

PSY 33a –Developmental Psychology
Brandeis University
Syllabus - Summer Session 2008

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Goal: The goal of this class is to provide an overview of the theories and research involved in the study of childhood. At the completion of this course, you should be able to discuss the major questions and issues confronting developmental psychologists and how developmental psychology has contributed to understanding of childhood, child-rearing, and education.

Format: The class will be formatted as a lecture and active learning style class. Each week, you will be assigned readings and come to class prepared to discuss and/or ask questions about what you have read. Whenever possible, the class will be divided between lecture and structured classroom time during which you break into small groups to tackle a specific problem or discuss a specific research study or theory.

Text: Siegler, R., DeLoache, J., & Eisenberg, N. (2006). *How children develop*, 2nd Edition. New York: Worth Press.

Requirements: Your work in this course will be evaluated by the following criteria:

Class participation: Active class participation is critical. You are expected to be prepared to discuss any questions you may have relative to the readings. In addition, a week before each test, you will email me to let me know if there are any unanswered questions you might have. Actually, you are encouraged to email anytime you have a question, but a minimum of one email a week before each test is required. I will be respond to your questions either by email or in class. (You must email me something; if nothing else, just a quick message that you have no questions.) Class participation also includes attendance; you are expected to come to class regularly. Class participation will be worth 10% of your final grade.

Essays: You will be required to write two essays across the duration of this course. Each essay will be 2 to 3 pages of text, typewritten, double-spaced, left justified, using size 12 Courier or Times font. Where appropriate, all sources should be cited using the APA citation style and listed on a separate reference list at the end of the essay. (I will be covering APA style in class. If you still have questions, consult me, my Web page, and/or the APA Publication Manual, Fifth Edition on how to use the APA citation format). Each essay will be worth 15% of your final grade.

Tests: Two 90 minute tests will be given, each worth 30% of your final grade. The tests will consist of multiple-choice questions, matching, and short answer essay questions. Tests will not be cumulative.

In summary, grades will be based on the following criterion:

Class Participation	10%	Per Class
Essay 1	15%	June 9th
Essay 2	15%	June 24th
Test 1	30%	June 17th
Test 2	30%	July 3th

Final Grades:

A	93 - 100	C+	77 - 79	D-	60 - 62
A-	90 - 92	C	73 - 76	F	below 60
B+	87 - 89	C-	70 - 72		
B	83 - 86	D+	67 - 69		
B-	80 - 82	D	63 - 66		

Other Important Items:

Respect for all opinions: In a class such as this, there may be a variety of opinions on some more controversial topics. All opinions are welcome provided that they do not intentionally degrade or denigrate any particular group or individuals. All members of the class should be sensitive to the feelings of others.

Course Outline

<u>Dates</u>	<u>Topics</u>	<u>Assignment</u>
6/2	Introduction to Course: Introduction to Child Development	Syllabus Chapter 1
6/3	Biology and Behavior	Chapter 3
6/5	Prenatal Development and Birth	Chapter 2
6/9	Sensation, Perception and Motor Development I	Chapter 5, Essay 1
6/10	Sensation, Perception and Motor Development II	
6/12	Theories of Cognitive Development I	Chapter 4
6/16	Theories of Cognitive Development II	Chapter 7
6/17	***Test One***	
6/19	Language and Intelligence I	Chapter 6
6/23	Language and Intelligence II	Chapter 8
6/24	Social Development	Chapter 9, Essay 2
6/26	Emotional Development	Chapter 10
6/30	Attachment	Chapter 11
7/1	Gender Development	Chapter 15
7/3	***Test Two***	