Stony Brook University – College of Arts & Sciences – Dept Psychology – Spring 20xx
Psy 220 (Sec 01) – Survey in Developmental Psychology TTH 4:00 – 5:20 pm Eng 145
This course satisfies the DEC category F

Dr. Harriet Waters, Psy B 356
Psy B xxx
Office Hours WF 1:00 – 2:30 pm

Office Hours


ACADEMIC INTEGRITY STATEMENT (must be the following language as approved by the undergrad council):
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

DISABILITY SUPPORT SERVICES (DSS) STATEMENT:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

COURSE DESCRIPTION:
A study of the growth processes from fetal development to late childhood. Perceptual and learning characteristics are explained as they relate to increases in cognitive and social competence in the total community. Biological factors are examined as they relate to inheritance of behavior patterns. Prerequisite: PSY 103

COURSE LEARNING OBJECTIVES:
Identify key features of a wide range of developmental theories in the areas of biological development, perception, language, cognitive and social development. Evaluate evidence in support of the different theoretical perspectives in each area of development. Apply different theoretical perspectives to specific examples.

Introduction to Child Development

Jan 29 Chapter 1

I. Prenatal Development and Biological Influences

A. Summary of Prenatal Development
Jan 31 Chapter 2

B. The Newborn
Feb 5 Chapter 2

C. Nature and Nurture
Feb 7 Chapter 3

D. Brain Development
Feb 12 Chapter 3

EXAM #1
Feb 14
II. Perceptual and Language Development

A. Perception and Motor Development                   Feb 19       Chapter 5
B. Learning and Cognition in Infancy                  Feb 21       Chapter 5
C. Speech Perception in Infancy                       Feb 26       Chapter 6
D. First Words and Beyond                             Feb 28       Chapter 6

EXAM #2                                                March 5

III. Cognitive Development

A. Piaget’s Theory                                    March 7      Chapter 4
B. Information Processing Theories                    March 12     Chapter 4
C. Core Knowledge & Sociocultural Theories            March 14     Chapter 4
D. Categorizing Objects & Living Things               March 26     Chapter 7
E. Basic Concepts - Space, Time, etc.                 March 28     Chapter 7

EXAM #3                                                April 2

IV. Social Development

A. Theories: Psychoanalytic & Learning                 April 4      Chapter 9
B. Theories: Social Cognition & Ecological            April 9      Chapter 9
C. Family Influences                                  April 11     Chapter 12
D. Peer Influences                                    April 16     Chapter 13
E. Moral Development                                  April 18     Chapter 14

EXAM #4                                                April 23

V. Emotional Development and Attachment

A. Emergence of Emotion                                April 25     Chapter 10
B. Emotion Regulation & Understanding of Emotion      April 30     Chapter 10
C. Attachment Theory                                  May 2        Chapter 11
D. Attachment and Conceptions of the Self             May 7        Chapter 11
E. Conclusions                                        May 9        Chapter 16

EXAM #5                                                Exam week – Tuesday, May 21, 2:15 pm – 5:00 pm

Formal Requirements: There will be five exams (35 points per exam), each covering one section of the course. The last exam will be given during Final Exam week. Each exam will have a total of 40 multiple-choice questions to give students a chance to earn extra points, but 35 will to be the highest grade possible. Grades will be curved - based on class performance (20-30 % A’s, 30-40% B’s, 30-50% C, D, F)

In order to determine your final grade, your three best test grades out of the first four exams will be added together with the fifth exam (which everyone has to take during finals week). If you miss one of the four exams during the semester, that will be your dropped grade. Make-up exams will only be given if you miss more than one exam, and only for well-documented medical excuses or other emergency situations.
BE SURE TO BE ON TIME ON EXAM DAYS.

**Extra Credit:** Everyone can earn up to 3 extra points by participating in psychology department experiments. Register on [http://sunysb.sona-systems.com/](http://sunysb.sona-systems.com/) for the psychology subject pool.

Your extra points will be added to your grade total after the grade cutoffs have been determined.

**Class Protocol:** There is no specific attendance policy for this class. Please turn off your cell phones.