

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE
 Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2009

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* PSYC 310

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Theories of Developmental Psychology

6. Abbreviated Title for Banner:
 (no more than 25 characters, including spaces)
 Theories in Dev Psyc

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 This course provides an overview of theories of child and adolescent development and examines the ways in which theory informs research and practice in dealing with children and adolescents. Examines application of the major theories, discusses strengths and weaknesses of each theory, and places them in historical and cultural context. Prerequisites: Psyc 100, 210 & 215.

9. Why is this course being proposed?
 As a core requirement for the new Child and Adolescent Development degree and an elective in psychology

10. Mode of Instruction*
 (See pages 17-23 at <http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
 n/a

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No
 Psyc 100, 210, & 215 with a grade of C (2.0) or better.

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

Requirement in new Child and Adolescent Development degree; elective in psychology

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Human Development
Discipline

[Signature]
Signature

10-31-07
Date

Support Oppose

Discipline

Signature

Date

Support Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (please print or type name) Maureen Fitzpatrick 08/30/07
Date

2. Program Director/Chair Sharon B. Ansell 8/30/07
Date

3. College Curriculum Committee Mark Wallace 2/07/08
Date

4. College Dean (or Designee) [Signature] 2/19/08
Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

THEORIES OF DEVELOPMENTAL PSYCHOLOGY
PSYC 310

Instructor: Maureen Fitzpatrick, Ph.D.
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Catalog Description

This course provides an overview of theories of child and adolescent development and examines the ways in which theory informs research and practice in dealing with children and adolescents. Examines application of the major theories, discusses strengths and weaknesses of each theory, and places them in historical and cultural context. *Prerequisites: Psyc 100, 210 & 215.*

Course Objectives

Students completing this course will:

- Define the term theory, particularly developmental theory
- Explain the value of a developmental theory
- Distinguish theory from hypothesis
- Describe the main issues of developmental psychology that theories address (e.g., nature/nurture)
- Explain the major developmental theories (e.g., cognitive, psychoanalytic, behaviorist, ethological)
- Compare and contrast the contribution of each major theory
- Discuss strengths and weaknesses of each major theory
- Explain how theories inform research and how research helps build theories
- Read, critique, and summarize empirical articles in developmental psychology that are based on theories
- Cite in APA style
- Synthesize information from various sources and draw conclusions about a particular theory

Student Responsibilities

Textbooks

Dixon, W. E., Jr. (2003). *Twenty studies that revolutionized child psychology*. Upper Saddle River, NJ: Prentice Hall.

Miller, P. H. (2002). *Theories of developmental psychology* (4th ed.). New York, New York: Worth.

Additional Required Readings

Anastasi, A. (1958). Heredity, environment, and the question "how?" *Psychological Review*, 65, 197-208.

Archer, et al. (2006). Various commentaries on Hyde's paper. *American Psychologist*, 61, 638-642.

Bijou, S. W. (1968). Ages, stages, and the naturalization of human development. *American Psychologist*, 23, 419-427.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Hakuta, K., Bialystok, E., & Wiley, E. (2003). Critical evidence: A test for the critical-period hypothesis for second-language acquisition. *Psychological Science*, 14, 31-38.

Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60, 581-592.

Thomas, R. M. (2000). Judging the appropriateness of research methods. In *Comparing theories of child development* (5th ed.), (pp. 233-241). Belmont, CA: Wadsworth.

Wertsch, J. V., & Tulviste, P. (1992). L. S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28, 548-557.

Lectures

Although the outline of the lectures is similar to that of the textbook, the content of the lectures will often vary a great deal from the book. Material on the exams will come from both. Comments and questions are *encouraged*. Any handouts given as part of the class become the student's responsibility as well. From time to

time, videos will be shown during class to make some of the concepts “come alive.” Students are responsible for all material covered throughout the semester, no matter what the source.

Class participation

Attendance in class is *expected*. Group work and discussions during lectures are important aspects of the learning process. Records will be kept of both attendance and participation. Twenty points of your final grade (10%) will be based on attendance and participation. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points.

Exams

The course is divided into three sections. There will be an exam after each of the first two sections. These section exams will be worth 30 points each. The final exam will be worth 60 points. Like the section exams, the final exam will consist of short-answer, matching, and multiple-choice questions. In addition, essays will be included. The mandatory final exam will be based on ALL the material covered throughout the semester. The exam will be given on -----

Papers

Along with reading the assigned chapters and additional readings each week, students will submit a 2-page summary of four of the empirical articles assigned throughout the semester. These papers will be worth 5 points each for a total of 20 points (10% of the final grade). A reflection paper will also be assigned (40 points).

Quality of the papers will be assessed using the following university guidelines:

Mechanics, Usage, and Punctuation—Writing exhibits proper grammar, usage, spelling, and punctuation; deviations from convention do not distract from what the student is trying to communicate.

Sentence Structure and Style—Style is appropriate; transitions, varied sentence structure, and appropriate word choices are used to facilitate communication.

Organization and Narrative Clarity—Writing shows deliberate organization of ideas and coherent construction of paragraphs and sections in service to the assignment’s goals.

Focus and Development—Writing is focused on the task at hand and exhibits facility in description, analysis, explanation, argumentation, etc. as appropriate to the discipline and assignment.

Overall, writing ability should allow students to participate in advanced levels of study and discourse.

IMPORTANT NOTE

Makeup exams and late papers will only be considered in **EXTRAORDINARY CIRCUMSTANCES**, and **ONLY** with my permission prior to the scheduled exam or due date. No makeup opportunities will be possible for students who do not make arrangements with me beforehand. Note that “*Make arrangements with me...*” does not include leaving an e-mail or voicemail message to which I have not responded.

Student work

Any evidence of cheating (including, but not limited to, plagiarism) will result in a failing grade for that exam or paper and possibly a failing grade for the course. Be sure to familiarize yourself with the university’s policies on academic honesty (e.g., plagiarism, cheating) that are fully explained in the *2006-2008 General Catalog* (pp. 77-79).

Students with disabilities

Students requiring reasonable accommodations because of a disability need to contact Disabled Student Services (DSS) in order to make the necessary arrangements. DSS is located in Craven Hall 5205 and can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Summary of Grading and Due Dates

Exam #1	30 points	----	----
Exam #2	30 points	----	----
Summaries	20 points	Throughout semester	----
Reflection Paper	40 points		
Participation	20 points	All semester	----
Final Exam	60 points	----	----
	200 points		

Grades will be based on a 200-point distribution as outlined above.

Grading: A range = 90-100%; B range = 80-89%; C range = 70-79%; D range = 65-69%; F range = < 65%

Minus and plus grading will be used. Note that for CHAD majors a grade of "C" or better is necessary.

Tentative Outline

SECTION ONE

Week One	Welcome and Introduction to the Course What is a theory; what is a developmental theory? What is the value of a developmental theory? What main issues do theories address?	Miller 1-23 Thomas 233-241 Anastasi 197-208
Week Two	Piaget's Cognitive-Stage Theory and the Neo-Piagetians—I Orientation to the theory Description of the stages Mechanisms of development	Miller 25-62 Dixon 14-24
Week Three	Piaget's Cognitive-Stage Theory and the Neo-Piagetians—II Position on developmental issues Applications Evaluation of the theory Neo-Piagetians	Miller 62-104 Dixon 25-36
Week Four	Psychoanalytic Theories—I Orientation to Freud's theory Description of the stages Mechanisms of development Position on developmental issues Applications Evaluation of the theories	Miller 105-144
Week Five	Psychoanalytic Theories—II Orientation to Erikson's theory Description of the stages Mechanisms of development Position on developmental issues Applications Evaluation of the theories	Miller 144-163

SECTION TWO

Week Six	Learning Theory—I Orientation to behaviorism Mechanisms of development Position on developmental issues Applications Evaluation of the theory → <i>Section One Exam (Covers weeks 1-5)</i>	Miller 165-181
Week Seven	Learning Theory—II Orientation to Social Learning Mechanisms of development Position on developmental issues Applications Evaluation of the theory	Miller 182-211 Dixon 167-177
Week Eight	Information-Processing Theory Orientation to the theory Mechanisms of development Position on developmental issues Applications Evaluation of the theory	Miller 213-278 Dixon 60-73 Hukata et al. 31-38
Week Nine	Ethology and Other Evolutionary Theories—I Orientation to the theory Mechanisms of development	Miller 279-297 Dixon 116-126
Week Ten	Ethology and Other Evolutionary Theories—II Position on developmental issues Applications Evaluation of the theory	Miller 297-337 Dixon 127-152

SECTION THREE

Week Eleven	Gibson's Ecological Theory of Perceptual Development Orientation to the theory Mechanisms of development Position on developmental issues Applications Evaluation of the theory → <i>Section Two Exam (Covers weeks 6-10)</i>	Miller 339-366
Week Twelve	Vygotsky's Sociocultural Theory Orientation to the theory Mechanisms of development Position on developmental issues Applications Evaluation of the theory	Miller 367-420 Dixon 37-50 Wertsch et al. 548-557

Week Thirteen	Contemporary Minitheories/Emerging Approaches—Part I Theory theory Modularity nativism Developmental neuroscience	Miller 421-435 Dixon 74-86 Dixon 256-267
Week Fourteen	Contemporary Minitheories/Emerging Approaches—Part II Dynamic-systems theory Developing-person-in-context Critical psychology: Are theories of development gendered? Position on developmental issues	Miller 436-446 Dixon 268-281 Bronfenbrenner 513-531 Hyde 581-592 Archer et al. 638-642
Week Fifteen	Reflections Developmental issues revisited A need for better theoretical accounts of developmental mechanisms Historical progress in developmental theories Wrap up and review	Miller 447-457 Bijou 419-427
Week Sixteen	→ Final Exam (Covers entire course)	