Each of us is a unique individual with distinct interests, abilities, and appearances. At the same time, we all have much in common. Each of us started as just a single cell at conception, our brains and bodies developed in essentially the same sequence, and someday we will all die. What are the general paths and stages of development? How do our unique qualities emerge? What role does our genetic material play in development? What role does our environment play? Is there a point at which some of our traits are “set,” or do we retain the capacity to change throughout development? In this course, we will work to answer these questions and more.

With a life-span approach, we will examine the theories and research that describe and explain our physical, cognitive, and social development from conception to death.

Course Goals

- Explain the fundamental theories, concepts, methods, research findings, and applied knowledge that are central to the study of developmental psychology
- Apply the theoretical and empirical findings of developmental psychology to your own life and to the world around you
- Analyze and critically evaluate some of the fundamental issues, arguments, and points of view in developmental psychology

Prerequisites

- PSYC 100 or permission
Required Texts

The Developing Genome
David S. Moore
ISBN: 978-0199922345

Office Hours

• regular office hours: Wednesdays 2:45 – 3:45 pm & by appointment (in OLRI 322)
• walking “office” hours: Fridays 9:40 – 10:40 am (in the LC)

Regular office hours are in my office—OLRI 322. During these hours, I am available on a first-come, first-served basis, but you can ensure my undivided attention by scheduling an appointment:
tinyurl.com/meetwithCari

I also have walking “office” hours. Meet me on the track in the LC, and do some laps! Besides getting some exercise, this gives us a less formal space to talk about whatever is on your mind.

• You are welcome in my office any time the door is open; if the door is closed, I am unavailable.
• To schedule appointments outside of office hours, check at my Google calendar (cgilleno) and email me a few times (8am - 4:30pm) that work with both of our schedules. I will select a time and confirm it with you.
• I respond to emails as soon as possible, but generally not in the evenings or on the weekends.

Reading Assignments

All four of these books are required for this course, but you may use any available formats (e.g., softcopy, e-book, etc.). The books are available at the campus bookstore and online. In addition, one copy of each book will be available on reserve at the library. There is also a textbook on reserve at the library: A Topical Approach to Life-Span Development by Santrock. This textbook is not required, but it is available to you if you need an additional study resource.

Check Moodle for the schedule of reading assignments and for additional required readings and videos.
Course Requirements

Your final grade will be determined by your performance on the following:

Exams (midterm: 20%; final: 25%)

Attendance & Participation (15%)

Writing Assignments (four assignments, 10%, each)

Exams

There will be two exams, and each will cover material from lectures, class activities, and required readings and videos. Each exam will have two parts:

• an in-class component consisting of multiple-choice and short-answer questions
• a take-home component consisting of essay questions

The first exam will take place during midterms. The second exam will take place at the end of the term. For the second exam, the in-class portion will only cover material from the second half of the course (i.e., it will not be cumulative). The take-home portion of the second exam, however, will include essay questions integrating material from the whole semester (i.e., it will be cumulative).

To help you prepare, I will distribute a study guide at least one week before each exam.

Attendance & Participation

Class sessions will include a mixture of lecture, discussion, activities, and in-class writing. Attendance and active participation are essential to fully understand course material. Furthermore, class attendance is the strongest predictor of college grades—stronger than ACT scores, high school GPA, and even study habits (Credé et al., 2010). If you miss a class, it is your responsibility to get notes and/or handouts from a classmate. To earn full credit for a class period, you must:

• Arrive on time
• Come to class prepared (e.g., have thoughtfully completed all assigned readings before class)
• Actively participate (e.g., take notes, ask/answer questions, contribute to discussions, and complete in-class activities) for the duration of the session.

Writing Assignments

Throughout the semester, you will complete four major writing assignments—one on each of the books that we will read. Each of these projects entails several sub-components and deadlines. Please see Moodle for more information.

Extra Credit

I will provide you with the opportunity to earn up to 2% of extra credit. Please see Moodle for more information.
Grading Policies

Missing Exams
I do not give makeup exams; students who do not take an exam will receive 0 points for that exam. Please read the schedule carefully, and make sure that you will be present for both in-class exams. Exceptions to this policy may be made under extraordinary circumstances and will require documentation from the Dean of Students.

Grade Scale
Your grade will be determined according to the scale below. In determining your grade, your percentage is not rounded up. For example, an 89.999% is not an A-; you must earn at least 90.0% to get an A-. There is no “curve”; grades are not adjusted relative to your peers, and the percentage that you earn is the grade that you earn. Before the class is over, I will do everything I can to help you learn the course material, improve your work, and earn the best grade that you possibly can. After the class is over, I will not change the grade you have earned.

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<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tr>
<td>A</td>
<td>93–100%</td>
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<td>A-</td>
<td>90–92.9%</td>
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<td>87–89.9%</td>
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<td>B</td>
<td>83–86.9%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
<td>0–59.9%</td>
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Grade Disputes
If you notice any arithmetic errors, please immediately notify me. If you believe that points were deducted unfairly, you may submit a re-grade request. In an email, explain why you believe the grade was incorrect. To bolster your argument, reference relevant readings (include page #s), lectures (include the date), and/or the grading checklist. Submit your request within 48 hours after the return of your graded work. Note that this is a true re-grade, which means you may gain or lose points, and re-grade decisions are final.

Incomplete
Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean’s advice when making decisions about incompletes.

Late Work
Because I recognize that life sometimes interferes with academic work, I offer a one-time 24-hour extension. You may submit a single assignment up to 24 hours late without penalty. There is no need to ask in advance or to explain your mitigating circumstances; just submit your work within 24 hours of the deadline, and email me to let me know that you would like to use your extension. Beyond this one-time extension, I accept late assignments, but the grade for that assignment will drop by 5% for each 24-hour period that it is late. For example, if an assignment that would otherwise score 92% were submitted between 1 second and 24 hours late, it would earn 87%; if this same assignment were submitted between 24-48 hours late, it would earn 82%; etc. Assignments over a week late will not be accepted.

Please note that submission times are defined by Moodle’s timestamps; it is your responsibility to ensure that your assignments are correctly submitted.
Accessibility Commitment

I am committed to creating an accessible and inclusive class that ensures that every student can participate fully in course activities and benefit from course materials. I would be happy to talk to any of you about how to maximize your experience in this class and to discuss how you learn best. Please don’t hesitate to be in touch with your requests and suggestions.

What I will do for every student

- Post assignments at least three weeks in advance of when they are due
- Share PowerPoints and other materials used in class lectures
- Meet with you individually during office hours for extended study or discussion
- Facilitate your connection to the MAX Center or other sources of support on campus
- Submit an Early Academic Warning and/or contact the Dean of Students if your performance slips or I notice a pattern of frequent absences
- Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to someone in the Dean of Students office)

What you can do if your needs are not met by the above

If you know you have a disability that affects your learning process, I encourage you to meet with Robin Hart Ruthenbeck (the Assistant Dean of Students). This will allow you to receive accommodations. The website above is your best guide to this process. Robin will send me a confidential letter detailing your accommodation request. After that, meet with me so we can work together to ensure that your needs are met.

If you are not registered with Disability Services

If you wait to self-advocate until you are in trouble in this course, you may be out of luck; I cannot accommodate you retroactively. Without a letter from the Assistant Dean of Students:

- I cannot offer a flexible schedule of assignment deadlines
- I cannot offer a flexible attendance policy

Plagiarism and Academic Integrity

Plagiarism is the presentation of others’ thoughts, ideas, or words as your own, and it violates Macalester College’s expectation that all members of the community act with academic integrity. If you are unsure about citations, wording, or similarity of structure, please meet with me to discuss these issues. If I have any reason to suspect your integrity in this class, I will contact you. After we meet, I will determine what further steps are appropriate, which may include a score of 0 on the assignment or a referral to the Director of Academic Programs. If you have questions, please contact me or refer to the webpage below.

www.macalester.edu/academicprograms/academicpolicies/academicintegrity/
Other Course Policies

Technology etiquette
Please set your phones to silent before class, and if you must use your phone during class time, please discretely step outside. Laptops and tablets are welcome as long as they are used as learning aids (e.g., for note-taking). “Multitasking” (e.g., checking email during class) can impede your learning (Hembrooke & Gay, 2003), and it can be distracting to those around you (including me!). I reserve the right to ban technology that becomes detrimental to our classroom culture.

PowerPoint slides
I will post slides on Moodle after each lecture. If I forget, feel free to email me with a polite reminder.

Course Schedule
Welcome to Developmental Psychology! Each week, we will focus on a different aspect of development:

- Week 1: Developmental Methods
- Week 2: Nature & Nurture
- Week 3: Physical Development
- Week 4: Cognitive Development
- Week 5: Information Processing and Intelligence
- Week 6: Language Development
- Week 7: Midterm
- Week 8: Emotional Development & Attachment
- Week 9: Identity
- Week 10: Gender
- Week 11: Morals & Values
- Week 12: Families, Peers, & Schools
- Week 13: Death & Taxes

The full course schedule is on Moodle, but here are some important dates for your calendar:

- Thursday 2/9 at 11:55pm: paper 1 due
- Thursday 3/2 at 11:55pm: paper 2 due
- Thursday 3/9: in-class midterm exam
- Friday 3/10 at 11:55pm: take-home midterm due
- Thursday 4/6 at 11:55pm: paper 3 due
- Thursday 4/27 at 11:55pm: paper 4 due
- Thursday 5/4 at 11:55 pm: take-home final due
- Saturday 5/6 at 8–10 am: in-class final exam

call me “Cari”

Students sometimes wonder what to call their professors. You may call me Cari (pronounced like “carry”). If you prefer to be more formal, Dr. Gillen-O’Neel or Professor Gillen-O’Neel are also ok with me. Please help me make sure that I call you by your preferred name too!