

**Psychology of Human Development (DEP 3053-001)**

**Fall 2013 – AL 189 - 3 credit hours**

**Mondays & Wednesdays 12:30 p.m. -1:50 p.m.**

**Instructor:** Karin Machluf

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**Prerequisites:** PSY 1012 General Psychology

**Course Description & Objectives:** This course is designed to provide an overview of human development across the lifespan, with a focus on infancy and childhood. Student's ability to understand and apply developmental concepts, theories, and major themes will be assessed by 2 papers and 3 exams.

**Required Text:** Bjorklund, D. & Hernandez-Blasi, C. (2012). *Child & Adolescent Development: An integrated approach* (1<sup>st</sup> Edition). Belmont, CA: Wadsworth. ISBN #: 978-0-495-09563-7

**Course Structure and Requirements:**

*Lectures:* Each class will center on a specific topic outlined in this syllabus. You are responsible for reading the chapter(s) and/or reading(s) pertaining to the lecture before the lecture. Lecture slides will be available on the Blackboard course website ([blackboard.fau.edu](http://blackboard.fau.edu)) before each class.

*Papers:* Students will be responsible for two papers. The first paper will be on the topic of children's theory of mind. For the second paper, students will be given a choice of two studies and will be required to choose one.

*Exams:* There will be three required exams over the course of the semester. Each of these exams will be worth 25 percent of your grade. These exams may be taken late or early only when excused by University guidelines. Otherwise, there will be an optional final that may replace *one* low exam score or *one* missed exam.

**Credit Hour Definition**

This course involves 50 minutes of in class instruction for each credit hour per week, and a minimum of two hours of out of class assignments each week for 15 weeks. To master the material covered in this course it is expected that the student will spend a minimum of two hours per week per credit hour on the out of classroom assignments.

**Reasonable Accommodation Statement for Makeups**

Reasonable accommodation will be made for students participating in a religious observance or in University-approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities.

**Exam Make-Up Policy:** Students who miss an exam may simply take the cumulative final as a replacement. No excuse needed. If you have a University approved reason why you had to miss the exam, please see the professor and you will have a week to make it up at the University Testing Center.

## Grading and Evaluation:

Final grades will be based on:

Three exams (100 points each) – 75%

Two papers (50 points each) – 25%

## Tentative Exam Schedule:

First Exam: Wednesday, September 25<sup>th</sup>

Second Exam: Monday, November 4<sup>th</sup>

Third Exam: Wednesday, December 4<sup>th</sup>

**Optional Cumulative Final Exam:** Friday, December 6<sup>th</sup> 10:30 a.m.-1:00 p.m.

## Tentative Paper Schedule:

Assignment #1: Monday, October 14<sup>th</sup>

Assignment #2: Wednesday, November 20<sup>th</sup>

## Grading Summary:

Exam 1: 100 points (40 MC, 2 Free Response)

Exam 2: 100 points (40 MC, 2 Free Response)

Exam 3: 100 points (40 MC, 2 Free Response)

Final Exam (cumulative): 100 points (60 MC, 4 Free Response)

Assignments 1 & 2: 50 points each

$$[((\text{Total Exam Points}/300) \times 100) \times .75 + ((\text{Total Assignment Points}/100) \times 100) \times .25]$$

**Grading Scale:** Final course grades will be **rounded to the nearest whole number** and based on the scale provided below.

Grade	Percent	Grade	Percent	Grade	Percent
A	Above 93	B-	80-82	D+	68-69
A-	90-92	C+	78 – 79	D	62 – 67
B+	88 – 89	C	73 – 77	D-	60-62
B	83 – 87	C-	70-72	F	Below 59

**Use of Blackboard:** It is **essential** that you have access to the Blackboard website throughout the course of the semester. Here, you'll find your assignments and lecture slides. Grades will also be posted and kept current on the Blackboard course website. When necessary, emails will be sent through Blackboard to your MyFAU email account. For this reason, you are required to **regularly check** you MyFAU email account and the Blackboard site for course updates and important information.

Please plan for tech issues and take steps to avoid them. Computer / tech issues are ultimately your responsibility. As much as some of you will want me to make exceptions (and I may even want to), I cannot do so. Again, I ask that you act professionally, meaning you **taking responsibility for individual actions** as well as meeting all deadlines in the course for assignments and acknowledging the importance of clarity of expression in written and oral communication.

## Classroom Rules:

**Students violating the classroom rules will not be permitted to attend class.**

**Professional Conduct:** To foster a more professional learning environment, and to develop habits that lead to success in the business work, all participants must engage in professional behavior, including:

**1. Taking responsibility for individual actions. Checking your grades is your responsibility! E-mailing me about issues and concerns in a timely manner is your responsibility!**

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2. Attending each class session, including arriving promptly and leaving at the designated time.
3. Being attentive and an active participant in group activities and class discussions.
- 4. Respecting diversity in the classroom and treating everyone involved in the class in a civil manner.**
5. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
- 6. Meeting all deadlines in the course for assignments, projects, etc.**
7. Acknowledging the importance of clarity of expression in written and oral communication.

If you feel that there is an error on my part please let me know in a courteous e-mail or personal communication and I am happy to look into it!

**Civility:** Both in class and in e-mail I ask that you are courteous and respectful in your personal communications with me as well as others in the class. University policy is that “Students are expected to conduct themselves in a manner which exemplifies respect for people of all races, religions, and ethnic groups, and to adhere to one’s personal values without unduly imposing them on others. Respect for one’s own mind and body, is essential. In interpersonal relationships, students are expected to respect the rights of others, particularly their right to refuse to participate in any activity. Students should take responsibility to serve as leaders in promoting compassion for others and challenging prejudice.” I ask that we extend this to all communication we have within the classroom. There is no reason to be uncivil or rude towards each other.

**Honor Code:** Violations of the university honor code will not be tolerated in this course and will be immediately reported according to FAU procedures. That is, while you are all encouraged to study and work together as much as possible throughout the course, e.g., preparing for exams and discussing assignments, all exams and papers are to be completed **individually**. No notes or books may be used during **any** exam and if plagiarism is suspected I reserve the right to utilize Turnitin.com. See the policy at:  
[http://www.fau.edu/divdept/honcol/academics\\_honor\\_code.htm](http://www.fau.edu/divdept/honcol/academics_honor_code.htm)

“Cheating” includes, but is not limited to:

- Copying from another student’s test paper
- Using during a test, materials not authorized by the person giving the test
- Failure to comply with instructions given by the person administering the test
- Possession during a test of materials, which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment
- Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program
- Falsifying research data, laboratory reports, and/or other academic work offered for credit

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at [http://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)

**Incomplete policy:** an “Incomplete” is not a substitute for a poor grade and is rarely granted. In accordance with the policy of the College of Science, an “Incomplete” will be given only under the following circumstances: The student is otherwise passing the course (at least a C). If there is an issue prior to the drop period, students will be encouraged to drop the class & take it in a semester in which they are more able to focus on the class. See the university policy at :

[http://www.fau.edu/universitycatalog/pdf\\_revisions/CombAcadPol.pdf](http://www.fau.edu/universitycatalog/pdf_revisions/CombAcadPol.pdf)

**Petitions for late withdrawal:** It is the policy of this course that if you need to petition for a late withdrawal due to extraordinary circumstances that it must be done in a timely manner. This petition is NOT a substitute for a failing grade! This is an option for students that have an extraordinary issue that arises after the late withdrawal deadline! (for example there is a violent crime that occurs after the drop deadline but before the end of the semester that makes it impossible for the student to successfully complete the semester – they could petition for a late withdrawal). If a petition is needed you will need to request it promptly. The request must be made as soon after the event occurs & within 1 week of the end of semester. See policy at:

[http://www.science.fau.edu/student\\_services/new/forms/Instructorpetitions.pdf](http://www.science.fau.edu/student_services/new/forms/Instructorpetitions.pdf)

**Students with Disabilities Policy:** “In compliance with the Americans with Disabilities Act (A.D.A.) - Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in SU133 (297-3880), and follow all OSD procedures.” See fill policy at: <http://www.osd.fau.edu/>

**Athletics policy:** If you are an athlete that will be traveling this semester you have 1 week from the start of class to provide me with the letter Keva gave you! If you do not have the letter within 1 week of the start of the semester you must have Keva contact me so that we can make arrangements. Do NOT come to me the day before an exam and say, “I’m traveling”!

**Counseling Center:** Sometimes things happen in a semester, or you get stressed at midterms, and you need to talk to someone. Many students encounter situations that are difficult to handle. Counseling here at FAU is caring, confidential, and FREE to currently enrolled students. All of our counselors have had training and experience specific to working with college students. Counseling can help you make sense of your problems and create new ways of looking at situations. The website is: <http://www.fau.edu/counseling/> and the extension on campus is 297-3540.

**Personal Communication Devices:** Personal communication devices such as pagers, beepers, iPods, and cellular telephones are not to be used during class meetings (although they may remain on so long as they are in silent/vibrate mode). In extenuating circumstances, however, you may leave the classroom to answer/respond to a page or call but only if you obtain permission ahead of time. Adherence to this policy is expected. If your personal communication device disrupts a class meeting, you will be asked to leave the classroom. **If your personal communication device or an accessory thereof is seen or heard from during an exam (this includes headphones and bluetooth) you will: 1) be asked to forfeit your exam and leave the room immediately and 2) receive an F on the exam. In regards to classroom etiquette: University policy is clear** “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

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## List of Class Topics and Important Dates:

Date:	Lecture Topics
8/26	<p><b>Ch. 1: Introduction to Child and Adolescent Development</b>            This chapter briefly reviews the history of developmental psychology as a science. It also discusses major themes and issues in development, as well as research methods used to test developmental research questions.</p>
8/28	<p><b>Ch. 2: Theories and Contexts of Development</b>            This chapter reviews some classic theories of development. These are then contrasted with recent, contemporary approaches.</p> <p>Additional Reading: Geary, D. C., &amp; Bjorklund, D. F. (2000). Evolutionary developmental psychology. <i>Child Development, 71</i>, 57-65.</p>
9/2	<b>No Class- Labor Day</b>
9/4	<p><b>Ch. 2: Theories and Contexts of Development</b>            This chapter reviews some classic theories of development. These are then contrasted with recent, contemporary approaches.</p> <p>Additional Reading: Geary, D. C., &amp; Bjorklund, D. F. (2000). Evolutionary developmental psychology. <i>Child Development, 71</i>, 57-65.</p>
9/9	<p><b>Ch. 3: Genetics, Prenatal Development, and the Neonate</b>            This chapter discusses the basis of genetics, behavioral genetics, and inheritance. It also discusses evolution and epigenetics.</p>
9/11	<p><b>Ch. 3: Genetics, Prenatal Development, and the Neonate</b>            This chapter reviews the phases of prenatal and neonatal development, and risk factors associated with birth defects and developmental delays.</p>
9/16	<p><b>Ch. 4: Physical Development</b>            This chapter reviews the stages of physical development throughout childhood and adolescence.</p>
9/18	<p><b>Ch. 4: Physical Development</b>            This chapter will discuss the evolution and development of the brain along with neural plasticity and the role of experience in brain development.</p> <p>Additional Reading: Chugani, H. T., Müller, R. A., &amp; Chugani, D. C. (1996). Functional brain reorganization in children. <i>Brain and Development, 18</i>, 347-356.</p>
9/23	<p><b>Ch. 5 and 6: Infant Perception and Piaget's Theory</b>            These chapters discuss infant perception, including visual, auditory, and intermodal perception. It also presents Piaget's Theory of Cognitive Development. Infant perception will be examined in light of Piaget's theory.</p> <p>Additional Reading: Wynn, K. (1992). Addition and subtraction by human infants. <i>Nature, 358</i>, 749-750.</p>
9/25	<b>Exam 1 (Chapters 1- 4)</b>

9/30	<p>Ch. 5 and 6: Infant Perception and Piaget's Theory          These chapters discuss infant cognition and methods of measuring infant cognition. These are examined in light of Piaget's Theory of Cognitive Development.</p>
10/2	<p>Ch. 6: The Symbolic Child: Piaget's Theory and Beyond          This chapter discusses the development of symbolic function in children, including a review of symbolic representation, symbolic play, storytelling, and fantasy play.</p>
10/7	<p>Ch. 7: Understanding Self and Others          This chapter discusses the development of the concept of self and children's theory of mind.</p> <p>Additional Reading: Call, J., &amp; Tomasello, M. (1999). A nonverbal false-belief task: The performance of children and great apes. <i>Child Development, 70</i>, 381-395.</p>
10/9	<p>Ch. 7: Understanding Self and Others          This chapter discusses the development of the concept of self and children's theory of mind.</p>
10/14	<p>Ch. 8: Becoming Self-Directed Thinkers: Problem Solving and Memory          Strategy Development is discussed in this chapter, along with memory development.</p> <p>Additional Reading: Principe, G. F., Haines, B., Adkins, A., &amp; Guiliano, S. (2010). False rumors and true belief: Memory processes underlying children's errant reports of rumored events. <i>Journal of Experimental Child Psychology, 107</i>, 407-422.</p> <p><b>Paper 1 Due: Children's Theory of Mind Using a False-Belief Task</b></p>
10/16	<p>Ch. 9: Language Development          This chapter examines atypical language development. It also briefly examines the costs and benefits of bilingualism.</p>
10/21	<p>Ch. 9: Language Development          This chapter examines atypical language development. It also briefly examines the costs and benefits of bilingualism.</p>
10/23	<p>Ch. 10: Intelligence and School Achievement          This chapter contrasts the psychometric approach to intelligence and alternative approaches to the development of intelligence.</p>
10/28	<p>Ch. 10: Intelligence and School Achievement          This chapter discusses individual differences in intelligence, the origin of these differences, and how environmental factors can influence intelligence.</p> <p>Additional Reading: Geary, D. C. (2005). Folk knowledge and academic learning. <i>Origins of the social mind: evolutionary psychology and child development</i>, 493-519.</p>

<p><b>10/31</b></p>	<p><b>Ch. 11: Emotion, Temperament, and Personality Development</b>  This chapter talks about emotional development, the importance of self-regulation, and the development of temperament.</p> <p>Additional Reading: Ellis, B. J., &amp; Boyce, W. T. (2008). Biological sensitivity to context. <i>Current Direction in Psychological Science</i>, 17, 183-187.</p>
<p><b>11/4</b></p>	<p><b>Exam 2 (Chapters 5-10)</b></p>
<p><b>11/6</b></p>	<p><b>Ch. 11: Emotion, Temperament, and Personality Development</b>  This chapter discusses the development of personality and the five-factor model. It also discusses the heritability and stability of temperament and personality throughout infancy and childhood.</p>
<p><b>11/11</b></p>	<p><b>No Class- Veteran's Day</b></p>
<p><b>11/13</b></p>	<p><b>Ch.12: Attachment and Early Parent-Child Care</b>  This chapter reviews the history of attachment research and the different stages and types of attachment. It also discusses the stability and consequences of different forms of attachment.</p> <p>Additional Reading: Hawkes, K. (2004). The grandmother effect. <i>Nature</i>, 428, 128-129.</p>
<p><b>11/18</b></p>	<p><b>Ch. 13: The Family and Other Contexts for Socialization</b>  This chapter discusses the dynamics of family as a socialization agent. It also talks about parenting styles and how children may influence parents and parenting styles.</p> <p>Additional Reading: Gibson, K. (2009). Differential parental investment in families with both adopted and genetic children. <i>Evolution and Human Behavior</i>, 30, 184-189.C</p>
<p><b>11/20</b></p>	<p><b>Ch. 13: The Family and Other Contexts for Socialization</b>  This chapter examines the role of siblings, particularly birth order effects, cooperation, conflict, and parental investment. It also briefly discusses the influence of divorce and other socialization agents, such as school and media sources.</p> <p><b>Paper 2 Due</b></p>
<p><b>11/25</b></p>	<p><b>Ch. 14: Competing and Cooperating with Peers</b>  This chapter discusses the development of peer interactions and relationships. Also, it examines prosocial behaviors and antisocial behaviors and their possible benefits.</p> <p>Additional Reading: Benenson, J. F., Pascoe, J., Radmore, N. (2007). Children's altruistic behavior in the dictator game. <i>Evolution and Human Behavior</i>, 28, 168-175.</p>
<p><b>11/27</b></p>	<p><b>Ch. 14: Competing and Cooperating with Peers</b>  This chapter discusses the development of peer interactions and relationships. Also, it examines prosocial behaviors and antisocial behaviors and their possible benefits.</p>
<p><b>12/2</b></p>	<p><b>Ch. 15: The Development of Sexuality and Gender Identity</b>  This chapter discusses reproductive strategies and parental investment theory. Life-history theory will also be discussed.</p>

12/4	Exam 3 (Chapter 11- 15)
12/6	Optional Cumulative Final: 10:30 am- 1:00 pm

\*\* Last day to drop/add is Friday, August 30<sup>th</sup> at 5pm.

\*\*\*Last day to withdraw without receiving an “F” in the course is October 18<sup>th</sup> .

### Papers: Small Studies

Students will complete and write-up two small studies by the dates listed below. Each write-up for each study will consist of an introduction based on material from your textbook or from lectures, AS WELL as at least 2 other articles/references. It will include a brief methods section with a brief description of the procedures used, a summary of the results, and a brief discussion of the results. Each paper should be between 4 and 6 pages in length (typed, double spaced, 12 pt font, Times New Roman).

Other projects, based upon research described in the textbook (e.g., working memory, selective attention, object permanence, formal reasoning), can be substituted, with permission of the instructor, for the studies listed below.

#### Paper #1: False Beliefs

**Date Due: October 14<sup>th</sup>**

- Interview two or more children between the ages of 3 and 4 years of age.
- Show the child a box of crayons, or another distinctive box that a child would recognize (e.g., juice box, small cereal box).
- Ask the child what he or she thinks is in that box. They should say “*crayons*” or “*juice*.”
- Then, open the box and reveal that it actually contains something else (e.g., pencils, ribbons).
- Then, place the pencils/ribbons/alternative item back in the box and ask the child what another person (a friend, sibling, etc.), who is not in the room, would think is in the box.
- Then ask the child what he or she thought was in the box originally (“What did *you* think was in the box the first time I showed it to you?”).
- Discuss your results in terms of theory of mind and the development of theory of mind.
- To learn more about this task, read pp. 288-292 of your text.

#### Paper #2: Grandparental Investment

**Date due: November 20<sup>th</sup>**

- Interview at least four people whose maternal and paternal grandparents were all living while they were growing up. Ask each participant to estimate:
- The distance their grandparents lived from the participant (in miles)
- The amount of time/month each grandparent spent with the participant. Include phone conversations as well as face-to-face interactions.
- The closeness the participant felt toward each grandparent.
- The amount of resources (gifts, money, trips) each grandparent provided for the participant (in dollars per month)
- For question 3, ask participants to make ratings on a 6-point scale, from –3 to +3, with –3 reflecting not very close and +3 reflecting very close. Compare how much investment or “solicitude” each grandparent (mother’s mother; mother’s father; father’ mother; father’s father) made in their grandchildren.
- Discuss your results in terms of what is hypothesized by evolutionary psychology.



**OR**

**Paper #2: Young Children's Addition Strategies**

**Date due: November 20<sup>th</sup>**

- Interview two or more children between the ages of 4 and 7 years.
- Play a board game with children, such as "Chutes and Ladders" or "Monopoly Junior" in which moves are computed by throwing two dice.
- Record the manner in which children compute their moves from the dice (e.g., counting all the numbers on both dice, counting only the numbers on one die, fact retrieval, see pages 271 and 272 of your text).
- Present age differences and variability in children's arithmetic strategies.

\*All information on this syllabus is tentative and subject to change\*