I. Locator Information:
Instructor: Dr. Yoshito Kawabata (Dr. K)
Course # and Name: #2863 Developmental Psychology
Office Location: Nursing Education and Research Center 222
Semester Credit Hours: 3
Office hours: T: 10:00am-11:00am; 12:30pm-2:00pm; 4:00pm-5:00pm; W: 12:30pm-5:00pm or by appointment
Day and Time Class Meets: W, 6:00 pm – 8:50 pm
Office Phone: (910) 672-2434
Email address: ykawabat@uncfsu.edu
Total Contact Hours for Class: 3

II. Course Description:
Psychology 516 is an advanced developmental psychology course, focusing on the period from conception through adolescence, with emphasis on developmental principles and theories in the areas of cognitive, emotional, social, and personality development.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-1387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook:


Additional reading assignments will be assigned as required (will be posted on Blackboard).

VI. Student Learning Outcomes

1. Recognize the underlying philosophical assumption of major theories and principles in developmental psychology
2. Identify concepts that are important in the various areas of development
3. Develop skills and techniques for analyzing human behavior using the methods of science
4. Gain the basic understanding of the interaction between genetic and environmental influences on human development and growth
5. Identify the impact of family dynamics, culture, and social factors on human development
6. Obtain the ability to critically think about the impact of gender, racial, and ethnic differences related to developmental psychology
7. Apply the basic knowledge and specific theories to the real world settings (e.g., parenting, friendships, marital relationships)

VII. Course Requirements and Evaluation Criteria

A. Attendance/Participation/In-class Activities: Students are required to attend classes and actively participate in class discussions. (20 points)

B. Discussion Forums: Three Discussion Forums will be set up on Blackboard and require your consistent participation throughout the course. Each discussion forum closes at the end of the specified duration. Each forum requires: a) your initial post; and b) the response to classmates’ post. You are required to respond to at least 5 classmates. (3 x 10 points = 30 points total)

Discussion postings will be graded on a 10-point scale:
0: No posting by due date
1-5: Postings of less than average quality
6-8: Postings of average quality
9-10: Initial posting and response to peers by due date and of excellent quality (showing evidence of analytical thinking, and support of assertions from readings and research)

C. **Group Presentation:** Each student is responsible for leading one or more seminar(s). Seminar leaders will develop a reading list of 10 articles and make this reading list available to the rest of the class a week before the seminar. Seminar leaders are responsible for running the seminar and are to be the expert on the topic under discussion. Instructor will help students find the articles relevant to class. (50 points)

D. **Exam:** There will be one (1) midterm exam in this course. The format of the exam will consist of short and long essays. **Exam will be posted on Blackboard and will be available for a week.** Students are encouraged to complete the exam after conducting the readings assigned. There will be **no make-up exam** after the due date. (50 points total)

E. **Research Paper:** This course requires the completion of a research paper synthesizing the information covered in class lectures, discussions, and presentations, and applying them in the real world settings. The students will make an attempt at connecting the various topics covered, discuss them critically, and analyze their applicability to their life. Good reports of this kind also require a good deal of library research, and generally, organization of a considerable amount of literature. An adequate job simply cannot be done if you put off getting started on the project until the middle of March. The topics must be approved by the instructor. **The completed paper will be submitted to the instructor through Turn-it-in and no late papers will be accepted.** (50 points)

This synthesis paper must adhere to the following guidelines:

1. Must follow APA format (cover page, reference page, citations within paper, correct section headings)
2. Must be typed, double spaced, and in 12pt. font
3. Must be no more than 15 pages in length and no less than 8 pages in length (**this page limit does not include the title page and reference page**)  
4. Must include other professional psychology sources such as books and published articles (A list of the references in APA format must be attached to the paper)
5. Must demonstrate appropriate use of grammar, sentence structure, punctuation, etc.

**Course Grading Criteria**

| Participation/In-class Activities | = 20 points |
| Discussion forums (3 x 10 points) | = 30 points |
| Group Presentation | = 50 points |
| Midterm Exam | = 50 points |
| Research Paper | = 50 points |

**Total Possible Points:** = 200 points

A 90 – 100%
B 80 – 89%
C 70 – 79%
F 0 – 69%
FN = FAILURE DUE TO NON-ATTENDANCE
Late Assignments: Assignments must be turned in on the date they are due. Late assignments will be penalized 2 points of the grade for each day after the due date. Assignments turned in late by more than one week will not be accepted.

Grading: Extra credit may be awarded to students who complete and submit high quality assignments that are evident that the student went beyond the class requirements. Opportunities for extra credit may be made available through the semester as they arise and posted on announcements.

You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be changed. Final grades are not debatable. If you have extenuating circumstances, or feel you have been graded unfairly on an assignment, contact the instructor before the end of the semester.

Policies: Class attendance, preparation, and participation is expected of all students. Failure to complete an assignment/class activity will be considered as lack of attendance. Please email or phone my office if an emergency prevents you from attending a class. Excellent work and consistent preparation is expected for all students. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct the student to cease disruptive behavior.
2. Direct the student to change seating location.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss from class for the remainder of the period (must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topic(s)</th>
<th>Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>1/14/15</td>
<td>Course overview and syllabus</td>
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<tr>
<td>1/21/15</td>
<td>Theories, models, and research methodology in developmental psychology</td>
<td>Chapter 1 &amp; 2 additional readings</td>
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<tr>
<td>1/28/15</td>
<td>Gene – environment interaction</td>
<td>Chapter 2 &amp; 3 additional readings</td>
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<tr>
<td>2/04/15</td>
<td>Attachment and temperament</td>
<td>Chapter 6 additional readings</td>
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<tr>
<td>2/04/15</td>
<td><strong>Discussion forum 1</strong></td>
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<tr>
<td>2/11/15</td>
<td>Peer relationships, friendships, and schooling</td>
<td>Chapter 10 &amp; 12 additional readings</td>
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<tr>
<td>2/18/15</td>
<td>Adolescent development</td>
<td>Chapter 13 &amp; 14 additional readings</td>
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<tr>
<td>2/25/15</td>
<td>Development and Psychopathology</td>
<td>Chapter 15 additional readings</td>
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<tr>
<td>3/04/15</td>
<td>Midterm exam</td>
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<tr>
<td>3/11/15</td>
<td>Spring break</td>
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<td>3/18/15</td>
<td>Culture and Development</td>
<td>TBA</td>
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<td>3/25/15</td>
<td>Presentation 1: Nature and Nurture Debate</td>
<td>TBA</td>
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<td><strong>Discussion forum 3</strong></td>
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<td>4/01/15</td>
<td>Presentation 2: Cognitive Development (e.g., Theory of mind, memory, language)</td>
<td>TBA</td>
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<tr>
<td>4/08/15</td>
<td>Presentation 3: Social Development 1 (e.g., Attachment, parenting, and parent-child relationships)</td>
<td>TBA</td>
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<tr>
<td>4/15/15</td>
<td>Presentation 4: Social Development 2 (e.g., Peer relationships, bullying, and peer victimization)</td>
<td>TBA</td>
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<tr>
<td>4/22/15</td>
<td>Presentation 5: Schooling and achievement</td>
<td>TBA</td>
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<tr>
<td>4/29/15</td>
<td>Wrap-up</td>
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*Research Paper Topic Due by Sunday, 11:59pm (April 28)*