**Syllabus**

**Course:** Developmental Psychology (Psychology 640)  
**Instructor:** James T. Todd, Ph.D.  
**Course Time:** 5:30-8:10 p.m. T & Th  
**Room Number:** 515 Mark Jefferson  
**Final Exam:** June 22, 2004 at the regular class time.  
**E-mail:** james.todd@emich.edu  
**Website:** people.emich.edu/jtodd  
**Office:** 537F Mark Jefferson; 734-487-2254  
**Office Hours:** 2-3 pm M, T, Th, and by appointment

**Course Objectives**

This course is an advanced survey of developmental psychology. Through readings, lectures, assignments, and class discussion the student will become familiar with some of the major topics and concerns of modern developmental psychology. A lifespan developmental approach will be taken, but a special emphasis will be placed on the historical and social context of modern views of development. For successful completion of the course student will be expected to participate constructively in class discussions, correctly answer questions on quizzes and examinations.

**Assignments**

This course will not ordinarily include graded assignments. Study exercises might be given.

**Project/Papers**

Three times during the course, you will be asked to write a brief review of a selected aspect of the developmental literature. These papers will be no longer than four pages in length. You will get to select the topic or it will be assigned, but it should be directly relevant to the contents of the course up to that point.

**Examinations**

This course will include no formal examinations.

**Grading**

The course grade will be the average of the grades on the three reviews. Details of the grading parameters will be given in class.

**Office Hours**

The instructor will ordinarily hold office hours as specified above and by appointment. Please call or email ahead if possible.
Attendance

Except as required by university policies and other regulations, attendance will not be recorded. However, because the examinations will cover lecture material and important announcements may be made at any time regarding issues such as reading assignment changes, class cancellations, and examination coverage, attendance at every class meeting is encouraged. Furthermore, unless you provide an reasonable medical or personal reason for missing a scheduled course meeting (see make-ups), you will receive a grade of 0 (zero) for any in class exercises conducted that day. Attendance at examinations will be required.

Final Exam

This course has a final examination period scheduled for June 22 at the regular class time. We will hold a regular class session and projects might be due at this time.

Cheating

University and departmental policies with respect to academic dishonesty and cheating will be followed and enforced. You will not be permitted to use notes, books, tape players, radios, or similar items during testing periods. The instructor will retroactively apply penalties for academic dishonesty if the problem is discovered after test and course grades are given.

Student Requests

Requests for make-up tests, grade changes, extensions, special grades, etc. should be made directly to the instructor in advance and include supporting documentation.

Syllabus Changes

Unforeseen circumstances may result in changes in any aspect of this syllabus. The instructor may make changes in the syllabus, schedule, requirements, and other aspects of the course. These changes will be announced in class.

Class Cancellations

Class meetings may be canceled by university authorities or by the instructor. Cancellations will be announced in as timely a manner as possible. Assignments due on the day of the canceled class may be turned in at the next scheduled class meeting.

Other policies

Please refer to official university publications, especially the class schedule and graduate catalog, for questions regarding enrollment, registration, schedules, adds, drops, grading options, and other policies.
Course Schedule

Week 1: Introduction to the course

5/4: Coverage of syllabus and overview of the course. Introduction to developmental psychology.
Readings: Chapter 1, pp. 3-45

5/6: More background on Developmental Psychology
Readings: Chapter 2, pp. 47-72
Chapter 4, pp. 125-195.

Week 2: Biology of Development

5/11: Developmental Neuroscience
Readings: Chapter 5, pp. 199-230
Gould (course reserves)
Thompson (course reserves)

5/13: Perceptual Development
Readings: Chapter 6, pp. 231-274.

Week 3: Cognitive Development

5/18: Overview of Cognitive Development
Readings: Chapter 7, pp. 275-311

5/20: Problem solving
Reading: Chapter 5, pp. 118-132

Week 4: Theories of Language Acquisition and Development

5/26: Cognitive/Biological Theories of Language
Reading: Chapter 8, pp. 313-373

5/28: Behavioral Theories
Reading: Skinner Verbal Behavior excerpt (reserves)
Palmer (2000a)
Palmer (2000b)

Week 5: The Child in Social Context

6/1: Parent-Child Relationships
Readings: Chapter 10, pp. 411-450.
First Review Due
6/3: Peer Relationships
   Readings: Chapter 11, pp. 451-501
            Espelage (2003)
            Cillessen (2004)

   Week 6: Schools and other Social Contexts

6/8: School and Community
   Readings: Chapter 12, pp. 503-554
   Second Review Due

6/10: High School, College, and Later
   Reading: TBA

   Week 7: Aging and Developmental Disabilities

6/15: Old Age and Gerontology
   Readings: Skinner Enjoy Old Age Excerpt
             To Be Announced

6/17: Developmental Disabilities
   Readings: Baer, Wolf, & Risley, 1968 (Website)
             Others: TBA

   Week 8: Application and Social Policy

6/22: Applied Developmental Psychology
   Readings: Chapter 13, pp 555-598.
             Third Review Due