



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College

Department of Counseling and Human Services

EDFN 2310: DEVELOPMENTAL PSYCHOLOGY

TEXT: Berger, K.S. (2017). *The Developing Person Through the Life Span: Tenth Edition*. New York: Worth Publishers.

Accompanying LaunchPad Site: <http://www.macmillanlearning.com/launchpad/berger1s10e>

This site contains a great deal of content and the quizzes which will support class learning. You must have LaunchPad access. You will need to register for this once you have the code which comes with your "textbook" purchase. Please register with the name listed on D2L so that I know you're the same person.

COURSE DESCRIPTION: A study of human learning and developmental principles applicable to infancy, early childhood, childhood, adolescence, early adulthood, adulthood, and the geriatric phase of life.

RELATIONSHIP TO CONCEPTUAL FRAMEWORK: ETSU seeks to develop a world-class environment to enhance student success and improve the quality of life in the region and beyond. By explicating knowledge of human development, this course allows students to better understand themselves and the environment which influences them, and suggests how to use this knowledge to improve the quality of life for others in the region.

HDAL 2310 GOALS:

1. Students will become knowledgeable of the science and theories behind developmental psychology.
2. Students will become knowledgeable about the biosocial, cognitive, and psychosocial realms of human development through the lifespan.
3. Students will become knowledgeable on how to use developmental theory to support intellectual, social, and personal development of individuals.

SYLLABUS CHANGE POLICY: I reserve the right to make changes to the syllabus due to unforeseen circumstances or if I think it will ease or enhance the class. Changes will be posted on the course website.

POLICY ON LATE ASSIGNMENTS: I do not accept late assignments except under the most dire circumstances (serious illness or death in the family). Should this arise, you must call or email me as soon as possible to discuss a plan to bring your grades up to date. Points will be

deducted (typically 10% per day late). Extra credit projects will not be permitted in lieu of course requirements and assignments.

STUDENTS WITH DISABILITIES: Providing reasonable and appropriate accommodations to students with disabilities is an important part of the ETSU responsibilities. To ensure that the University meets its obligations to students consistently and fairly, students who seek accommodations should first register with the disability services office at ETSU. Students should call the office at 423-439-8346 and make an appointment to speak to a counselor. Further information can be found at <http://www.etsu.edu/reg/academics/syllabus.php#disability>.

CONNECTING/CONTACTING ME: I am an adjunct for ETSU who lives a good distance away. I have no office on campus so we must connect by e-mail, text, or phone. Since this is an on-line course, that should work out fine. Don't hesitate to contact me with questions or concerns using the contact information on the front page. Be sure to let me know your name and course number (HDAL 2310-905) when sending a text. Please put the course and section number in the subject line so that I know where you're coming from. You can expect a response from me within 48 hours during the week. If you do not hear from me within that time frame or you need a faster, please send me a text message.

PROBLEMS: If you are having trouble with the course, definitely contact me. I will be happy to discuss the material and expectations with you at any time...except at the end of the semester when it will be too late. Contact me early and don't let a small problem become a big one.

USE OF PEOPLE-FIRST AND INCLUSION LANGUAGE: The use of inclusive and people-first language is required for written work. The language we use and hear shapes our attitudes and perceptions. Replace terms like "man" and "mankind" with "human beings," "humanity," and "humankind". Be sure to say "the person with learning disabilities" rather than the "LD kid".

ACADEMIC DISHONESTY: Plagiarism, cheating, and other forms of academic dishonesty are serious offenses, and the faculty member has the prerogative of invoking the severest penalty for an initial offense (see the current ETSU catalog). Insofar as a first offense is concerned, the minimum penalty for plagiarism and/or cheating is a failing grade on the paper or exam; the maximum penalty in this instance is a failing grade in the course. Plagiarism and cheating will not be tolerated in any form and will be dealt with according to college policy. Discussing assignments is recommended, but the written work that you submit must be your own. When you write a paper, ideas borrowed directly from others must be acknowledged in footnotes, endnotes, or parenthetical notation. Material that is copied verbatim should appear in quotation marks or set off in an indented, single-spaced format. If you have any doubts about what constitutes plagiarism or cheating or how to cite sources properly, please contact me.

SYLLABUS ATTACHMENT: Please follow this link to important information about ETSU policies and services: <http://www.etsu.edu/reg/academics/syllabus.php>

COURSE EVALUATION STRATEGIES: Students will complete the following activities in order to achieve the following grades and can expect to have assignments graded within one week of the due date.

| | |
|--|---------|
| 25 chapter quizzes (through LaunchPad) | 254 pts |
| 7 Discussions @ 10 pts each | 70 pts |
| Project: Where I'm From | 20 pts |
| Project: Piagetian Task** | 150 pts |
| Project: Adolescence Project** | 100 pts |
| Case Study | 100 pts |
| Final Exam (50 multiple choice questions @ 3 pts each) | 150 pts |

TOTAL POINTS POSSIBLE 844 pts

***Will be completed in small groups that will be assigned at the beginning of the semester. For these two assignments you will do a peer assessment in which will rate each member of your group, including yourself, in terms of the contributions made to group project, including both the overall product of the group (report) and the process of collecting data, making decisions, and working together as a team. The sum of all the scores should be 0. If everyone contributed equally, you can give each person 0. Your individual grade will be determined by the group grade on the project and on the peer assessment. See the example attached.*

Letter grades will be assigned as follows:

- A = 100-95%
- A- = 94-90%
- B+ = 89-87%
- B = 86-83%
- B- = 82-80%
- C+ = 79-77%
- C = 76-73%
- C- = 72-70%
- D+ = 69-65%
- D = 64-60%
- F = 59% and below

MODULE 1 Welcome and Introduction to the Course

Objectives: Know each other & know the class

Assignments: Make sure you're assigned to a group, and have purchased the text and logged into LaunchPad; Post a note in the Discussion letting me know you've done this

MODULE 2 Science and Theory of Human Development

Objectives: Know yourself, know science, and know the grand theories of human development

Readings: Chapters 1 and 2

Assignments: Quizzes for Chapters 1 & 2; Complete and submit the “Where I’m From” Project

MODULE 3 Genetics and Prenatal Development

Objectives: Explore prenatal development

Readings: Chapters 3 & 4

Assignments: Quizzes for Chapters 3 & 4; Discussion on the TN laws on pre-natal drug use

MODULE 4 The First Two Years

Objectives: Explore the biosocial, cognitive, and psychosocial development of birth through age 2

Readings: Chapters 5, 6, 7

Assignments: Quizzes for Chapters 5-7

MODULE 5 Early Childhood

Objectives: Explore the biosocial, cognitive, and psychosocial development of early childhood

Readings: Chapters 8, 9, 10

Assignments: Quizzes for Chapters 8-10; Discussion on spanking

MODULE 6 Middle Childhood

Objectives: Explore the biosocial, cognitive, and psychosocial development of middle childhood

Readings: Chapters 11, 12, 13

Assignments: Quizzes on Chapters 11-13; Discussion on how time is spent - PE, tv, chores

MODULE 7 Piagetian Tasks Project

Objectives: See the Piagetian Tasks Project

Assignment: See attachment

MODULE 8 Adolescence

Objectives: Explore the biosocial, cognitive, and psychosocial development of adolescence

Readings: Chapters 14, 15,16

Assignments: Quizzes for Chapters 14-16

MODULE 9 Adolescence Project

Objective: To see how young adults and adults view their own adolescent days

Assignment: See attachment

MODULE 10 Emerging Adulthood

Objectives: Explore the biosocial, cognitive, and psychosocial development of early adulthood

Readings: Chapters 17, 18, 19

Assignments: Quizzes on Chapters 17-19; Discussion on stereotypes by gender/ethnicity

MODULE 11 Adulthood

Objectives: Explore the biosocial, cognitive, and psychosocial development of adulthood

Readings: Chapters 20, 21, 22

Assignments: Quizzes on Chapters 20-22; Discussion on what makes a good relationship

MODULE 12 Late Adulthood

Objectives: Explore the biosocial, cognitive, and psychosocial development of late adulthood

Readings: Chapters 23, 24, 25, Epilogue

Assignments: Quizzes on Chapters 23-Epilogue; Discussion on Last Lecture

MODULE 13 Case Study: Tying It All Together

Objectives: Putting this information together through a personal case study

Assignments: See attachment

Project: Where Are *You* From? (20 pts)

"If you don't know where you're from, you'll have a hard time saying where you're going." This poem template is used all over the place now, but I do think it helps to give a person a deeper understanding of themselves. It's fun and fool-proof. The prompts draw out memories and forces you to make observations that may go unnoticed as you grind through life. The template is below, followed by an example. Enjoy these and share them.

The Where I'm From Template

I am from _____ (specific ordinary item), from _____ (product name) and _____.

I am from the _____ (home description... adjective, adjective, sensory detail).

I am from the _____ (plant, flower, natural item), the _____ (plant, flower, natural detail)

I am from _____ (family tradition) and _____ (family trait), from _____ (name of family member) and _____ (another family name) and _____ (family name).

I am from the _____ (description of family tendency) and _____ (another one).

From _____ (something you were told as a child) and _____ (another).

I am from (representation of religion, or lack of it). Further description.

I'm from _____ (place of birth and family ancestry), _____ two food items representing your family). From the _____ (specific family story about a specific person and detail), the _____ (another detail, and the _____ (another detail about another family member). I am from _____ (location of family pictures, mementos, archives and several more lines indicating their worth).

| | 0 pts | 5 pts | 10 pts |
|--------------|---|---|--|
| Thoroughness | Less than $\frac{3}{4}$ complete | May be missing 1-2 blanks and/or descriptions did not convey meaningful information | Poem was complete with meaningful descriptions that conveyed both depth and thoughtfulness |
| Mechanics | Spelling or grammar errors made reading near impossible | Spelling or grammar errors hindered reading | No noticeable spelling or grammar errors. |

Where I'm From Model Fred First

I am from the
peaceful banks of a
creek with no name;
from JFG, toast and
blackberry jam and
home-made granola.
I am from "a house
with double
porches," a room
filled with good
ghosts and creek
laughter in the
mornings before first
light. I am from
Liriodendron and
Lindera, butterfly
bush and mountain
boomers I am from
Dillons and
Harrisons, Betty
Jean and Granny
Bea-- frugal and
long-lived, stubborn
and tender, quick to
laugh. Or cry. I am
from a world whose
geography my
children know better
than I, from a quiet
valley where I am the
proprietor and world
authority of its small
wonders. From barn
loft secret passwords
and children who
can fly if they only
try. I am from oven-
baked Saran Wrap
and colds caught
from jackets worn
indoors. I am from
fire in the blood
Baptists, from the
cathedral made
without hands, the
church in the
wildwoods, the

covenant of grace.
I'm from the Heart of
Dixie, son of Scarlett
O'hara. From War
Eagle, Wiffle, UAB
and PT, from Walnut
Knob's blue ridge
and the soft shadows
of Goose Creek.
From a "fast
hideous" dresser and
a home body from
Woodlawn, from a
grandfather I never
knew that I can
blame for my love of
nature and my
stubbornness, they
tell me. I am from
fragments, the faint
smell of wood
smoke, and familiar
walks among trees I
know by name, from
HeresHome and
good stock. A man
can hardly ask to be
from more. Created on
... March 05, 2005

SAMPLE

Project: Piagetian Task (150 pts)

Working in your assigned groups, administer at least 5 Piagetian conservation tasks to three elementary school children and have each draw a picture of themselves. You will need to collect the necessary materials and find the children on your own. Family members are always easiest but consider asking around at church, sports clubs, scouts, boys & girls clubs. College faculty with children are often willing to “lend them out”. It only takes about 15 minutes to administer these and most kids enjoy helping college students with their work. Working together, write one paper about your subjects’ developmental levels based on these two activities (the tasks and the picture).

The Seven Piagetian Conservation Tasks

As outlined from: <http://www.cog.brown.edu/courses/cg63/conservation.html>

Several physical quantities are unchanged, or *conserved* in the face of spatial or configurational transformations. As Piaget noted, children in the early preoperational period fail on all of these tasks, typically giving answers that conform to the most salient dimension (e.g., in the number conservation task, 3- and 4-year-olds typically state that the longer transformed line has 'more'). Children in the late preoperational period often succeed at some of these tasks, but fail to provide adequate justifications for their judgments. It is not until the concrete operational period that children can reliably supply logical justifications, such as *reversibility*, for conservation.

The seven tasks are not acquired at once. instead, they are acquired in the order listed here, with conservation of number typically mastered by 5 or 6, but conservation of volume often not mastered until 9 or 10. This was something of an embarrassment for Piaget, who invoked the notion of *decalage* ('uncoupling') in an attempt to explain why such structurally similar concepts should be acquired at such diverse ages.

| | 0 pts | 15 pts | 25 pts |
|--------------|--|---|--|
| Thoroughness | Fewer than 3 tasks given to 0-1 children; no pictures | At least 3 tasks given to at least 2 children; all did pictures | 5-7 tasks given to 3 children; all did pictures |
| Analysis | Children’s developmental level incorrect and terms used inaccurately | Children’s levels reported appropriately but terms are vague or incorrect | Children’s levels identified appropriately and explanation of stages uses proper terminology |
| Summary | Minimal details of the tasks and the children’s responses are provided | Adequate details of the tasks and the children’s responses are provided. | Full details of the tasks and the children’s responses are provided. |
| Mechanics | Spelling and grammar errors make reading this near impossible | Minor spelling and grammar errors that hinder reading | No noticeable spelling or grammar errors |

Conservation Task

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Transformation

Numbn



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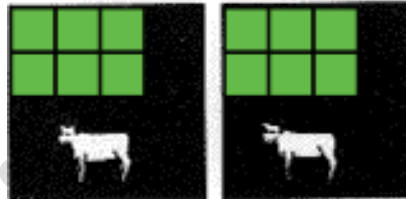
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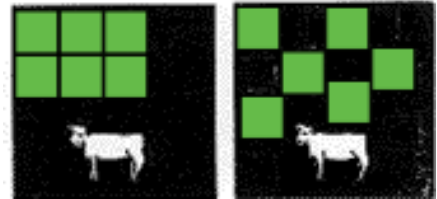
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weight



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Now (without placing them back on the scale to
confirm what is correct for the child) do the two
pieces of clay weigh the same, or does one
weigh more?

Volume



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Project: Adolescence Questionnaire (100 pts)

Working in your groups, collect at least 10 of the following questionnaires from friends (age 18+), families, or neighbors. This can be done by interview or in writing (transcribe responses though). Then compare responses and reflect on what this tells you about how adults view their adolescent days.

1. How happy were you in high school?
2. What are your happiest memories of high school?
3. What is your worst memory of high school?
4. Did you feel that you had enough friends in high school?
5. Do you still feel close to those friends? If so, how so? If not, why not?
6. Did you take high school seriously in terms of academics?
7. How well did you get along with your parents while you were in high school?
8. Did you follow “societal” rules in high school (i.e., School rules, parent rules, community rules)?
9. Did you feel confident about your own body during high school? Why?
10. What else should I know about your feelings during high school?

Write one paper collectively that is about 5-6 pages long, double-spaced, and summarizes your findings. What common responses did you come across? What surprised you? How did the responses support, or contradict, what the textbook says? Look for correlations among responses. Attach the responses.

| | 0 pts | 15 pts | 25 pts |
|--------------|---|--|---|
| Thoroughness | 5 or fewer people answered 5 or fewer questions | 6-9 people answered at least 6 questions | At least 10 people answered at least 8 questions each |
| Analysis | Paper fails to compare and contrast the responses | Paper provides minimal comparisons and contrasts of the responses. | Paper presents a comparative analysis of responses and ties those to course content |
| Summary | No real summary that helps the reader understand the responses is presented. | A minimal summary that helps the reader understand the responses is presented. | A thorough summary that helps the reader understand the responses is presented. |
| Mechanics | Spelling and grammar errors made reading this nearly impossible; responses not attached | Spelling or grammar errors hindered the reading of this; responses were attached | No noticeable spelling or grammar errors; responses attached |

CASE STUDY (100 pts)

In a 4-6 page double-spaced paper do a case study about yourself that reflects on your own biosocial, cognitive, and psychosocial development. In the biosocial realm, consider your physical status, sleep and exercise patterns, nutrition, confidence in sexual choices, emotional status, and your overall adherence to social norms. In the cognitive section, tell which Piagetian stage you believe you are in and why, discuss your school success/failures, your moral development, problem-solving abilities, and ability to handle diversity in thought. In the psychosocial section, discuss your ethnic identity, peer interactions, personality type, vocational identity, self-confidence, family interactions, financial independence, success with emotional partners, and the overall health of your daily habits. *Use terminology from this course* and discuss how well you conform to, or diverge from, the norms for your age. This case study is not meant to have you divulge embarrassing or sensitive information about yourself. Rather it seeks to have you put the concepts from this course into practice by giving you to do an observation on someone with whom you have easy access – yourself. Enjoy this assignment and contact me if you have questions or concerns about it.

| | 0 pts | 15 pts | 25 pts |
|--------------------------|--|---|--|
| Thoroughness | Not all 3 areas were covered and/or the discussions were minimal | The 3 areas were each addressed but at least 2 areas were minimally covered | Biosocial, cognitive, and psychosocial development were all thoroughly covered and discussed |
| Analysis | Course terms were not used nor is there evidence of a connection between your story and the course content | Some terms from the course were used; a few comparisons to norms were made | Terms from the course were used throughout; comparisons to norms were thoroughly discussed |
| Use of Course Vocabulary | Minimal use of course vocabulary. | Adequate use of course vocabulary. | Thorough use of course vocabulary. |
| Mechanics | Spelling and grammar errors made reading this nearly impossible | Spelling and grammar errors hindered the reading of this | No noticeable spelling or grammar errors |

Course Vocabulary Suggestions: Theoreticians' names used in proper context. From glossary: apprenticeship in thinking, assimilation, attachment, behaviorism, Big Five, cognitive artifacts, cognitive equilibrium, cognitive theory, moral reasoning, dialectical thought, differentia susceptibility, disengagement theory, dynamic-systems approach, emotional regulation, executive function, extrinsic/intrinsic motivation, family function, foreclosure, formal operational thought, gender identity, generativity versus stagnation, humanism, identification, identity versus role confusion, intimacy versus isolation, lateralization, linked lives, morality of care, morality of justice, nuclear family, peer pressure, personal fable, practical intelligence, private speech, problem-focused coping, race, relational aggression, resilience, role confusion, rumination, self-awareness, self-concept, social comparison, social convoy, social norms, stressor, temperament, theory of mind, vitality.

Peer Assessment of Teamwork in Active Learning Project Model

Name _____ Student A _____

This form provides an opportunity for peer assessment of teamwork.

Rate each member of your group, including yourself, in terms of the contributions made to group project, including both the overall product of the group (report) and the process of collecting data, making decisions, and working together as a team. The sum of all the scores should be 0. See example. If everyone contributed equally, you can give each person 0.

Example: Team Elements has four members. This is how one member rated her own and the other team members' contributions:

Names Rating

Earth 0

Wind +2

Water -1

Fire -1

Total = 0

NAMES (Including Yourself) RATING

| | |
|---------------|----------|
| _____ A _____ | +1 _____ |
| _____ B _____ | +1 _____ |
| _____ C _____ | -1 _____ |
| _____ D _____ | -1 _____ |

Total = 0

Comments

I found this evaluation difficult to fill out because although I rated C and D lower, it was, for the most part a great pleasure to work with them. I understand the point of relativity in grading everyone to even out to zero but I would like to explain my frustrations and reasons for these ratings.

C was extremely instrumental in coordinating and conducting our interviews and he put a lot of time into this project. He also was in charge of writing a certain section of the paper that he put a lot of time and effort into. However, putting together the paper at the end was very frustrating because what he had written required extensive revisions and did not answer what it should have. I don't know if he should be counted down for this.

I marked D with a -1 rating because although she kept expressing that she was willing to help, her contributions also required significant editing and she did not take initiative to work on things by herself without being told exactly what to do.

Overall, I felt a bit dissatisfied with the final product that my team put together for this paper, which was a frustrating experience. I was very surprised to be looking at the same document as my teammates the night before it was due and feeling like what I was seeing was far from finished but that they thought that it was just fine. I definitely understand that this is part of teamwork and it was a learning experience for me to be on a team in which I saw things differently than several of my teammates in terms of the quality I expected and hoped for. I learned that I need to learn to manage situations like this better because I see a lot of room for improvement on my part. Instead of trying to get rid of my perfectionistic lens, I think I could definitely work on my ability to teach others, delegate different tasks, and establish expectations early on.

Course Calendar – HDAL 2310

Module 1 Introduction to the Course

W 1/22 Discussion: Introductions _____/10

Module 2 Science and Theory of Human Development

M, 1/27 Quiz - Chapter 1 _____/12

W, 1/29 Quiz – Chapter 2 _____/11

F, 1/31 Project: Where I'm From _____/20

Module 3: Genetics and Prenatal Development

M 2/3 Quiz – Chapter 3 _____/12

W, 2/5 Quiz – Chapter 4 _____/12

F, 2/7 Discussion: TN Laws _____/10

Module 4: The First Two Years

M, 2/10 Quiz – Chapter 5 _____/9

W, 2/12 Quiz – Chapter 6 _____/9

F, 2/14 Quiz – Chapter 7 _____/9

Module 5: Early Childhood

M, 2/17 Quiz – Chapter 8 _____/12

W, 2/19 Quiz – Chapter 9 _____/9

F, 2/21 Quiz – Chapter 10 _____/9

Discussion: Spanking _____/10

Module 6: Middle Childhood

M, 2/24 Quiz – Chapter 11 _____/9

W, 2/26 Quiz – Chapter 12 _____/9

F, 2/28 Quiz – Chapter 13 _____/12

Discussion: TV Time _____/10

Module 7: Piagetian Tasks Project

M, 3/9 Piagetian Tasks Project _____/150

Module 8: Adolescence

W, 3/11 Quiz – Chapter 14 _____/9

F, 3/13 Quiz – Chapter 15 _____/12

Quiz – Chapter 16 _____/12

March 16-22 – SPRING BREAK

Module 9: Adolescence Project

W, 3/25 Adolescence Project _____/100

Module 10: Emerging Adulthood

M, 3/30 Quiz – Chapter 17 _____/9

W, 4/1 Quiz – Chapter 18 _____/9

F, 4/3 Quiz – Chapter 19 _____/9

Discussion: Stereotypes _____/10

Module 11: Adulthood

M, 4/6 Quiz – Chapter 20 _____/9

W, 4/8 Quiz – Chapter 21 _____/12

F, 4/10 Quiz - Chapter 22 _____/9

Discussion: Relationships _____/10

Module 12: Late Adulthood

W, 4/15 Quiz – Chapter 23 _____/9

F, 4/17 Quiz – Chapter 24 _____/12

M, 4/20 Quiz – Chapter 25 _____/9

Discussion: Last Lecture _____/10

Module 13: Tying It All Together

M, 4/27 Personal Case Study _____/100

FINAL EXAM

M, 5/1 Multiple Choice _____/150