DEVELOPMENTAL PSYCHOLOGY
SYLLABUS
Fall 2023

Course Code: PSY 231
Section: 02
Class Time: Tues & Thurs, 10:50 am -12:05 pm
Room: L2.84 NB

Professor:

Dr. Kelly McWilliams
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Teaching Assistants:

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Course Prerequisite: PSY101

Course Description: This course will focus on the psychological development of the child from conception and prenatal stages through adolescence. Topics will include physical, cognitive, emotional/social development as they are influenced by genetic, individual, and cultural factors. Major theories of development will be thoroughly discussed in the context of empirical research.

Learning Objectives:

1. Learn key concepts related to growth and mechanisms of change within the various domains of psychology.
2. Be able to describe/recognize applications of psychology and how they are related to human growth and development throughout the lifespan.
3. Gain insight into aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity.

4. Develop skills necessary to responsibly consume and disseminate findings from psychological scholarship, including:
   - The ability to summarize complex ideas accurately, including their limitations and future directions.
   - Interpret quantitative data as communicated in statistics, graphs and tables, and qualitative data as communicated in narrative texts.
   - Employ writing (grammar, style, etc.) appropriate to professional standards and conventions in Psychology, including the effective use of APA style.
   - Recognize the value of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions.

Required Text: Children and their Development Seventh Edition; Robert K. Vail; New York, Pearson, ISBN-978-0-13-359568
Online bookstore:
https://jjay.textbookx.com/institutional/index.php?action=browse#books/1535296/

Policies on Attendance, Etiquette, and Participation:

Attendance Policy: Students are expected to attend class. Up to **four** unexcused absences will be allowed; if more than four classes are missed the student will be expected to present official documentation, a failure to present documentation will result in points being deducted from the student's participation grade.

Classroom Behavior: Students are expected to be respectful to others. Behavior in the classroom should not be disruptive or distracting to the instructor or to other students.

- Students should come to class on time and stay for the entire class period. If a student must leave early, he/she/they should sit near the exit and leave quietly.
- Cell phones should be turned off or put on silent mode (if being used as a clicker) prior to the start of class. Students should pay attention to what is going on in class. There should be no talking among students during class; this is distracting to other students, the instructor, and the classroom environment as a whole.
- All electronic devices (phones, tablets, laptops, etc.) should be used solely for class purposes (e.g., taking notes; clicker). Alternative use may lead to your device being confiscated.
- Except in an emergency there should be no walking in and out of the classroom during class. Please use the restrooms, make phone calls, etc., before or after class!

***Any student who is considered to be in violation of these guidelines will be asked to leave.**

The Writing Center: The Writing Center is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and students are encouraged to use it. If students are given a Referral form to the Writing Center, they must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism: Plagiarism and cheating are violations of CUNY's policy on academic integrity.

When students register for this course, they are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-45 of the JJC Undergraduate Bulletin for further explanation.

NOTE: Unless specifically authorized, the use of artificial intelligence (AI) technology (e.g., Chat GPT) is a violation of the CUNY/College Policy on Academic Integrity, and constitutes **both cheating and plagiarism.** Submitting work generated by someone or something other than yourself as if it were your own is cheating. Presenting ideas, concepts, words, etc. without providing appropriate credit to your sources is plagiarism.

Diversity, Equity, and Inclusion: This class—and the university—is an environment that must be free of harassment and discrimination. There is absolutely no tolerance for verbal or physical harassment, intimidation, or discrimination on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction.

Students are responsible for familiarizing themselves with CUNY's Notice of Non Discrimination, Policy and Procedures on Equal Opportunity and Non Discrimination, Policy on Sexual Misconduct

Members of the class come from different cultural, racial, and socioeconomic backgrounds. It is possible that these differences will lead to conversations or other situations in which one class member (including the professor) speaks or acts in a way that is insensitive or discriminatory toward another class member. In these situations, it may be possible for you to address this behavior directly with the class member responsible. You are also always welcome to address such issues by speaking with the professor. If you are not comfortable talking with the professor (including if the professor is the person responsible for causing harm), you may tell:

- Another faculty member you trust
- The chair of your undergraduate program
- Gabriela Leal, Interim Director of Compliance and Diversity/ Title IX Coordinator (gleal@jjay.cuny.edu, 646–557-4674)

We are all continuing to unlearn biases and harmful habits we have developed over decades. This is a lifelong process facilitated by openness to feedback, intense and honest self- reflection, and humility. If another member of the class approaches you with concerns, you are expected to believe them when they tell you how your speech or conduct impacted them and, when appropriate, to work to identify ways to make amends and make changes to your future actions. The professor is available to facilitate this process when wanted or needed. The professor is also responsible for modeling this for the class, and you are welcome and encouraged to discuss with her any instances in which she speaks or behaves insensitively or inappropriately.

One of the most important aspects of this course is providing all of us with opportunities to develop new, more diverse and nuanced perspectives and to strengthen our abilities to critically engage with predominant perspectives in the field. I attempt to provide a foundation for this through challenging the theories and research I present to you and teaching you to be critical consumers of psychological science, but my approach is still developing and therefore we will

benefit from each of your perspectives and voices in complicating traditional narratives about human development.

Assessment - Assignments and Grading:

Reading: Students are expected to have read the chapters on the date that they are being discussed in class and to participate in class discussions. If at any point I feel students are not regularly preparing for class, I reserve the right to enact "pop quizzes" on textbook material.

Examinations (100 points per test/200 points total**)**: There will be **3 examinations opportunities- You grade will be calculated using your 2 highest grades. This means you will drop your lowest exams score.** Exams will based on lecture and textbook material. Exams will include multiple choice questions and will be based on the text and material covered in class. **Exams will NOT be cumulative**. Students should not arrive late for any exam. Late arrivals will not be given any extra time to complete the exam. Students are responsible for bringing pencils on each exam day.

Since you are able to drop your lowest test score, there will be **NO MAKEUP EXAMS. **

1. Exam 1 (100 points): **September 28, 2023**
2. Exam 2 (100 points): **November 2, 2023**
3. Exam 3 (100 points): ***During Assigned Finals Period***

Written Assignments (120 points total)**:** 6 pages of writing will be required for this class. The goal of your writing assignment is to demonstrate your ability to: 1. Locate, cite, and evaluate empirical sources, 2. Read, comprehend and summarize scientific studies, 3. Critically think about findings and conclusions. As such, your writing assignments are broken down into 3 parts (2 pages each), with each assignment directly targeting one of the 3 skills. In separate assignments throughout the semester you will: 1) Chose an article from a predetermined list of empirical papers and complete a "literacy worksheet" for this paper. 2) Complete a 2-page draft of a summary which will demonstrate comprehension and an ability to extract *key* information from your article. 3) Incorporate the comments and edits from your summary draft to demonstrate that you have read and understood all comments from your previous draft. Because assignment 3 is structured to demonstrate your learning from assignment 2, your grade on assignment 3 is the ability to earn points to add to your assignment 2 grade. For instance, if you receive 65 points on assignment 2 and then submit assignment 3 addressing all concerns, you assignment 2 grade will become an 80. Detailed information about each assignment will be discussed in class and all information will be available on the class blackboard site.

Important dates for Written Assignments:

1. Literacy Worksheet (40 points): **September 21, 2023**
2. Summary Draft (80 points): **October 17, 2023**
3. Summary Final (---): **December 5, 2023**

Participation (5 points total)***:*** Your attendance and participation will be included in your grade. Attendance will be taken during class. You will be allowed to miss up to 4 classes without points being deducted from your grade. After 4 classes you will need to provide documentation for your absence, or points will be deducted from your participation grade.

Grading Policy: Students enrolled in the course will be responsible for all material presented in class, successful completion of exams, class attendance, and paper assignments. Final grades will be determined as follows:

Letter Grade	%	Raw Score
A	100-93	325-301
A-	92-90	300-291
B+	89-87	290-282
B	86-83	281-269
B-	82-80	268-259
C+	79-77	258-249
C	76-73	248-236
C-	72-70	235-226
D+	69-67	225-217
D	66-63	216-204
D-	62-60	203-194
F	59- Below	193-below

Administrative Information:

- Last day to withdraw without a grade of "W" is Tuesday, September 14, 2023
- **Any student who has a disability and needs classroom accommodations should notify both the instructor and the Office of Accessibility Services within the first two weeks of the semester.**

Class Schedule, Readings, and Assignments
(Subject to change)

August 29	Introduction & Course Review	*No Reading Assignment*
August 31	Science of Child Development	Chapter 1
September 5	Science of Child Development	Chapter 1
September 7	Genetic Bases	Chapter 2
September 12	Genetic Bases	Chapter 2
September 14	Prenatal to Newborn	Chapter 3
September 19	Prenatal to Newborn	Chapter 3
September 21	Nervous System Development ***Literacy Worksheet***	Chapter 4
September 26	Nervous System Development	Chapter 4

September 28	**EXAM 1**	
October 3	Perceptual Development	Chapter 5
October 5	Perceptual Development	Chapter 5
October 10	**NO CLASS** *Classes Follow a Monday Schedule*	
October 12	Motor Development	Chapter 5
October 17	Theories of Cognitive Development Part 1 (Piaget's Theory) ***Summary Draft Due***	Chapter 6
October 19	Theories of Cognitive Development Part 2 (Modern Theories)	Chapter 6
October 24	Cognitive Development (Memory)	Chapter 7
October 26	Cognitive Development (Problem Solving)	Chapter 7
October 31	Cognitive Development (Academic Skills)	Chapter 7
November 2	**EXAM 2**	
November 7	Language Development	Chapter 9
November 9	Language Development	Chapter 9
November 14	Emotional Development	Chapter 10
November 16	Emotional Development	Chapter 10
November 21	Understanding the Self	Chapter 11
November 23	**NO CLASS** *Thanksgiving!*	
November 28	Understanding the Self	Chapter 11
November 30	Moral Development	Chapter 12
December 5	Parenting & Family Relationships ***Summary Final Due***	Chapter 14
December 7	Applied Developmental Psychology Interviewing Child Witnesses	*No Reading Assignment*
TBD	**FINAL EXAM (Exam 3)**	