

PSY 226A, Developmental Psychology
Monday/Wednesday/Thursday
Time: 17:00 – 16:00

AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with

sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

Course Description:

This course provides an analysis of the cognitive, physical, social and emotional aspects of development from birth to adolescence. There will be an emphasis on study of the processes underlying the acquisition and development of behavior throughout each developmental period. Normative behaviors for particular ages and developmental states are examined where appropriate. Includes evaluation of selected theories, contemporary issues and practical applications.

Learning Objectives:

By the end of this course, you should be able to:

- understand major theories and concepts in child development
- understand how cultural/ethnic differences affect these theories and concepts
- apply this understanding to strategies for working with children, youth, parents, teachers, and other professionals involved with children and adolescents
- enhance your academic writing skills in conducting research-based literature reviews and writing about your research

Required Text and Reading:

Lightfoot, C., Cole, M., and Cole, S. (2009). *The Development of Children, 6th edition*. New York, New York: Worth Publishers

Course Requirements:

Child Development in the Real World Paper (20%)

For this paper your objective is to write about an element of the “real world” and how it corresponds to developmental theory and empirical findings for a particular developmental level. For example, a student might write about the topic of language development, age level of infant, and a toy or book that claims to help increase infant language development. The due date on this paper depends on which topic the student decides to write about. The paper is due on the week after the discussion of the particular topic the student chooses to write about. Early papers are always welcomed.

Mid-Term Exams (15% each; 60% total) -- There will be FOUR Mid-Term Exams. Midterms will include multiple choice, true-false, matching, and short answer questions and will be cumulative.

Final Exam (20%) -- There will be a cumulative Final Exam. Similar to the mid-terms, the final will consist of multiple choice, true-false, matching, and short answer questions.

Note: all percentages are approximates. Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.

Lecture Schedule and Readings (tentative)

Topic 1:	Introduction to the Study of Child Development – Chapter 1
Topic 2:	Biocultural Foundations of Child Development – Chapter 2
Topic 3:	Prenatal Development and Birth – Chapter 3
Topic 4:	The First Three Months of Infancy – Chapter 4
Topic 5:	Physical and Cognitive Development – Chapter 5
Topic 6:	Emotional and Social Development – Chapter 6
Topic 7:	Language Acquisition – Chapter 7
Topic 8:	Physical and Cognitive Development in Early Childhood – Chapter 8
Topic 9:	Social and Emotional Development in Early Childhood – Chapter 9
Topic 10:	Contexts of Development – Chapter 10
Topic 11:	Physical and Cognitive Development in Middle Childhood – Chapter 11
Topic 12:	School as a Context for Development – Chapter 12
Topic 13:	Social and Emotional Development in Middle Childhood – Chapter 13
Topic 14:	Physical and Cognitive Development in Adolescence – Chapter 14
Topic 15:	Social and Emotional Development in Adolescence – Chapter 15