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**OFFICE:** A-Building 139 - J Mon. & Wed. 2:30 – 3:30 P

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**WEB PAGE:** http://academic.kellogg.edu/talbots *Virtual Office:*

Appointments can be made for times Thur. & Fri. 8:00 – 9:30 A

outside of these hours.

# COURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

## PSY 220 – Developmental Psychology

DESCRIPTION OF COURSE: Psychology is the science of behavior. Developmental Psychology will therefore study the physical, cognitive, psychosocial and behavioral issues of development. Emphasis is on the normal changes in human behavior that result from continuous interaction of maturation and experience.

LENGTH: One Semester – 3 credit hours

TEXT: A Topical Approach to Life-Span Development, Santrock, J. W., (2016). 8th ed. McGraw Hill, New York.

SUPPLEMENTAL MATERIALS: Supplementary materials (study guide) may come packaged with the text. Although they are not required, students may find them of benefit.

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| **Prerequisites** |
| PSYC 201 |

***Learning Outcomes***

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| **Core Abilities** |
| A. | Distinguish between the positive and negative implications of physical, mental, and community health principles on individual and community wellness. |

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| **General Education Outcomes** |
| A. | Analyze the impact of lifestyle choices on physical and/or mental wellness. |
| B. | Analyze the influences that impact physical and/or mental wellness. |
| C. | Analyze the behaviors of a community, its leadership, and the individuals that influence individual and community wellness. |
| D. | Identify the relationships between physical and mental health. |

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| ***Competencies*** |
| **1.** | **Students will learn how the science of human development came into being. Each will also learn about the key issues in the scientific study of development. Additionally, students will become familiar with the research designs and methods used by developmentalists.** |
| **2.** | **Students will learn about the three major families of theories. Class discussions will also focus on current theoretical trends in the field of human development, and how developmental psychologists compare theories.** |
| **3.** | **Students will be able to explain the beginning of the developmental process: conception, prenatal development, and birth.** |
| **4.** | **Students will examine the processes through which a new-born develops motor skills, begins responding to a variety of sensory stimuli, and accurately perceives the world around her. Students will also learn about Piaget's explanation of the universal changes in thinking in the first two years of life.** |
| **5.** | **Students will compare and contrast the major theoretical perspectives that inform research on infant's social and personality development.** |
| **6.** | **Students will learn about the subtle physical and motor changes, as well as the numerous advances in cognitive and language development during early childhood. Additionally, students will examine how the psychoanalytic and social-cognitive perspectives differ in their explanations of social and personality development during this period.** |
| **7.** | **Students will examine the physical changes, including those in the brain, that happen between ages 6 and 12. Students will also learn about how children's linguistic abilities expand during these years and how children acquire the developmental foundation of adult logic and memory. Likewise, students will learn about the psychoanalytic and sociological approaches to social and personality development.** |
| **8.** | **Students will explore how the reproductive system, the brain, and other body systems change during adolescence; what changes take place in their cognitive abilities, and how do adolescent's memory skills differ from those of younger children. Finally, students will learn about changes in self-image and learn how adolescent' relationships with parents and peers change.** |
| **9.** | **Students will learn how physical and cognitive functioning changes from early to late adulthood, along with changes in social networks and personal relationships.**  |
| **10.** | **Students will learn about the physical, psychological, and social aspects of death. Class discussion will explore how children's and teen's understanding of death differs from that of adults. Students will also examine how individual's responses to their own impending deaths and to the deaths of loved ones.** |

ATTENDANCE REQUIREMENTS: Attendance is the responsibility of the student. If a lecture is missed, the student is responsible for the material covered. When repeated or extended absences reach levels where successful completion of the course is jeopardized, an “excessive absence” report may be completed. Attempts to contact the student to resolve the problem may be made prior to such. Continued absenteeism may lead to administrative action.

DERIVATION OF STUDENT GRADE:

At any time, a student can compute his or her approximate letter grade by first dividing the total points he or she has earned by the total points possible. Next, the student can refer to the chart below to locate the percentage and corresponding letter grade.

**KCC Grading Scale:**

A 94 – 100%

A - 90 – 93%

B+ 87 – 89%

B 84 – 86%

B – 80 – 83%

C + 77 – 79%

C 74 – 76%

C – 70 – 73%

D+ 67 – 69%

D 64 – 66%

D- 60 – 63%

F 0 – 59%

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| **Assignment**  | **Points Awarded for Assignment** |
| Exams (2 @ 100 pts each)  | 200 |
| Article Critique Paper  | 100 |
| Chapter Quizzes (14) | 140 |
| Course Participation |  20 |
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| **TOTAL** |  **460** |

**INCOMPLETE:** Students will receive a grade of “I” when illness, unavoidable absence, or extenuating circumstances (acceptable to the professor) prevent completion of course requirements. Upon completion of the remaining course requirements, the “I” grade will be lifted and the earned grade recorded. To receive the grade of “I” the student must have completed 70% of the requirements.

It is the responsibility of the student to contact the professor for the completion of the remaining courses.

**DISCLAIMER:** Information contained in this syllabus was, to the best knowledge of the professor, considered correct and complete when distributed for use. However, this syllabus should not be considered a contract between Kellogg Community College and any student, nor between the professor and any student. The professor reserves the right, acting within the policies and procedures of Kellogg Community College, to make changes in course content or instructional techniques without notice or obligation.

**KELLOGG COMMUNITY COLLEGE AMERICANS WITH DISABILITIES ACT AND SECTION 504 STATEMENT:**

Kellogg Community College does not discriminate in the admission or treatment of students on the basis of disability. KCC is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

**TESTING FOR COURSE CREDIT**: A student may elect to test out of the course. This is done in accordance with college policy. Please see the professor if you are interested in this option.

**ACADEMIC HONESTY:** **Integrity and honesty are valued within this course. Anyone found cheating on a quiz, test or paper (note: PLAGIARISM is considered cheating – See the KCC Pocket Prof . or your professor if you have questions) at any time will receive an “F” for the course. This also applies to anyone assisting someone else to cheat.**

**TUTORING:** If any student encounters difficulty during the semester with the course or subject matter, they should contact the professor immediately. Tutoring is available, and every attempt to assist the student in their studies will be made (within reason). Do not postpone requests for assistance. Waiting until the last weeks of class or right before a test is usually too late to be of value.

**STUDENT E-MAIL:** All KCC students are provided with e-mail accounts through the college server. You will be responsible for checking your KCC e-mail regularly and should be prepared to use KCC e-mail as part of student-college interaction. For e-mail account information, check the web at [www.kellogg.edu/email/geninfo](http://www.kellogg.edu/email/geninfo)

**CLASSROOM CONDUCT:**

It is my intention to conduct this class as a COLLEGE course and have therefore put into place a few guidelines to promote the best possible learning environment.

* + - ALL classes are important - so plan to attend
		- Be on time
		- Plan to stay the entire class period
		- Come prepared to contribute
		- Be courteous to others (cell phones, private group discussions etc..)

### ASSIGNMENTS

EXAMS (2 @ 100 pts each): Exams will be given at the midpoint of the course and at the end, and will cover the readings, class discussions, lectures, and class handouts. Exams will range in length and be composed of true/false, multiple choice, and/or short answer or essay questions. The Final (last) Exam is not cumulative. All Make-up Exams are comprehensive essay and the student has 2 school days after they return to class to take the make-up exam or receive a zero for the test. **It is the student’s responsibility to contact the professor to make-up the test.**

QUIZZES (14 @ 10 pts each): There will be fourteen (14) quizzes given through the course Moodle site. Each quiz will consist of multiple choice questions. There will be no “Make-up Quizzes”.

Written Assignment (100 pts):

Critique of one (1) article from any of the peer reviewed/scholarly publications, e.g., Journal of Social Work, Journal of American Medical Association (JAMA), APA, etc.. Write a two to four page critique of the article. Be sure that the article critiqued, presents an issue surrounding developmental psychology, e.g. personality development, parenting issues, learning disorders, bullying etc…. Include a summary, your interpretation of the strong and weak points of the article along with your interpretation/ educated or supported opinion of the author’s findings or conclusions (do you agree/disagree and why – the “why” should go beyond just personal experience or personal beliefs). See the guidance paper and example provided on the course site. (2-4 pages) If you have trouble finding an article, contact the professor. With the resources provided by the college, it is not necessary to purchase an article. A video is posted on the course site describing how to locate a peer reviewed/ scholarly articles.

Be sure to submit a reference page for the article you critique.

CLASS PARTICIPATION (20): Not only are student’s ideas and opinions beneficial to the course, but necessary in maximizing the total class learning experience. Because of this, participation will be rewarded with up to 25 points. It is expected that each student will take full advantage of this; however, if you have difficulty in this area, please see the professor immediately.

LATE ASSIGNMENTS: Although assignments turned in within one week of the due date will be accepted, a minimum of one point per day will be deducted from the final score (unless prior approval from the professor is granted). Assignments turned in beyond one week of the due date will not be accepted. It is the student’s responsibility to verify the professor’s receipt of those materials turned in late or via e-mail.

**CALENDER & ASSIGNMENTS:**

 READINGS

**Week 1 9/01** Introduction and Overview Chapter 1

 To Developmental Psychology

**Week 2 9/08** Lecture Chapter 2

**Week 3 9/15** Lecture Chapter 3

**Week 4 9/22** Lecture  Chapter 4 & 5

**Week 5** **9/29** Lecture  Chapter 6

**Week 6 10/06** Lecture Chapter 7

**Week 7 10/13** Review for Midterm Chapter 8 & 9

**Week 8 10/20** MidtermExam Ch. 1 - 9 Chapter 10

**Week 9 10/27 Article Critique Papers Due** Chapter 11

**Week 10 11/03** Lecture Chapter 12& 13

**Week 11 11/10** Lecture  Chapter 14

**Week 12 11/17** Lecture Chapter 15 & 16

**11/24 HAPPY THANKSGIVING! NO CLASS!**

**Week 13 12/01** Lecture  Chapter 17

**Week 14 12/08** Final Exam Ch. 10 - 17

**NOTES:**