

Developmental Psychology, PSY 220
Spring 2020 Syllabus
TuTh 8:30 AM-9:50 AM
Frey 104

Contact Information, Instructor

Instructor: Lauren Richmond, PhD

Email: lauren.richmond@stonybrook.edu (preferred method of contact)

Phone: 631-632-7832

Office Location: Psychology B-342

Office Hours: Tuesday 10 AM-1 PM (also available to meet by appointment)

Contact Information, Graduate Teaching Assistants

Teaching Assistant: Erin Libsack

Email: erin.libsack@stonybrook.edu

Office Location: Psychology B-333

Office Hours: Thursday 10:30 AM-12:30 PM

Teaching Assistant: Emma Mumper

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Office Location: Psychology B-321

Office Hours: Wednesday 8:30-10:30 AM

Teaching Assistant: Chia-Chi Yu

Email: chia-chi.yu@stonybrook.edu

Office Location: Psychology B-319

Office Hours: Friday 1-3 PM

Contact Information, Undergraduate Teaching Assistants

Teaching Assistant: Kelly Gair

Email: kelly.gair@stonybrook.edu

Office Location: Psychology B-221

Office Hours: Monday 10-11 AM

Teaching Assistant: Sonal Swain

Email: sonal.swain@stonybrook.edu

Office Location: Psychology B-221

Office Hours: Monday 12 noon- 1 PM

How to use Office Hours

Instructor, Dr. Richmond

[Make an appointment via Google Calendar](#)

- General
- SASC accommodations
- Gradebook questions
- I'm interested in research!

Graduate TAs

Drop-in during TA office hours:

- I'm confused – can we talk through this idea?
- Study skills & article reading tips

*Use **Contact Us** link in BB for appt during office hours:*

- Can I talk through my exam?

Undergraduate TAs

- I'm confused – can we talk through this idea?
- Study skills & article reading tips

Course Description

This course will cover the study of the processes development (growth, loss, stability, fluctuation) throughout the lifespan from conception to death. Psychological, physical, social, and cognitive changes will be considered and the importance of multiple influences on development will be emphasized (e.g., environmental and genetic influences). Students will work to think critically about research and theory in lifespan development. They will also learn about research and community-based interventions that aim to mitigate issues that arise across development. Finally, students will gain appreciation for the issues of socioeconomic, ethnic, and cultural human diversity among individuals across the lifespan.

This course satisfies the DEC category F and the new SB Curriculum SBS+.

Prerequisite: PSY 103

Learning Objectives

By the end of this course, students will:

- Be able to describe and critically evaluate classic and modern theories in lifespan development
- Have a good understanding of normative developmental trajectories across the lifespan
- Discuss classic and modern research in lifespan development

Course Materials

Text: Sigelman, C. K., & Rider, E. A. (2018). *Life-span: human development* (9th edition). Boston, MA: Cengage Learning.

ALSO REQUIRED: Turning Technologies clicker (see <https://it.stonybrook.edu/help/kb/buying-clickers>) & license (which allows us to read your clicker's answers). Alternatively, you can buy a license for your phone, but SBU provides support only for TurningPoint clickers in the event of signal problems. Buy online through Turning Technologies. Instructions for purchase, registration, and use (as well as tech support contact info) posted in Bboard Documents folder.

Grading Information

Assignment Weights

- Syllabus Quiz: 15 points
- Exams (4): 75 points each (300 total)
- At-home & In-class activities: 35 points (8 activities worth 5 points each; one dropped assignment)
- Article Comprehension Check: 80 points (5 assignments worth 20 points each; one dropped assignment)
- Participation: 20 points
450 points total

Please note: There will be no extra credit assignment available.

Grading Scale:

GRADE	MINIMUM POINTS NEEDED	
A	418.5	<p>FINAL GRADES: Do not rely on Blackboard's % when estimating your letter grade. Refer to this table for the minimum point cutoffs for each letter grade. If you have earned the points listed on that line (or more), you have earned that letter grade.</p> <p>Point totals and grades are not rounded. Grade cutoffs are at the 7s and 3s for +/- (e.g. 87.00-89.99 =B+, 80.00-82.99 =B-). Grades will not be rounded. <u>There will be no exceptions to this policy.</u></p> <p>For example, if you have 404.9 points at the end of the semester, you have earned a B+. If you have questions about your scores in the Blackboard gradebook, meet with a graduate TA or the instructor during office hours.</p>
A-	405	
B+	391.5	
B	373.5	
B-	360	
C+	346.5	
C	328.5	
C-	315	
D+	301.5	
D	283.5	
D-	270	
F	0	

Blackboard Gradebook & Correcting Grading Errors

Please be aware that it is your responsibility to keep an independent record of scores in this class and notify the professor or graduate TA(s) promptly when you notice a discrepancy in scores. Updated scores will appear within one week for clicker points, and within two weeks for all other assignments.

We will correct any errors in score calculation or grades uploaded incorrectly, but all requests for grade changes must be made **in writing within one week** of the exam or assignment score being posted and **include an explanation** for why the change is necessary.

Appealing Exam Questions

Students who wish to appeal any exam question must do so, **in writing**, 1 week from the date that the exam scores are posted on Blackboard. The student should be prepared to describe why the answer that they gave was better than, or equally viable as, the correct answer choice specified by the instructor. Students should defend their answer choice and *cite* relevant material from the course (lecture slides, notes, textbook, article) or other primary source materials (e.g., peer-reviewed research articles) that supports the students' perspective.

The instructor will review all appeals in a timely manner and decide on a case-by-case basis whether the appeal warrants an adjustment on the exam grade.

This is the only method by which additional points could potentially be awarded on your exam. Meeting with the instructor and/or graduate TAs in person to plead your case will not result in a grade change. All appeals must be submitted in writing within the specified timeframe in order to be considered.

Late Policy

Assignments turned in after the due dates will *not* be accepted unless first approved by the instructor. **Permission to turn in assignments after the deadline must be requested, and granted, *prior* to the deadline. That means your request should be made with reasonable allowance for the instructor to review and decide on your request. If you have not received communication from the instructor granting permission you must adhere to the original submission deadline.**

Expectations for Student Attendance

Students should plan to attend each class meeting, although formal attendance will not be taken. Participation credit will be awarded in class through participation in clicker quizzes/polls; students who do not attend class and engage in active participation in the course on a regular basis should expect to receive poor participation scores.

Calendar

Date & Topic	Reading	Assignments
Tuesday, January 28 Syllabus & Course Intro	Syllabus	Activity 1. Longevity (5 points)
Thursday, January 30 Chapter 1	Chapter 1: Understanding Life-span Human Development	
Tuesday, February 4 Chapter 2	Chapter 2: Theories in Human Development	
Thursday, February 6 Chapter 2	Chapter 2: Theories in Human Development	Syllabus Quiz (due 11:59 PM Feb 6)
Tuesday, February 11 Chapter 3	Chapter 3: Genes, Environment, and Development	Activity 2. Understanding Epigenetics (5 points)
Thursday, February 13 Chapter 3	Chapter 3: Genes, Environment, and Development	Article 1 Comprehension Check due 8:25 AM (20 points)
Tuesday, February 18		Exam #1 (Chapters 1-3)
Thursday, February 20 Chapter 4	Chapter 4: Prenatal Development and Birth	
Tuesday, February 25 Chapter 4	Chapter 4: Prenatal Development and Birth	
Thursday, February 27 Chapter 5	Chapter 5: Body, Brain, & Health	Activity 3. Brain Worksheet (5 points)
Tuesday, March 3 Chapter 5	Chapter 5: Body, Brain, & Health	
Thursday, March 5 Chapter 6	Chapter 6: Sensation, Perception, and Action	Article 2 Comprehension Check due 8:25 AM (20 points)
Tuesday, March 10 Chapter 6	Chapter 6: Sensation, Perception, and Action	
Thursday, March 12		Exam #2 (Chapters 4-6)
March 17, 19- SPRING BREAK, NO CLASS		
Tuesday, March 24 Chapter 7	Chapter 7: Cognition	Activity 4. Cognitive Task Demo (5 points)
Thursday, March 26 Chapter 7	Chapter 7: Cognition	
Tuesday, March 31 Chapter 8	Chapter 8: Memory and Information Processing	
Thursday, April 2 Chapter 8	Chapter 8: Memory and Information Processing	Activity 5. Memory Worksheet (5 points)
Tuesday, April 7	Chapter 9: Intelligence	Article 3 Comprehension

Chapter 9	and Creativity	Check due 8:25 AM (20 points)
Thursday, April 9 Chapter 9	Chapter 9: Intelligence and Creativity	Activity 6. Creativity Worksheet (5 points)
Tuesday, April 14		Exam #3 (Chapters 7-9)
Thursday, April 16 Chapter 10	Chapter 10: Language and Education	Activity 7. OLLI Panelists Question- due at 11:59 PM (5 points)
Tuesday, April 21 Chapter 10	Chapter 10: Language and Education	
Thursday, April 23	OLLI Panel	
Tuesday, April 28 Chapter 11	Chapter 11: Self and Personality	Article 4 Comprehension Check due 8:25 AM (20 points)
Thursday, April 30 Chapter 13	Chapter 13: Social Cognition and Moral Development	Activity 8. Theory of Mind
Tuesday, May 5 Chapter 16	Chapter 16: Developmental Psychopathology	Article 5 Comprehension Check due 8:25 AM (20 points)
Thursday, May 7 Chapter 16	Chapter 16: Developmental Psychopathology	
Final Exam: Non-cumulative Exam # 4 (Chs 10, 11, 13, 16) Tuesday, May 12, 2020 11:15 AM-1:45 PM, Frey 104 https://www.stonybrook.edu/commcms/registrar/registration/exams/spring20-finals.php		

Please note: This schedule is tentative and can be altered at the discretion of the instructor.

Assignment Descriptions and Details

- **Syllabus Quiz:** This quiz will consist of 15 multiple-choice questions, each worth 1 point. The answers for each question in this quiz can be found in the syllabus. This is an 'open-syllabus' quiz so feel free to consult the syllabus, *though familiarity with the syllabus prior to attempting the quiz is useful*. There will be a **30-minute time limit** to complete this quiz, and the quiz may only be attempted once. This quiz is due by 11:59 pm on February 6.
- **In-class and at-home activities:** Throughout the semester, there will be a variety of short in-class and at-home assignments for you to complete. Additional details will be announced ahead of each activity. Students are allowed to miss one activity at no penalty (8 activities will be scheduled throughout the semester, and the highest 7 activity scores will count towards your final grade). Therefore, no late activity assignments will be accepted.
- **Article assignments:** You will be assigned a number of articles to read and respond to throughout the semester. These may be empirical research articles, meta-analyses or review articles, or from popular media. Additional details for

each reading assignment will be announced. Students are allowed to miss one article assignment at no penalty (5 article assignments will be scheduled throughout the semester, and the highest 4 scores will count towards your final grade). Assignments will be completed through Blackboard and will be available to students for at least 1 week. Therefore, no late article assignments will be accepted.

- **Participation:** Throughout the semester, students will be given the opportunity to earn participation points through the clicker system. Students who attend class will be “quizzed” or “polled” throughout the lecture and will receive credit for participation regardless of the accuracy of their response. Students will be able to earn up to 20 participation points; 1 point per question. Well over 20 quiz/poll questions will be asked throughout the semester.
- **Exams:** Throughout the semester, there will be 4 exams all of which will count toward your final grade. Exams will consist of a mixture of multiple-choice questions and short-answer questions and will cover both lecture material and information from your textbook. **Everyone is expected to attend exam days;** make-up exams *may potentially* be available only in rare circumstances (e.g., well-documented medical excuses or other emergency that spans multiple exam periods). These make-up exams will be given the last week of the semester and must be scheduled in advance. You must contact us within 7 days of the missed exam in order to schedule your make up exam (which will be held the last week of classes). Further, in fairness to the rest of the class, make-up exams are in short answer and essay format and limited to a course time limit. We follow the university’s schedule – by registering for this course you have committed to reserving every class session and the university-designated final exam testing period. Thus, there should not be any conflicts with other courses or activities.

Student Resources and Helpful Sites

- List of resources for students: <https://www.stonybrook.edu/for-students/>
- Undergraduate Education site: <https://www.stonybrook.edu/commcms/duel/index.html>
- Academic Success and Tutoring Center: https://www.stonybrook.edu/commcms/academic_success/

University Policies

Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Student Accessibility Support Center (SASC) Statement: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact SASC, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website:
<http://www.stonybrook.edu/ehs/fire/disabilities>.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.