**PSY 626: Developmental Science**

**Fall 2012 – Monday, 6-840**

**Professor: Sean Duffy, Ph.D.**

**Email:** [**seduffy@camden.rutgers.edu**](mailto:seduffy@camden.rutgers.edu) **(best way to contact me)**

**Office hours: 2-4 MW**

**Office: Armitage 343**

**Course goals:**

The goal of this course is to acquire an understanding of the developmental processes underlying physical, perceptual, cognitive, social, and emotional growth over the course of childhood. We will cover a broad range of theories and research on children, and evaluate evidence supporting specific claims about child development. The topics addressed by this course will help inform current debates concerning real-world issues, such as the value of cultural diversity in educational settings and public policy concerning state and federal funding for childhood initiatives.

**Course requirements:**

**1. Text:**

*Developmental Science: An Advanced Textbook* by Marc Bornstein and Michael Lamb

**2. Discussion Leader**

Each student will have to be a discussion leader for 2 classes. Because there are 20 people enrolled, each will have to do 2 classes, paired with about 4 other person. I will be revealing a doodle site on the first day of class that you may use to sign up for the day you want to lead. You will have to get to know the other person presenting that day, then organize what you are going to do together. You will make a presentation of roughly 30 minutes summarizing the chapter, and come up with two additional readings for that day. Then you will have to lead a discussion on the topic of the day. (24% of your grade)

**3. Discussion question:**

Every class, you will post 3 questions for discussion that arise from your reading of the text. You will post these on the course sakai discussion board by noon of the day of the class. The discussion leaders can cull questions from that site to help in the discussion. (2 points each day = 26% of your grade).

**3. Research Paper**

10 page paper on a topic of your choice. (50%)

## Classroom behavior

## The use of ALL portable electronic devices (cell phones, text messaging, pagers, laptops, blackberries) is strictly prohibited unless you have a disability that requires you to use this technology, which requires a note from the disability coordinator.

## You may not leave class to take a phone call, other than in case of an emergency. If I am not important enough to take a call during class, neither are you.

## 

## Use the bathroom before you come to class…it is distracting to your fellow classmates to have people wandering in and out just because you need to pee. PB4Ugo.

## If you are more than 5 minutes late, out of respect for your fellow students and me, do not come to class. I reserve the right to deny students entry to class 5 minutes after the class starts. If I can make it to class on time, so can you. I reserve the right to call you out for talking in class or engaging in foolish, inappropriate, and ridiculous behavior. I get distracted very easily by mindless chatter, and talk at your own (and your grade’s) risk.

If you happen to miss a single class, please do not email me explaining the reason for your absence. I don’t care. My class should be the most important thing in your life right now, because the grade you receive gets figured into your GPA, and your GPA will later determine whether you get into law school, get that awesome job, or accomplish whatever it is you plan to do with your life. So make it your priority. This class is your job - treat it like a job. You are paying a ton of money for this education – you might as well take advantage of it.

## Sakai

I use Sakai for distributing materials, grading, and general announcements.

## Use your Rutgers Email

When I email the class, I use the list that the Registrar gives me. I can not change this list, and it is your responsibility to either use your Rutgers email account or set up your Rutgers account so that you receive emails in your personal account. If you use some other account, such as [foolish-rutgers-student@yahoo.com](mailto:foolish-rutgers-student@yahoo.com), you may not receive my emails, and you will definitely not receive pity from me after you drive through a snowstorm to get to class on a day that the school cancels classes.

**Academic Honesty:**

You are expected to read and understand rules regarding academic misconduct. Ignorance of these rules will not be accepted as an excuse for academic misconduct. **If you are found cheating on exams or plagiarizing on your paper, you will receive a failing grade for the paper and I will report you to the Office of Academic Affairs.** I offer no exceptions to this rule, ESPECIALLY ignorance of what plagiarism is. Rutgers maintains a website with specific guidelines concerning academic honesty. You are expected to read and understand all of these rules:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Ask any of the students who have gotten Fs from me for plagiarizing how much fun it is to get caught. I’ve been a professor longer than you’ve been an adult, so I can spot plagiarism like a hawk can spot a mouse in a field. Do not test me on this. I will make your life absolutely miserable.

**Class cancellations:**

In the event of a natural disaster (e.g., snow storm, earthquake, tsunami) class may be cancelled. In the case of bad weather, check your email to be sure that I have not cancelled class. (See above section on using your Rutgers email)

**Incompletes / Pass – No-credit:**

Granted ONLY under unusual situations. Poor performance in the course is not a valid reason for requesting an incomplete. Those signed up for pass/no-credit, a final grade of a C or better is required to pass.

**Disability accommodations:**

For disability accommodations, please call the Disability Services Coordinator.  Students who require special accommodations for the course or its assignments or exams (as indicated by a formal letter/statement from the Disability Services Coordinator) should also contact the instructor as early as possible.

**Missed class:**

Get to know someone in this class. Not only might you make a new friend, you will have someone to borrow notes from in the rare and unusual circumstance in which you might have to miss lecture. Don’t bother asking me for lecture notes or slides.

**Course Schedule:**

The course schedule provided here is tentative. I may make adjustments to the schedule in class, a good reason to come to class so that you don’t miss the changes.

COURSE SCHEDULE

Monday, 9/10: Introduction to the course

Monday, 9/17: Concepts and Theories of Human Development (Sean)

Reading, Ch. 1, bronfrenbrenner

Monday, 9/24: Culture in Development (Sean)

Reading, Ch. 2, shepard (don’t try to read too hard – skip the harder parts), shweder

Monday, 10/1: Design and Measurement (Sean)

Reading, Ch. 3, GG\_Null\_2004

Monday, 10/8: Developmental Neuroscience

Reading, Ch. 4, extra readings to be determined

Monday, 10/15: Physical and motor development

Reading, Ch. 5 extra readings to be determined

Monday, 10/22: Perceptual Development

Reading, Ch. 6 extra readings to be determined

Monday, 10/29: Cognitive Development

Reading, Ch. 7 extra readings to be determined

Monday, 11/5: Language Development

Reading, Ch. 8 extra readings to be determined

Monday, 11/12: Temperament

Reading, Ch. 9 extra readings to be determined

Monday, 11/19: Parent-Child Relationships

Reading, Ch. 10 extra readings to be determined

Monday, 11/26: Peer Relations

Reading, Ch. 11 extra readings to be determined

Monday, 12/3: School and community influences

Reading, Ch. 12 extra readings to be determined

Monday, 12/10: Children and the Law.

Reading, Ch. 13 extra readings to be determined