parents. *SRCD Social Policy Report*, 26(2).
6. a.) With Boys and Girls in Mind, M. Gurian and K. Stevens, *Educational Leadership*, November 2004.
b.) Parents Behaving Badly, Nancy Gibbs, *Time*, February 2005.
7. Jensen, P. S., Mrazek, D., Knapp, P. K., Steinberg, L., Pfeffer, C., Schowalter, J., & Shapiro, T. (1997). Evolution and revolution in child psychiatry: ADHD as a disorder of adaptation. *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 1672-1679.
8. a.) Bjorklund, D. F., & Green, B. L. (1992). The adaptive nature of cognitive immaturity. *American Psychologist*, 47, 46-54.
b.) The Power of No, Peg Tyre, Julie Scelfo, and Barbara Kantrowitz, *Newsweek*, September 2004.
9. a.) Should Congress be Giving More Financial Support to Abstinence-Only Sex Education? Yes: Abstinence is Working to Decrease Teen Pregnancy and is Building Character Among Our Nation's Youth, K. Tsubata, *Insight on the News*, November 2003.
b.) Should Congress be Giving More Financial Support to Abstinence-Only Sex Education? No: Withholding Information About Contraception and Teaching Only Abstinence puts Sexually Active Teens at Risk, C. Richards, *Insight on the News*, November 2003.
10. The Battle for Your Brain, Ronald Bailey, *Reason*, February 2003.

A **tentative course schedule** is provided below; your instructor is at liberty to make changes as long as students are given fair notice.

Date	Topic	Assignment for Date
1/24	Course overview	-----
1/26	Introduction	Ch. 1
1/31	Theories of Development	Ch. 2
2/2	Prenatal and Birth	Ch. 4
2/7	Prenatal and Birth (cont.)	Ch. 4 and *Assignment 1 Due (review for exam)
2/9	Exam I	-----
2/14	First two years: Biosocial	Ch. 5
2/16	First two years: Cognitive	Ch. 6
2/21	First two years: Cognitive (cont.)	Ch. 6 and *Assignment 2 Due
2/23	First two years: Psychosocial	Ch. 7
2/28	First two years: Psychosocial (cont.)	Ch. 7 and *Assignment 3 Due (review for exam)
3/2	Exam II	-----
3/7	Play years: Biosocial	Ch. 8 and *Assignment 4 Due
3/9	No Class	-----
3/12-3/19	Spring Break! ☺	-----
3/21	Play years: Cognitive	Ch. 9
3/23	Play years: Cognitive	Ch. 9 and *Assignment 5 Due
3/28	Play years: Psychosocial	Ch. 10
3/30	Play years: Psychosocial (cont.)	Ch. 10 and *Assignment 6 Due
4/4	School years: Biosocial	Ch. 11 and *Assignment 7 Due
4/6	School years: Cognitive	Ch. 12
4/11	School years: Cognitive (cont.)	Ch. 12 and *Assignment 8 Due (review for exam)
4/13	Exam III	-----
4/18	Adolescence: Biosocial	Ch. 14
4/20	Adolescence: Biosocial (cont.)	Ch. 14
4/25	Adolescence: Cognitive	Ch. 15 and *Assignment 9 Due
4/27	Early and Middle Adulthood: Biosocial	Ch. 20 and *Assignment 10 Due
5/2	Early and Middle Adulthood: Cognitive	Ch. 18 and 21
5/4	Early and Middle Adulthood: Cognitive (cont.)	Ch. 18 and 21 (final review)
5/16	Exam IV 7:30-10:15 a.m.	Good Luck!