

**Course Syllabus**  
**PSYC211-Bo1 – Developmental Psychology**  
**Summer 2013**  
*\*[Last updated: 5/13/13](#)\**

<b>Instructor:</b>	Craig S. Bailey
<b>Lecture Location:</b>	<a href="#">Nguyen Engineering Building</a> 1103
<b>Lecture Time:</b>	M/W, 7:20PM – 10:00PM
<b>Office Hours:</b>	T/W, 1:30-2:30 <i>or by appointment.</i>
<b>Office Location:</b>	<a href="#">David King Hall</a> 1029 ( <a href="#">Dr. Tim Curby's DISC lab</a> )
<b>Phone Number:</b>	(703) 993-4050
<b>Email:</b>	<a href="mailto:cbaileyg@masonlive.gmu.edu">cbaileyg@masonlive.gmu.edu</a>
<b>Readings:</b>	<a href="#">Papalia, D. E., Olds, S. W., &amp; Feldman, R. D., (2009). <i>Human Development</i> (11th Edition). New York: McGraw-Hill Companies, Inc</a> <a href="#">20 Articles</a>
<b>Website:</b>	<a href="#">Blackboard</a>
<b>Add/Drop Deadlines:</b>	No Penalty: June 12 50% Penalty: June 19
<b>About Me Survey:</b>	<a href="#">Link</a>
<b>Anonymous Feedback:</b>	<a href="#">Link</a>

### **Course Goals And Objectives**

Developmental science is the study of how humans change and stay the same throughout the course of their lives. In this course, we will examine development from infancy through old age with a primary focus on the cognitive, social, and emotional aspects of development within stable and changing contexts. This course is designed to provide students with a basic understanding of the principles of developmental psychology as well as the ability to comprehend and think critically about research carried out in the field.

### **Teaching & Learning Philosophy**

I view learning as the outcome of one's dynamic interactions with the world. Successful teaching and learning interactions are bidirectional. My responsibility as an instructor in this course is to provide and promote an optimal learning context through which students are able to successfully discover and become budding experts in developmental psychology. Your responsibility as a student of developmental psychology is to be active in your own learning by attending class, participating in discussion, completing assignments, and most of all, pushing the boundaries of your current thinking and understanding. The structure for this course emerges from my bidirectional and dynamic teaching and learning philosophy.

### **Course Structure & Purpose**

This course will meet twice a week. Class meetings will include lectures, discussions, and at times, small group activities. The readings (e.g., course text, [articles](#)) were selected to provide students with foundational materials allowing students to examine and navigate developmental psychology under my direction as an instructor. Likewise, **weekly pop quizzes challenge** students to be current in the readings. Lectures allow students to see developmental psychology from the instructors perspective. Group discussions, both instructor and **student facilitated**, challenge students to critically think about topics with peers, and to see developmental psychology from different perspectives. **Questions and responses** provide students the opportunity to participate in their learning by posing their own ideas about research to the class. **Naturalistic observations** allows students to learn and reflect about development and research methods by doing. Finally, **exams** challenge students to demonstrate to themselves and their instructor that they are budding experts in developmental psychology.

### Course Requirements & Assignments

- 5 Weekly pop quizzes (20%):** This course meets twice a week (Monday/Wednesday). Each week, students will complete a *short* quiz about the weeks reading on either Monday or Wednesday. Quizzes will typically be held at the beginning of lecture.
- 22 Reactions (5%):** Each week by 7:19PM Monday night, students will submit two reactions about the weeks readings.
- 11 Responses (5%):** Each week by 7:19PM Monday night, students will respond to one reaction submitted by another student about the previous weeks readings.
- 1 Student Facilitated Discussion (10%):** Each week, a different group of students (i.e., moderators) will lead a Wednesday discussion. Moderators will provide the instructor with a series of discussion questions (3 per moderator) for approval by Tuesday for the Wednesday discussion and will present these questions to the class. *Please note: Moderators are not required to submit and answer article questions for that week. Moderators are not required to meet outside of class, but they are required to communicate prior to the submission of questions to the instructor.*
- 4 Naturalistic Observations (20%):** Students will complete four naturalistic observations. Each observation will culminate in two, double spaced pages and include a short description of the observation and a discussion of two points related to developmental psychology (e.g., one from lecture, one from discussion; one from social-emotional, one from cognitive).
- 2 Exams (40%):** Students will be asked to complete two online exams via Blackboard. Both exams will follow a 1/3 question format. One-third of the questions will come from quizzes, another third will come from discussions, and the other third will be “new” questions. *This means that 2/3 of the questions on the exam should be familiar to active students.* Additionally, 1/3 of the awarded points will be from multiple-choice format, 1/3 will be from true/false format, and 1/3 will be from short format.

### Technology

This course will utilize the [course syllabus](#) website and the [GMU Blackboard](#) website. Communication will primarily be by GMU email. *Please take note: University policy stipulates that the instructor only reply to @gmu.edu email addresses.*

### Schedule\*

Date	Topic 1	Topic 2	Readings	R/Rs @ 7:19PM	Observations @ 7:19PM	Exams
6/3	Introductions What is Developmental Psychology?		Chapter 1			
6/5	Theories/Methods Instructor Discussion: <i>Culture</i>		Chapter 2			
6/10	Infancy: Cognitive Instructor Discussion: <a href="#">Attachment</a>		Chapter 5 Articles 1, 2	R		
6/12	Infancy: Social-emotional Student Discussion: <a href="#">Temperament</a>		Chapter 6 Articles 3, 4		Infant	
6/17	Early childhood: Cognitive Instructor Discussion: <a href="#">Parenting</a>		Chapter 7 Articles 5, 6	R/R		
6/19	Early childhood: Social-emotional Student Discussion: <a href="#">ECE</a>		Chapter 8 Articles 7, 8		Early Childhood	
6/24	Middle childhood: Cognitive Instructor Discussion: <a href="#">Executive Functioning</a>		Chapter 9 Articles 9, 10	R/R		
6/26	Middle childhood: Social-emotional Student Discussion: <a href="#">Divorce/Conflict</a>		Chapter 10 Articles 11, 12			
7/1	Instructor Discussion: <i>Peers/Bullying</i> Adolescence: Cognitive, Social-emotional		Chapter 11, 12	R/R		Exam I Open @ 10:01PM
7/3	No CLASS				Middle/ Adolescence	Exam I Close @ 10:01PM
7/8	Emerging adulthood: Cognitive Instructor Discussion: <a href="#">Stress</a>		Chapter 13 Articles 13, 14	R/R		
7/10	Emerging adulthood: Social-emotional Student Discussion: <a href="#">Relationships</a>		Chapter 14 Articles 15, 16			
7/15	Middle adulthood: Cognitive Instructor Discussion: <a href="#">Family</a>		Chapter 15 Articles 17, 18	R/R		
7/17	Middle adulthood: Social-emotional Student Discussion: <a href="#">Work</a>		Chapter 16 Articles 19, 20		Adult	
7/22	Late adulthood: Cognitive Late adulthood: Social-emotional		Chapter 17 Chapter 18	R		Exam II Open @ 10:01PM
7/24	NO CLASS					Exam II close @ 10:01PM

\*Subject to change

**Articles**  
[Download all articles](#)

**Attachment**

- Bergman, K., Sarkar, P., Glover, V., & O'Connor, T. G. (2010). [Maternal prenatal cortisol and infant cognitive development: moderation by infant-mother attachment](#). *Biological psychiatry*, 67, 1026–1032. doi:10.1016/j.biopsych.2010.01.002
- Leerkes, E. M., & Wong, M. S. (2012). [Infant distress and regulatory behaviors vary as a function of attachment security regardless of emotion context and maternal involvement](#). *Infancy*, 17, 455–478. doi:10.1111/j.1532-7078.2011.00099.x

**Temperament**

- Pemberton Roben, C. K., Bass, A. J., Moore, G. A., Murray-Kolb, L., Tan, P. Z., Gilmore, R. O., ... Teti, L. O. (2012). [Let me go: The Influences of crawling experience and temperament on the development of anger expression](#). *Infancy*, 17, 558–577. doi:10.1111/j.1532-7078.2011.00092.x
- Poehlmann, J., Hane, A., Burnson, C., Maleck, S., Hamburger, E., & Shah, P. E. (2012). [Preterm infants who are prone to distress: differential effects of parenting on 36-month behavioral and cognitive outcomes](#). *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 53, 1018–1025. doi:10.1111/j.1469-7610.2012.02564.x

**Parenting**

- Cristofaro, T. N., & Tamis-LeMonda, C. S. (2012). [Mother-child conversations at 36 months and at pre-kindergarten: Relations to children's school readiness](#). *Journal of Early Childhood Literacy*, 12, 68–97. doi:10.1177/1468798411416879
- Leerkes, E. M., Blankson, A. N., O'Brien, M., Calkins, S. D., & Marcovitch, S. (2011). [The relation of maternal emotional and cognitive support during problem solving to pre-academic skills in preschoolers](#). *Infant and Child Development*, 20, 353–370. doi:10.1002/icd.728

**Early Childhood Education**

- Vitiello, V. E., Moas, O., Henderson, H. A., Greenfield, D. B., & Munis, P. M. (2012). [Goodness of fit between children and classrooms: effects of child temperament and preschool classroom quality on achievement trajectories](#). *Early Education and Development*, 23, 302–322. doi: 10.1080/10409289.2011.526415
- Wen, X., Bulotsky-Shearer, R. J., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). [Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories](#). *Early Childhood Research Quarterly*, 27, 640–653. doi:10.1016/j.ecresq.2012.01.004

**Executive Functioning**

- Hammond, S. I., Müller, U., Carpendale, J. I. M., Bibok, M. B., & Liebermann-Finestone, D. P. (2012). [The effects of parental scaffolding on preschoolers' executive function](#). *Developmental Psychology*, 48, 271–281. doi:10.1037/a0025519

Kim, S., Nordling, J. K., Yoon, J. E., Boldt, L. J., & Kochanska, G. (2013). [Effortful control in “hot” and “cool” tasks differentially predicts children’s behavior problems and academic performance](#). *Journal of Abnormal Child Psychology*, 41, 43–56. doi:10.1007/s10802-012-9661-4

### **Divorce/Conflict**

Howell, K. H. (2011). [Resilience and psychopathology in children exposed to family violence](#). *Aggression and Violent Behavior*, 16, 562–569. doi:10.1016/j.avb.2011.09.001

Sutherland, K. E., Altenhofen, S., & Biringen, Z. (2012). [Emotional availability during mother-child interactions in divorcing and intact married families](#). *Journal of Divorce & Remarriage*, 53, 126–141. doi:10.1080/10502556.2011.651974

### **Stress**

Brody, G. H., Chen, Y.-F., Yu, T., Beach, S. R. H., Kogan, S. M., Simons, R. L., ... Philibert, R. A. (2012). [Life stress, the dopamine receptor gene, and emerging adult drug use trajectories: a longitudinal, multilevel, mediated moderation analysis](#). *Development and Psychopathology*, 24, 941–951. doi:10.1017/S0954579412000466

Harris, J. I., Erbes, C. R., Engdahl, B. E., Ogden, H., Olson, R. H. A., Winskowski, A. M. M., ... Mataas, S. (2012). [Religious distress and coping with stressful life events: a longitudinal study](#). *Journal of Clinical Psychology*, 68, 1276–1286. doi:10.1002/jclp.21900

### **Relationships**

Harden, K. P. (2012). [True love waits? A sibling-comparison study of age at first sexual intercourse and romantic relationships in young adulthood](#). *Psychological Science*, 23, 1324–1336. doi:10.1177/0956797612442550

Rosenfeld, M. J., & Thomas, R. J. (2012). [Searching for a Mate: The Rise of the Internet as a Social Intermediary](#). *American Sociological Review*, 77, 523–547. doi:10.1177/0003122412448050

### **Family**

Leopold, T. (2012). [The legacy of leaving home: Long-term effects of coresidence on parent – child relationships](#). *Journal of Marriage and Family*, 74, 399–412. doi:10.1111/j.1741-3737.2012.00964.x

Rackin, H., & Gibson-Davis, C. M. (2012). [The role of pre- and postconception relationships for first-time parents](#). *Journal of Marriage and Family*, 74, 526–539. doi:10.1111/j.1741-3737.2012.00974.x

### **Work**

Hülshager, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. (2013). [Benefits of mindfulness at work: the role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction](#). *The Journal of Applied Psychology*, 98, 310–325. doi:10.1037/a0031313

Ueno, K., Peña-Talamantes, A. E., & Roach, T. A. (2012). [Sexual orientation and occupational attainment](#). *Work and Occupations*, 40, 3–36. doi:10.1177/0730888412460532

## Miscellaneous Information

**Accommodation for Disabilities:** If you are a student with disability and you need academic accommodations, please see me and contact the [Disability Resource Center](#) (DRC) at 703-993-2474. All accommodations must be arranged through that office. *Note that this provision includes the range of disabilities, including physical, psychiatric, and learning disabilities.*

**Student Support Services:** George Mason offers services to support students. [The Counseling Center](#) offers stress management training, as well as individual and group counseling for students who would like some help with social, emotional, or educational concerns—or who have concerns about their friends. Consider taking advantage of these free resources.

**GMU Honor Code:** Students are expected to abide by the GMU Honor Code: [“Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”](#) Exams and assignments are expected to be individual efforts unless noted otherwise by the instructor or teaching assistant. Violations of the GMU Honor Code can result in failure of an assignment or exam, depending on the severity of violation. All violations will be reported to the Honor Committee. *Furthermore, all participants in this course sign the [Honor Pledge](#).*

## Honor Pledge

*I have read this syllabus and understand what is being asked of me as a participant in this course. I pledge not to cheat, plagiarize, steal, or lie, and that all materials that I turn in to the instructor with my name are representative of my work.*

*I also pledge to be honest with myself, to the instructor, and to my peers, and treat all participants in this course with dignity and respect.*

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_