

PSYC 211 C01 Summer 2013

Dr. Robert Paskin 2049 DBKing 703 993 1354; 703 250 6226 Hrs. M 2:30-3:30, & appt & drop-in Text: Denise Boyd & Helen Bee Lifespan Development 6th Ed. Pearson (Prentice-Hall) Dear Mr. Henshaw and Strider, both by Beverly Cleary, various publishers

This course serves the goals of GMU's General Education Mission to educate, liberate, and broaden the mind, and to instill lifelong love of learning. In conjunction with each student's major program of study and other electives, minors, or certificates, it seeks to produce graduates with intellectual vision, creative abilities, moral sensibility, and the skills to assure a well-rounded and useable education. There are four specific goals:

1. To ensure that you develop skills in information gathering, written and oral communication, and analytical and quantitative reasoning.
2. To expose you to the development of knowledge by emphasizing major domains of thought and methods of inquiry.
3. To help you attain a breadth of knowledge that supports your specialization and adds to your personal and professional education.
4. To encourage you to make connections between disciplines, between GMU and the external world, and between the USA and other countries.

Planned approach: We will discuss theories of development that have held up well under scientific examination. We will also study facts that have been discovered in important areas of developmental psychology where no theory is currently viable. I hope that you will better understand things you have encountered or will encounter in your life. I will also alert you to skills that will be necessary if you are to put your college education to work for you after you graduate. That may be more important than the first two goals - learning facts and learning theories. I will provide the opportunity for these things as well as I can, but it is up to you to make the best of it. Even if you are taking the course only because you must, some of the content should be appealing.

It is very helpful if you read the material beforehand, but you should always ask about anything that is unclear, and be bold enough to venture guesses in class. Whether you are right or wrong you'll remember the answer; passive people forget too much.

It is potentially useful to know that 33% of American infants are insecurely attached to their parents, that 40% of marriages involve someone who was married before, or that only 1/6 of us become senile, etc. That is much better than knowing only what you already know - that some infants are not securely attached, some people marry twice, and some people become senile. This class is a behavioral science, as required by GMU, and you will have to be able to translate percentages to fractions and vice versa, at least roughly. If you don't remember how to do this, don't despair. Few people do the arithmetic; most simply memorize the decimal or percentage equivalents of common fractions, at least roughly. If you haven't, you will feel better if you join the rest of us and commit the following approximations to memory, like you memorize phone numbers and addresses: $19/20=95\%$
 $7/8, 9/10, 8/9$ or $11/12 = 90\%$ $5/6$ or $6/7 = 85\%$ or $4/5 = 80\%$ $3/4 = 75\%$
 $2/3 = 67\%$ $5/8, 3/5 = 60\%$ $1/2 = 50\%$ $3/8$ or $2/5 = 40\%$ $1/3 = 33\%$
 $1/4 = 25\%$ $1/5 = 20\%$ $1/6$ or $1/7 = 15\%$ $1/8, 1/9, 1/10, 1/11, 1/12 = 10\%$ $1/20 = 5\%$ Almost everyone has memorized the exact

equivalences, but you can get by on your exams with the approximations above. *There will be three questions on each exam that tests whether you have learned these equivalences.*

This class meets for 75 minutes per day. Since exams are lecture based, it is hard to pass if you are unable to attend regularly. If you have to miss a day, enter late, or leave early, don't explain; I know that you'll have a good reason. **Exams must be turned in for scoring before leaving the classroom.**

Class Web Page: *This class has a mandatory web page.* You can use it for extra credit work, to check your grades, and to read two article which will be on an examination (Valerie's Divorce, also titled For Better or Worse, and Fault Line).

Course grade: Your course grade depends on how many points you earn. There are 50 questions on each of three exams, for a total of 150. You will need 90% (135/150 points) to get an A, 80% (120/150) to get a B, 70% (105/150) for a C, and 60% (90/150) to pass.

Exams: There are three exams that each have 50 T-F and multiple-choice questions. Three questions tap your knowledge of this syllabus and three tap your ability to recognize fractions as percentages or vice versa. You will need unwrinkled scantrons for these exams. The aqua or green ones work; the orange or red ones do not. None of these exams are comprehensive (cumulative), **including the final exam.** The provost has hammered us that final exams must not be given earlier or later for any reason, so if you have a wedding to attend, apartment to vacate, surgery scheduled, tickets for a trip to Asia, etc. that keeps you from attending at 2 PM on Thursday 8/1, you will get a 24 for the final exam grade. If that sort of thing happens to you you should regrettably drop the course now. Please do not ask for an exception.

Make-ups: There are **no** make-up exams, unless you can submit medical documentation that you were unable to attend the examination you missed. In the absence of such documentation, you receive a chance score (24 Points) so don't miss any if you can possibly help it.

Anyone missing an exam who has documented a medical reason must take a comprehensive (cumulative) make up exam the day of the final exam.

There is **no** other make-up. No one can control everything; accidents and illnesses happen - but I hope not to you, not now.

Exams are based on the three texts and the lectures. Relatively few pages are assigned each night from the Boyd & Bee text. I have tried to give you a chance to learn the more important things thoroughly by limiting the assignments. Please do your part. The children's books Dear Mr. Henshaw and Strider are important when we study divorce. They are easy to read, but have 280 pages - too much to read comfortably in two nights. The For Better or Worse (Valerie's Divorce) article is also important then. When studying for exams, give first priority to material covered in both lectures and texts, second priority to material covered only in lecture, and third to that covered only in the text or in films. There will be questions from each source, but more from those in the priority listed.

Extra credit Extra credit assignments are designed to extend your knowledge and reward you for extra effort. Most require attendance in class on certain days. You need not do any; the grading scale is the same as it would be if these assignments did not exist. If you do any the points you earn will be added to your exam scores. The best students tend to do them for the learning involved, even if they do

not need the extra points! The worst students usually don't do them even though they need the points. Take the first path, just in case!

[a] **On the date specified in your syllabus I'll put on the board a 3 point extra credit assignment based on the Fault Line article, due the date specified.** The assignment *must be obtained and returned in class, not by e-mail* and cannot be turned in late. Part of the extra credit is for coming to class on those days! The Fault Line article is on the class webpage, as is Valerie's Divorce (also titled For Better or Worse).

[b] **You can earn 3 points (1 point each) by turning in three 100- word summaries of 3 course-related "articles" from the class web page on the date specified.** These must include the name of the article, and cannot include "Bisexual Dad" or the "Dear Abby" article titled "Not OK Kay", which are covered in class. These must be *typed and submitted in class, not by e-mail*, by the date specified. None can be submitted late.

[c] **You can earn 3 more points for turning in three 100-word summaries of 3 linked web pages on the date specified.** Click on the icon that is a link of chain. Then click on the general PSYC 211 Life Span Development web page and keep clicking until you come to a web page you would like to summarize. Put the URL on the summary. Do that for 3 different web pages. These must be *typed and submitted in class, not by e-mail*, each by the date specified, not late.

[d] **You can earn one point for going to the Writing Center in Room Robinson A114 and listening to a brief description of their services.** Get a written confirmation from them that you did so, even if it is hand-scrawled on a sheet of notebook paper and submit it in class **by 7/18 at the latest.**

Save copies of any extra credit you write.

ERRORS ARE POSSIBLE WHEN I TRY TO RECORD ALL OF THIS EXTRA CREDIT ESPECIALLY SINCE THE INSTRUCTOR WEB PAGE IS SO WIDE THAT I CAN'T SEE YOUR NAMES WHEN I RECORD IT. IF THERE IS AN ERROR, YOU MUST NOTIFY ME BY 7/24 SO I CAN GET DOCUMENTATION FROM YOU AND FIX IT. OTHERWISE YOU FORFEIT IT. WAITING UNTIL AFTER GRADES ARE IN WON'T WORK.

Disabilities: If you have a disability and need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. I'm happy to cooperate.

Honor Policy: The Honor Policy is in full effect. Students may not cheat on exams, do other students assignments, or turn them in. Students are encouraged to share notes with classmates who have been ill, and to study together, but are to do their own work.

Afterword: I've prioritized the material to help well-intentioned, hard-working students learn the most important facts, ideas, and concepts that they can reasonably master in the time available. Wherever possible I have selected the material that has the most important applications in your future life outside of college. I hope you want to learn as much as you can in the time you have available, and will do my best to work with you toward this goal.

Date	TOPIC	ASSIGNMENT
July		
1	Early Cognitive Development	109-111,162-165,222-224

2 Later Cognitive Development 291-293
3 Early Bonding & Attachment 134-137,194

Faultline questions posted 7/3

4 Holiday NO CLASS

Faultline Answers due 7/8

8 Principles of Discipline No Reading
9 **Catch-up & Review 12-12:30 First Examination 12:30-1:30**
10 Parenting Styles 195-199
11 Nonparental Care & Self-Care 146-149,262-263

Extra credit article summaries are due 7/11

Note: JULY 11 is the last day to drop without an F

15 Divorce: General Findings 203-205,
16 Case Histories Cleary Books, For Better or Worse (Valerie's
Divorce)
17 Early Moral Development 253
18 Later Moral Development 314-320

Extra credit "Links" summaries and documentation of Writing Center visits are due 7/18

Catch-up & Review 12-1:15: Second Examination 1:20-2:15

22 Adolescent Identity 306-308
23 Sex and Marriage 281-286,344-347,366-371
24 Young Adulthood 374-381

Note: The last day to claim unrecorded or misrecorded exam or extra credit points is 7/24 After that the points are forfeited.

25 Middle Adulthood 415-426,434-454
29-30 Late Adulthood 445-447,462-478
31 Reading Day
8/1 **Catch-up & Review 1:30-2:00 Final Exam 2:00-3:00**
Comprehensive Make-up Exam 3:15-4:15