PSYCHOLOGY 3404 - DEVELOPMENTAL PSYCHOLOGY

Welcome to PSYC 3404! This course examines the major concepts, theories and developmental tasks encountered throughout the entire life span.

Course Description

Developmental Psychology covers the physical, cognitive, psychosocial, and moral development of the individual from conception until death. Prereq. PSYC 1101.

Important Course Information

| Professor: | Dr. Jillian Shillaber |
| Office Location: | Faculty Room 164A Nightingale Hall, x3987 |
| Office Hours: | Mon & Wed 12-2:30pm and by appointment |
| Online Hours: | by appointment |
| Email: | j.shillaber@northeastern.edu |
| Class Meetings: | CRN: 17652 Mon & Wed: 2:50- 4:30pm |
| Class Location: | West Village G 102 |
| Course Website: | http://blackboard.neu.edu |
| Supplementary Site: | https://www.facebook.com/Developmental-Psychology-Shillaber-662260680491287/ |

Please check Blackboard frequently for announcements and grades. You are responsible for all information communicated via Blackboard. Information about assignments and/or changes to the tentative class schedule will be announced via Blackboard.

Core Learning Outcomes

- Describe the major theoretical approaches and concepts to the study of life-span development.
- Use a variety of psychological resources to produce a research paper/project.
- Engage in discussions relevant to the topics within the course.
- Gain familiarity with key concepts and terms employed by specialists in the field.
- Understand the ways in which knowledge of human development is produced, evaluated, and applied by scientists and practitioners.

Course Overview

- The continuity of development throughout the life span.
- The interrelationships among the physical, cognitive, and psychosocial realms of development.
- The important theoretical, research-related and practice concerns in the field of human development.
Textbooks and Course Materials

Required:

  (Note: an e-text version is available at [www.coursesmart.com](http://www.coursesmart.com) as well as an option to purchase the book and e-resources at [www.mydevelopmentlab.com](http://www.mydevelopmentlab.com))

http://www.mheducation.com/highered/product.0077725972.html
You can purchase this program for $25 directly through the website above. If you need to purchase it through the book store for financial aid reasons, I can request the bookstore to sell you a code to enter instead. Please note that by purchasing the website directly you will be getting the cheapest rate.
CODE: Shillaber PSYC 3404

Recommended for your Group Presentation:

  - A resource for your group presentations
  - A resource for your group presentations
  - A resource for your group presentations
  - A resource for your group presentations
  - Describes the cultural context that shapes individuals from a variety of backgrounds.
  - A resource for your group presentations

Recommended:


Recommended for writing in APA style:
- http://www.apastyle.org/
  o Describes the appropriate ways to write papers in the field of psychology.

**SUGGESTED WEBSITES:**

Prenatal progress:
http://www.visembryo.com/

Podcasts on development:
http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/

Brain development:
http://main.zerotothree.org/site/PageServer?pagename=key_brain

Aging:
http://www.helpage.org/global-agewatch/?gclid=CMvm_4ibv7sCFWUV7Aodqm0Aoq

**Grading**

- Class Participation, including parent interview, if applicable (15%)
- Online Posts (2; 10%)
- Group Project and Presentation (15%)
- Learnsmart Quizzes (15%)
- Weekly Quizzes (25%)
- Final Exam (20%)

**Course Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.4</td>
</tr>
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<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>72-77</td>
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<tr>
<td>C-</td>
<td>70-71</td>
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<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>62-67</td>
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<tr>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Class Participation**

Your participation in class is mandatory in that your input into discussion and participation exercises, such as role plays and small group activities, are as much a part of the learning experience as are presentations and written assignments. Behaviors such as missing class, arriving late, and leaving early are not only unfair to your classmates and instructor, but they disrupt the overall learning process. Thus, you will be expected to attend class on time and not leave early. Attendance will be taken in the beginning and/or end of class—be sure to sign the attendance sheet daily. Allowances may be made by talking to the instructor in advance of any necessary absences. Note: any unexcused absences (absences not cleared by the instructor) will result in a 10 point reduction of your class participation grade. Arrangements can be made with the instructor to “make-up” some class time by posting on Blackboard. In the event of a snow day, we will make up class time with the following assignment: You are to interview your mother or father about your developmental history. Additional information for the “Interview Your Parents” assignment is found on page 13 of this syllabus. If there is no snow day, this assignment is optional.
Online Posts
Since this course is structured to facilitate active learning, class meetings will not consist of transmission of my knowledge through lecture. Expect to do group work and participate in class discussions. I understand that not everyone is comfortable speaking in class, so each student is required to contribute 2 posts to our class website and duplicated on the class Facebook page. To complete this requirement you should post a question you have about anything related to developmental psychology, an article, a YouTube video, or a comment responding to someone else’s post. These posts will be graded on a complete / incomplete basis and there are no requirements in content, length or category. The only requirement is that the post is related to developmental psychology. In order to complete this requirement, log on to Blackboard and click on “Discussion Board” then choose “Required Post 1” for the first post and “Required Post 2” for the second post. The first post is due by September 28th and the second is due by November 28th. Please note that you can make your posts at any point in the semester, as long as the posts are BEFORE the due dates.

Group Project and Presentation
You will be assigned to a group on September 14th and asked to pick a topic to present to the class. Students have done a variety of presentations in the past, including PowerPoint presentations, Jeopardy games, and one group was very creative by creating a storybook based on developmental concepts. Your presentations should be designed to engage the entire class, but the main purpose is to deepen your understanding of developmental psychology. Your group will be graded as a collective whole as well as on an individually based on the amount of work you contribute to the group. You will have the opportunity to provide feedback on your group members as to the extent to which they participate in your group. Your group’s preliminary report is due on October 5th. For detailed instructions, please see the Group Project Handout on page 14 of this syllabus. Note: the final report due date for all presentations is November 2, regardless of when your group is scheduled to present.

Learnsmart
In order to help ensure that you are understanding the content in the text, I have created a website for you to complete assignments to show you 1) what you’re learning 2) what you think you are learning and 3) if those two match. You should complete one Learnsmart quiz prior to the beginning of class almost every day. You will know which quiz to take based on the topic listed in the class session section of this syllabus (page 8) and the due date on the site. To complete the assignments, go to: http://www.mheducation.com/highered/product.0077725972.html

You can purchase this program for $25 directly through the website above. If you need to purchase it through the book store for financial aid reasons, I can request the bookstore to sell you a code to enter instead. Please note that by purchasing the website directly you will be getting the cheapest rate. After logging into the site, make sure you sign into MY class by using the following code: Shillaber PSYCH 3404 MW

PSYC 3404
Weekly Quizzes
In order to ensure your success in this course, both formative and summative assessments will be utilized. Each class period, there could be a multiple choice pop quiz given (in-class or on Blackboard) based on the most recent readings assigned. Please note that announced blackboard quizzes are on the syllabus. Students who have previously taken the course completed their course evaluations and the most frequent comment was that they would have learned more if they had to read the book for the class. As such frequent quizzes have been added to the course design. However, your lowest score will be dropped and should you so choose, you will have the opportunity to re-take any of the quizzes at the end of the semester. There will also be 5 longer multiple-choice exams posted on the Blackboard website (see the syllabus for due dates). You should plan to complete the exam hours before the deadline in order to make sure you are able to complete the exam in time. You will need to sign in to Blackboard to begin the appropriate exam. You have one opportunity to take each exam and each one is timed based on how many questions are asked. These exams are closed book, independent assessments of your knowledge. I expect you to do your best and adhere to the Honor Code (described later in the syllabus). In an effort to aid you in doing this, your scores and the correct scores will not be visible until everyone has taken the exam.

Final Exam
A multiple choice final exam will be given during the final exam period scheduled between December 9th until December 16th. The exam will include questions from all chapters in your Berk text as well as content discussed during each class meeting.

Supplemental Assignments:

My Virtual Life
You may also want to consider using the online software that corresponds with the text to simulate the development of a person based on your decisions.

Accessing the Online Software: To access the online software, My Development Lab, My Virtual Life, your e-text, etc., have your access card available. After logging into the site, make sure you sign into MY class by using the following code:

Shillaber6813
PSYCH 3404 Fall 16 MW

Extra Credit - Due December 7th
There are two options to earn up to 8 points on your lowest grade (depending on the amount of time spent in each activity):

Option 1: You may do at least 8 hours of volunteer work with children and/or the elderly throughout the semester and turn in a journal of your experience, including your dates and
times worked. Your journal should include key concepts (physical, cognitive or social-emotional) related to developmental psychology that you observed while volunteering.

You will need to ask your site supervisor to turn in a brief evaluation of your performance as a volunteer - found on page 19 of this syllabus). Completion of 8 hours with a detailed journal about how your experience related to enhancing your knowledge of developmental psychology will earn you up to 8 points.

Option 2: You may wish to attend workshops or seminars offered at Northeastern that relate to developmental psychology. For each talk attended, you will need to write a summary of what you learned and how the topic relates to physical, cognitive, or social-emotional development. Each talk you attend and after which you submit a corresponding summary will earn you up to 2 points.

Please note that it is your responsibility to initiate these opportunities and ask for my approval prior to volunteering or attending a talk. You may also watch a movie and write up key concepts related to developmental psychology that appear in the film. Some suggestions of movies that have specific developmental topics include: The Bucket List, The Curious Case of Benjamin Button (note: some scenes may be too risqué for your taste so choose another movie if you do not want to expose yourself to sexual content. This movie also comes with a list of questions to answer for those of you who like more structure), Juno, Hope Springs, Inside Out, or another movie approved in advance.

Attendance Policy
Research has demonstrated that attendance is critical for academic success. If you are late for class, please take your seat as quietly as possible. It is better to come late than not at all, but other class members should not be disturbed. You may eat and drink in class, but do not disturb others. Smoking is not permitted in public buildings. Class participation points (in increments of 5 or 10) will be deducted from your participation grade when you are late or absent and if use your cell phone or browse internet sites during class, as research also shows that students cannot successfully multi-task. The exception to a point reduction is when I tell you to use these technologies for class participation purposes (e.g., Poll Everywhere).

Classroom Etiquette
As a consideration to the instructor and your fellow students please turn all cell phones to the silent mode, or off, before entering the classroom. Please do not use your Smartphone during class for non-class purposes. If you have an emergency situation that requires you to keep your cell phone on, please inform me at the beginning of class. Also, refrain from talking to one another during class. This can be very distracting to the other students in class.
Pass/Fail
The last day to elect pass/fail for fall classes is **September 20, 2016**. This may be extended by the instructor to October 28, 2016.

**Course Withdrawal**
If you choose to withdraw from this course, please fill out the appropriate form at the Registrar's Office. **The last day to drop a course without a “W” grade is September 27, 2016.** The last day to drop a course with a “W” grade is **December 8, 2016**. Incompletes will only be considered when provided with a valid medical/personal excuse. **Not doing well in the course is NOT a valid excuse to receive an incomplete.**

**Class Cancellations**
Check the University's webpage for cancellation information due to inclement weather. In the unlikely event that I must cancel class on short notice, I will announce this on the course Blackboard site. Regardless of the reason for class cancellation, you should check Blackboard to see if I have left an assignment for you to complete in lieu of our class time.
Note: in the event of a class cancellation on an exam date, the exam will be given during the next scheduled class meeting.

**Disability Support Services**
Northeastern University is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or if you think you may have one), and as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, then you should contact the Disability Resource Center (617-373-2675; DRC@neu.edu). It is the student’s responsibility to inform the instructor of the DRC's determination of reasonable accommodations for each course.

**Academic Integrity:**
Academic integrity is highly valued at Northeastern University. The University's Academic Integrity Policy, available at https://issuu.com/northeasternuniversity/docs/academic_integrity_40-43?e=2831976 details your rights and responsibilities as a student. In particular, it defines academic dishonesty issues such as cheating and plagiarism. In addition, it spells out potential consequences to violating the Academic Integrity Policy. Lapses in such integrity (i.e., cheating, plagiarism, etc.) will not be tolerated and will result in appropriate course penalties (F grade) and referral to the Student Judiciary and/ or the Office of Student Conduct and Conflict Resolution http://www.northeastern.edu/osccr/. Please familiarize yourself with these policies.
## CAMPUS RESOURCES AND SERVICES:

<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Phone</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University Health and Counseling Center</td>
<td>Forsyth Building, Suite 135 Forsyth St.</td>
<td>(617) 373-2772, option #1</td>
<td><a href="http://nuweb15.neu.edu/uhcs/access-to-care/appointments/">http://nuweb15.neu.edu/uhcs/access-to-care/appointments/</a></td>
</tr>
<tr>
<td>Whittier Street Health Center</td>
<td>1290 Tremont St. Roxbury, MA 02120</td>
<td>(617) 373-2772, option #1</td>
<td>Monday–Friday: 8:30 a.m. – 8 p.m. Saturday: 8:30 a.m. – 5 p.m.</td>
</tr>
<tr>
<td>Beth Israel Deaconess Urgent Care - Chestnut Hill</td>
<td>200 Boylston St. Newton, MA 02467</td>
<td>(617) 278-8500</td>
<td>Monday – Friday: 11 a.m. to 9 p.m. Saturdays and Sundays: 9 a.m. to 7 p.m.</td>
</tr>
<tr>
<td>Samaritans Crisis Hotline</td>
<td>n/a</td>
<td>877-870-HOPE (4673)</td>
<td>Wanting to talk to someone on the phone after hours for support?</td>
</tr>
<tr>
<td>Public Safety</td>
<td>716 Columbus Ave.</td>
<td>Emergency-</td>
<td>Monday – Friday: 8 a.m. – 4:00 p.m.</td>
</tr>
<tr>
<td>Off-campus call 911</td>
<td></td>
<td>(617) 373-3333;</td>
<td><a href="http://www.northeastern.edu/nupd/services/emergency-medical-services-on-campus">http://www.northeastern.edu/nupd/services/emergency-medical-services-on-campus</a></td>
</tr>
<tr>
<td>Snell Library</td>
<td>360 Huntington Ave. Boston, MA 02115</td>
<td>Help and Information Desk, Level 1 (617) 373-8778</td>
<td>Sunday: 10 a.m. – 12 a.m. Monday–Thursday: 7:45 a.m. – 12 a.m. Friday: 7:45 a.m. – 9 p.m. Saturday: 9 a.m. – 10 p.m.</td>
</tr>
<tr>
<td>Northeastern University Writing Center</td>
<td>136 Snell Library 412 Holmes Hall</td>
<td>(617) 373-2086 (617) 373-4549</td>
<td>Same-day and Next-day appointments: Monday–Thursday, 11 a.m. – 5 p.m. <a href="http://www.northeastern.edu/english/writing-center">http://www.northeastern.edu/english/writing-center</a> Online appointments: <a href="http://www.northeastern.edu/nupd/services/emergency-medical-services-on-campus">neu.mywconline.com</a> Appointments in advance: Monday–Thursday: 10 a.m. – 7 p.m. Friday: 12 p.m. – 5 p.m.</td>
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<tr>
<td>Northeastern University Peer Tutoring</td>
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<td><a href="http://www.northeastern.edu/csastutoring">http://www.northeastern.edu/csastutoring</a></td>
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</tbody>
</table>

**Class Schedule:**
This is a tentative schedule, subject to change due to class pace, unexpected class cancellations and other factors.

All Readings / Assignments are due BEFORE class meets on the day that is listed.
Readings are in **BOLD** and Assignments are in *ITALICS.*
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS 1</strong></td>
<td><strong>HISTORICAL BACKGROUND, METHODS AND FOUNDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>September 7</td>
<td>Syllabus &amp; Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>History of studying development, research methods &amp; ethics</td>
<td>Chapter 1, p. 20 of syllabus due</td>
</tr>
<tr>
<td><strong>FOCUS 2</strong></td>
<td><strong>BIOLOGICAL, LANGUAGE AND PHYSICAL DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Genetics</td>
<td>Chapter 2, 2 online quizzes due - Controversies(2 questions) &amp; Research (4 questions)</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Prenatal Development</td>
<td>Chapter 3, Online exam due – 50 questions (Chapter 2, Genetics)</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Language development Catch-up</td>
<td>Chapters 5 (p. 174 - 179), 7 (p. 248 - 251), Online exam due – 75 questions (Chapter 3, Prenatal)</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Physical development</td>
<td>Chapters 4 (p. 120 - 132), 7 (p. 216 - 222), 9 (p. 290 - 298), 11 (361 - 381), Online quiz “Language Development” due</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Physical development continued</td>
<td>Chapters 13 (p. 432 - 450), 15 (p. 502 - 516), 17 (p. 564 - 588), Blackboard post #1 due “Discussion Board”, “Required Post 1”</td>
</tr>
<tr>
<td><strong>FOCUS 3</strong></td>
<td><strong>COGNITIVE DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>Infancy, Toddlerhood &amp; Early Childhood</td>
<td>Chapter 5 (p. 152 - 173) &amp; Chapter 7 (p. 226 - 247), Online quiz due, Physical Development</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Middle Childhood, Adolescence &amp; Early Adulthood</td>
<td>Chapter 9 (p. 299 - 325), 11 (p. 382 - 397) &amp; 13 (p. 450 - 459), Group Project Preliminary Report Due (see p.14-15 for requirements)</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Columbus Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Middle Adulthood &amp; Late Adulthood</td>
<td>Chapter 15 (p. 517 - 527) and 17 (p. 589 - 599), Mid-term course evaluation</td>
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<tr>
<td></td>
<td>Motor, Sensory, &amp; Perceptual development</td>
<td>Chapters 4 (136 – 147) &amp; 7 (p. 223 - 226)</td>
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<tr>
<td><strong>FOCUS 4</strong></td>
<td><strong>SOCIO-EMOTIONAL DEVELOPMENT</strong></td>
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<tr>
<td>Oct. 17</td>
<td>Emotional development</td>
<td>Chapters 6 (p. 183 - 190), 8 (255 - 260), 10 (p. 328 - 336), 12 (p. 401 - 402 and 421 - 426), 14 (p. 463 - 471), 16 (p. 531 - 542), &amp; 18 (p. 603 - 608), Online quiz “Motor, perceptual and sensory” due Online exam – Cognitive (40 questions; all cognitive readings)</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Catch-up</td>
<td>Chapters 6 (p. 190 - 206) &amp; 8 (p. 278 - 283*) Online quiz “Emotional” due</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Self, identity &amp; personality</td>
<td>Chapters 6 (p. 206 - 209) &amp; 18 (p. 606 - 609) Online quiz “Temperament and attachment” due</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Gender and sexuality</td>
<td>Chapters 8 (p. 273-278), 10 (p. 343 – 345), &amp; 12 (p. 410 - 414) Online quiz “Self, identity and personality” due</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Moral development</td>
<td>Chapters 8 (p. 264 - 272), 10 (p. 336 - 339), 12 (p. 405 - 414) Online quiz “Gender and sexuality” due</td>
</tr>
<tr>
<td><strong>FOCUS 5</strong></td>
<td><strong>EXPERIENTIAL LEARNING</strong></td>
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</tr>
<tr>
<td>November 2</td>
<td>Presentation Groups 1, 2, 3</td>
<td>All Group Project Presentations / Products Due Online quiz “Moral” due</td>
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<tr>
<td>Nov. 7</td>
<td>Presentation Groups 4, 5, 6</td>
<td>Group Project Rating Sheets 1 &amp; 2 due for Group 1, Group Project Rating Sheets 1 &amp; 2 due for Group 2 Group Project Rating Sheets 1 &amp; 2 due for Group 3</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Presentation Groups 7, 8, 9</td>
<td>Group Project Rating Sheets 1 &amp; 2 due for Group 4, Group Project Rating Sheets 1 &amp; 2 due for Group 5 Group Project Rating Sheets 1 &amp; 2 due for Group 6</td>
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<tr>
<td>Day</td>
<td>Topic</td>
<td>Readings /Assignments</td>
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</table>
| Nov. 14   | Presentation Groups 10, 11, 12 | *Group Project Rating Sheets 1 & 2 due for Group 7*  
|           |                              | *Group Project Rating Sheets 1 & 2 due for Group 8*  
|           |                              | *Group Project Rating Sheets 1 & 2 due for Group 9*  
| Nov. 16   | Presentation Groups 13, 14, 15 | *Group Project Rating Sheets 1 & 2 due for Group 11*  
|           |                              | *Group Project Rating Sheets 1 & 2 due for Group 12*  
|           |                              | *Group Project Rating Sheets 1 & 2 due for Group 13*  
| Nov. 21   | Family relationships         | *Chapter 8 (p. 278 - 283), 10 (p. 345 - 355), 12 (p. 414 - 416), 14 (p. 472 - 495), Chapter 16 (p. 543 - 552), & 18 (p. 620 - 628)*  
| Nov. 23   | Thanksgiving Break           | NO CLASS                                                                                                                                            |
|           |                              | **FOCUS 6**                                                                                                                                            |
|           |                              | **CONTEXTS OF DEVELOPMENT**                                                                                                                                 |
| Nov. 28   | Family relationships cont.   | *Chapter 8 (p. 278 - 283), 10 (p. 345 - 355), 12 (p. 414 - 416), 14 (p. 472 - 495), Chapter 16 (p. 543 - 552), & 18 (p. 620 - 628)* review  
|           | Peer relations               | *Chapters 8 (p. 261-263), 10 (p. 339 – 342), & 12 (p. 417 - 420)*  
|           |                              | *Group Project Rating Sheets 1 & 2 due for Group 16*  
|           |                              | *Blackboard post #2 due- “Discussion Board”, “Required Post 2”*  
| Nov. 30   | School and work              | *Chapters 4 (p. 133 - 135) & 14 (p. 492 – 495)*, 16 (p. 553 - 558)*  
|           | Leisure, aging, culture      | *Chapter 18 (p. 610 – 619; 629 - 633) & Chapter 19*  
|           | Catch-up                     | *Online quiz “Family” due*  
|           |                              | *Online quiz “Peer” due*  
|           |                              | **FOCUS 7**                                                                                                                                            |
|           |                              | **END OF LIFE**                                                                                                                                          |
| December 5| Death, dying, and bereavement| *Chapter 19 (review *)*  
|           |                              | *Online quiz “School and work” due*  
|           |                              | *online quiz “Leisure” due- on pages from Chapter 18 only*  
| Dec. 7    | Course wrap-up               | Read each chapter summary and come with questions . . .  
|           |                              | *Online quiz “Death” due*  
|           |                              | *“Interview Your Parents” due (if applicable)*  
|           |                              | *Extra Credit Due (if applicable)*  
| Dec. 8    | Reading Day                  | **TBA**                                                                                                                                               |
|           |                              | **Final Exam**                                                                                                                                       |
|           |                              | **Finals Week**                                                                                                                                       |

Note: A mid-semester course evaluation will be conducted to gather feedback about what is working well and what changes would benefit your learning.

Toward the end of the semester the **TRACE (Teacher Rating and Course Evaluation)** will be used to gather feedback on particular aspects of the course and instruction. I read and consider all student comments regarding the course and instruction. For example, power point slides are posted prior to class because feedback indicated that this would help students to organize their notes. Please be sure to complete the TRACE so that I can make changes to the course based on your feedback. You will also get an opportunity to provide feedback mid-semester so that any changes that may be helpful for you can be made in advance of this evaluation. Completing the TRACE will help me ascertain if the changes made to the course based on your mid-semester feedback were helpful (or not). In addition, if 90% of the class completes the TRACE evaluation then the entire class will receive 5 extra credit points.
Important Dates

Fall 2016

Sep 7 Wednesday - First day of fall classes

Sep 20 Tuesday - Last day to elect pass/fail for fall classes

(may be extended by instructor to October 28)

Sep 27 Tuesday - Last day to drop a fall class without a W grade

Sep 30 Friday - Last day to file a Final Exam Conflict Form for fall classes

Oct 10 Monday - Columbus Day observed, no classes

Oct 24 Monday - Spring class offerings posted on web

Nov 11 Friday - Veterans' Day, no classes

Nov 14 Monday - Spring registration for continuing students begins

Nov 23 Wednesday - First day of Thanksgiving recess, no classes

Dec 7 Wednesday - Last day of fall classes

Dec 8 Thursday - Reading day, Last day to drop a fall class with a W grade

Dec 9 Friday - Dec 16 Friday- First through last days of final exams for fall classes

Dec 17 Saturday- Final exam makeup day for fall classes if needed

Dec 19 Monday Faculty grade deadline at 2:00 p.m. for fall classes

Dec 20 Tuesday- Grades for fall classes on myNEU (myneu.neu.edu)
Spring 2017

Jan 5 Thursday - First day of online "I Am Here" registration for spring classes

Jan 9 Monday - First day of spring classes

Jan 10 Tuesday - Last day of online "I Am Here" registration for spring classes

Jan 13 Friday - January degree conferral

Jan 16 Monday - Martin Luther King Jr.'s Birthday observed, no classes

Jan 18 Wednesday - Last day of online class add for spring classes

Jan 23 Monday- Last day to elect pass/fail for spring classes

(may be extended by instructor to March 3)

Jan 30 Monday- Summer class offerings posted on web, Last day to drop a spring class without a W grade

Feb 2 Thursday- Last day to file a Final Exam Conflict Form for spring classes

Feb 20 Monday- Presidents' Day, no classes

Feb 21 Tuesday- Summer registration for continuing students begins

Mar 4 Saturday - First day of spring break

Mar 20 Monday - Fall class offerings posted on web

Apr 10 Monday- Fall registration for continuing students begins

Apr 17 Monday- Patriots' Day, no classes

Apr 19 Wednesday - Last day of spring classes

Apr 20 Thursday- Reading day, Last day to drop a spring class with a W grade

Apr 21 Friday- First day of final exams for spring classes

Apr 28 Friday- Last day of final exams for spring classes

May 1 Monday- First day of senior week, Faculty grade deadline at 9:00 a.m. for spring classes

May 2 Tuesday- Grades for spring classes on myNEU (myneu.neu.edu)

May 4 Thursday- First day of online "I Am Here" registration for summer 1 and NUterm classes

May 5 Friday- Commencement
Assignment Guidelines

In the pages that follow you will find the following information:

"Interview Your Parents"

Group Project Handout

Group Project Grading Sheet # 1

Group Project Grading Sheet # 2

Extra Credit Service Learning Experience Agreement and Evaluation Form

Acknowledgement of Syllabus and Assignment Instructions

"Interview Your Parents" Assignment Guidelines

Please contact your parents and ask them about your mother’s pregnancy and your prenatal/early childhood development. Be sure to ask:

Your birth weight
Your Apgar score at time 1 and 2
Were you born vaginally or cesarean section
How many months old were you when you spoke your first word?
What was your first word?
How many months old were you when you:
  - Rolled over
  - Crawled
  - Walked unaided
  - Put 2 words together
  - Used the toilet
What was your favorite toy when you were 1 year old
What was your favorite toy when you were 2 years old
What was your favorite toy when you were 3 years old
What did you want to “be” when you grew up
Has your occupational choice that changed now that you are an adult
And, ask your parents about any other noteworthy details of your development
The group project is a creative exercise in which you thoughtfully and comprehensively illustrate your understanding of the cognitive, physical, and socio-emotional factors influencing your selected period of development. The group projects will include consideration of the family, community, and cultural context in which the individual is developing and will integrate concepts across the semester. You should include citations from the text (e.g., footnotes or annotations) to demonstrate your incorporation of developmental concepts. Thorough group projects will appropriately and informatively use at least 80 developmental terms or concepts overall. At least 15 terms must appear for your selected period of development (prenatal, infancy, toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood). Furthermore, at least 10 terms each must appear that are related to at least 5 of the 7 themes focused on in the text. Thus, I anticipate that developing a comprehensive group project will take many hours of meetings throughout the semester and will result in materials that are the equivalent of about 20 – 35 pages of text. Below is a list of instructions:

1. Select a topic for your group project from the following list:
   - Develop a set of video materials and/or text excerpts from a real person’s (e.g., the Dalai Lama, Anne Frank, and Harriet Tubman) or fictional character’s (e.g., Rudy Huxtable, Anne of Green Gables, etc.) life story to illustrate developmental concepts from the class text.
   - Propose a collection of children’s books to be used in classrooms to promote optimal development.
   - Evaluate a set of childrearing guides or other source of childrearing advice (e.g., the What to Expect series, askdrsears.com, “8 weeks to a well-behaved child”, etc.).
   - Write an original fairy tale (or modify an existing fairy tale) that illustrates development in childhood and adolescence. Attach an essay explaining your fairy tale’s symbolism and how it illustrates development.
   - Develop a board or card game (or modify an existing one) that illustrates development in childhood and adolescence.
   - Create your own topic – if you have another idea, run it by me!


3. Decide who will do what in your group. Will you all work together on everything? Will you divide tasks among the group? Who will take on different time periods in the class text, or different aspects of development, as you make the links to developmental concepts? Who will coordinate group meetings and group communication? Who will organize materials? Who will organize class discussion?

4. A preliminary report on items 1, 2, and 3 is due at the beginning of class on October 5th. A template preliminary report can be found on page 16 of this syllabus. Please note that one person from the group can complete the first section of the preliminary report, but all group members should individually complete the rating scale at the bottom of the template. The bottom section of the template can be turned in without the top part of the report but each group is responsible to complete the top section of the template. My main objective in requiring this on October 5th is to know that your group is meeting, and to be able to address any issues the group may be facing with distribution of tasks well before your actual presentation.

5. A report detailing what each group member has learned and which class concepts will be illustrated in your group’s materials is due on November 2nd. Note that your group might not be presenting that day, but the report is due before class in paper form at the beginning of class. This report should be written by each group member as one overall document in APA style.

6. Prepare an agenda for your group presentation to the class. You may wish to plan an activity, ask the class to break into small groups, ask the class to write anonymous answers to questions, etc. Prepare handouts and slides as needed. Be over-prepared, so that if material is discussed more rapidly than you thought it would be, you have more to move on to. You should also be flexible, in case the class wants to spend more time on some questions than you had anticipated. You should NOT plan to present to the class for your entire time. At least half of your time should be spent fostering class discussion. You should be prepared to be in charge of 20 minutes of class time.
7. Decide how your group is going to lead class discussion. Will one person be the “lead moderator?” Will different people be responsible for different aspects of the class? Think through how much time each person in the group is responsible for being “on,” and make sure the group as a whole is comfortable with the plan. Specifically, it is fine for group members to contribute more to some parts of the project than others, as long as the group is satisfied that the project as a whole has been carried out equitably. It is not necessary for all members of the group to speak if that is not what works best for your group.

8. When leading class discussion, be mindful of each of your fellow students’ contributions. Some people find it more difficult to contribute to class discussion than others – try to find ways to encourage more reserved contributors without intimidating them. Try to think ahead of time whether any questions or comments may bring up personal information, and how to deal with any such issues sensitively and respectfully.

9. Turn in paper copies of your completed Group Project Rating Sheet #1 (one sheet per group member) as well as Group Project Rating Sheet # 2 (one sheet total) at the beginning of class the class period after your group leads class discussion. See the grading rubric to decide the appropriate point allocation for yourself and each member of your group.

10. Finally, enjoy yourselves! The group projects are a creative opportunity, and I believe you will find presenting your work and leading class discussion to be enjoyable as well as educational.
Group Project Template Preliminary Report

The first section should be completed by one group member:

Name of each Group Member:

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Topic:

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Materials:

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Group Roles (e.g., someone to schedule meetings, organize meeting time and compile information for the report):

Scheduler:_____________________________________________________________________________________________________________________________________________________

Moderator:_____________________________________________________________________________________________________________________________________________________

Compiler:_____________________________________________________________________________________________________________________________________________________

The following section should be completed by each group member individually:

Your Name: ______________________________ Developmental Period: __________________

Please rate yourself on a scale from 60 (not at all) – 100 (very much) on your availability to meet and/or organize materials to complete the group project:________

Please rate each of your group members on a scale from 60 (not at all) – 100 (very much) on each of their availability to meet and/or organize materials to complete the group project:

Partner 1:__________________________ Grade:________

Partner 2:__________________________ Grade:________

Partner 3:__________________________ Grade:________

Partner 4:__________________________ Grade:________

Partner 5:__________________________ Grade:________
# Group Project Grading Sheet # 1

Note: Please print this page and complete for each group member, including yourself

Your Name: __________________  Group Member’s Name: __________________

## Grading Scale for Materials

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100:</strong></td>
<td>Clearly illustrates primary aspects of cognitive, physical, and socio-emotional development at each developmental period; materials are well-prepared, internally coherent and clearly linked to course material, and illustrate important aspects of family, community, and cultural contexts; materials proceed in a well-organized and logically flowing manner; visual aids used excellently.</td>
</tr>
<tr>
<td><strong>80-89:</strong></td>
<td>Identifies important aspects of cognitive, physical, and socio-emotional development at each developmental period; materials are well-prepared, though internal linkages and links to course material might have been more clear; relevant information is provided about family, community, and cultural contexts; materials proceed in an engaging manner yet could be better organized; visual aids used effectively.</td>
</tr>
<tr>
<td><strong>70-79:</strong></td>
<td>Identifies information about cognitive, physical, and socio-emotional development at each developmental period; materials are relevant to course material; family, community, and/or cultural contexts are noted; materials proceed in a haphazard manner, organization and purpose are not clear.</td>
</tr>
<tr>
<td><strong>60-69:</strong></td>
<td>Does not clearly identify information about cognitive, physical, and socio-emotional development at each developmental period; materials are only loosely relevant to the course material and may rely on opinion rather than consideration of course material; may be very brief and perfunctory or very long and disorganized.</td>
</tr>
</tbody>
</table>

MATERIALS SCORE: _____________

## Grading Scale for Presentation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100:</strong></td>
<td>Clearly identifies the main point(s) in the materials; activities/questions/etc. are well-prepared, clearly linked to class material, and foster class participation; activities/questions/etc. are clearly aimed at integrating information across the course; students’ questions are answered clearly and respectfully; students’ contributions are welcomed and treated respectfully; students’ contributions are linked to each other and to course information; discussion proceeds in a well-organized and logically flowing manner, visual aids used excellently.</td>
</tr>
<tr>
<td><strong>80-89:</strong></td>
<td>Identifies important points in the materials; activities/questions/etc. are prepared and foster class participation, though linkages to class material might have been more clear; activities/questions/etc. are relevant to information across the course; students’ questions are answered respectfully; students’ contributions are welcomed and treated respectfully; discussion proceeds in an engaging manner yet could be better organized, visual aids used effectively.</td>
</tr>
<tr>
<td><strong>70-79:</strong></td>
<td>Identifies information from the materials; activities/questions/etc. have been prepared and are relevant to the group project; students’ questions are noted; students’ contributions are welcomed and treated respectfully; discussion proceeds in a haphazard manner, organization and purpose are not clear.</td>
</tr>
<tr>
<td><strong>60-69:</strong></td>
<td>Does not clearly identify information from the materials, activities/questions/etc. are only loosely relevant to the material for the day OR rely solely on opinion and not on the consideration of evidence; may be very brief and perfunctory or very long and disorganized.</td>
</tr>
</tbody>
</table>

PRESENTATION SCORE: _____________

PSYC 3404 17
Group Project Grading Sheet #2 (submit one sheet in total)

Note: Please print this page and complete one for your entire group, including yourself

Your Name: ______________________________ Developmental Period: __________________

Please rate yourself on a scale from 60 (not at all) – 100 (very much) on the:

quality of your work:_____
amount of effort you put in to completing the group project:________
your availability to meet and/or organize materials to complete the group project:_____

Please rate each of your group members on a scale from 60 (not at all) – 100 (very much) on the:

quality of the work he/she contributed to completing the group project:

Partner 1:__________________________ Grade:_____
Partner 2:__________________________ Grade:_____
Partner 3:__________________________ Grade:_____
Partner 4:__________________________ Grade:_____
Partner 5:__________________________ Grade:_____

amount of effort he/she contributed to completing the group project:

Partner 1:__________________________ Grade:_____
Partner 2:__________________________ Grade:_____
Partner 3:__________________________ Grade:_____
Partner 4:__________________________ Grade:_____
Partner 5:__________________________ Grade:_____

availability to meet and/or organize materials to complete the group project:

Partner 1:__________________________ Grade:_____
Partner 2:__________________________ Grade:_____
Partner 3:__________________________ Grade:_____
Partner 4:__________________________ Grade:_____
Partner 5:__________________________ Grade:_____

Extra Credit Service Learning Experience Agreement and Evaluation Form

Developmental Psychology at Northeastern University

**STUDENT INFORMATION**

Name: ___________________________________________________________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
</tr>
</thead>
</table>

**SUPERVISOR INFORMATION:**

Name: ___________________________________________________________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
</tr>
</thead>
</table>

**INFORMATION RELATED TO SERVICE LEARNING EXPERIENCE**

Name of organization or agency where experience will be gained:

______________________________________________________________________________

Address of organization or agency: ________________________________________________

<table>
<thead>
<tr>
<th>Street Name</th>
<th>City</th>
<th>Zip</th>
</tr>
</thead>
</table>

Number of Hours Gained (maximum = 8): __________

**SUPERVISOR RATINGS OF STUDENT**

<table>
<thead>
<tr>
<th>Appearance is appropriate to the setting.</th>
<th>POOR</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistently begins and ends on agreed upon time.</th>
<th>POOR</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Receptive to feedback and suggestions from supervisor.</th>
<th>POOR</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appears comfortable interacting with individuals.</th>
<th>POOR</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Comments:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

I, as supervisor of the above named student, affirm that all information on this form is true and accurate.

______________________________________________________________________________

Signature of Supervisor | Date
Acknowledgement of Syllabus and Assignment Instructions

After reading this syllabus carefully, please clear up any questions with Dr. Shillaber, print and fill out this page, and return to Dr. Shillaber.

Name: _____________________________________________

Major(s): __________________________________________

Minor(s): __________________________________________

Year at NU: _________________ Email: ____________________________

Phone (optional): _________________________________

Anything you’d like to share about yourself? Help me get to know you! __________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

I have read the syllabus carefully and understand the course rules and requirements.

__________________________________________

(Signature)