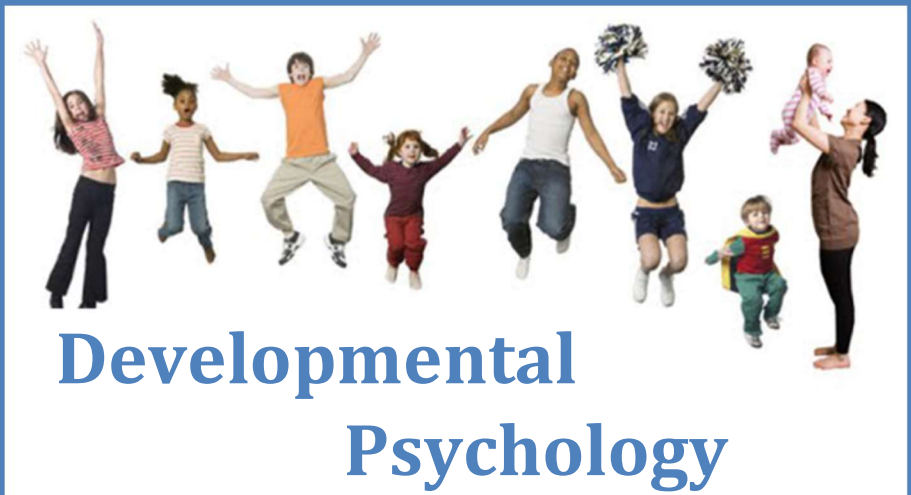


PSYC 250

Tuesdays & Thursdays
9:40 – 11:10 am
Theater 001

Spring 2024



Your Instructor



Cari Gillen-O'Neel

📍 Olin-Rice 322

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☎ 651-696-6086

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Course Overview

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

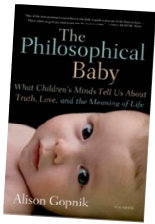
The Developing Genome

David S. Moore



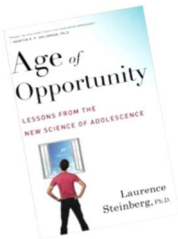
The Philosophical Baby

Alison Gopnik



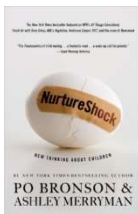
Age of Opportunity

Laurence Steinberg



NurtureShock

Po Bronson & Ashley Merryman



Student Hours

Tuesdays 8:30 – 9:30 am & Wednesdays 1-2 pm

OLRI 322 or by Zoom (email for a link)

During student hours, I am available on a first-come, first-served basis to meet with any students for any reason (e.g., advising, personal concerns, course content questions, assignment support, etc.).

Outside of student hours:

- You are welcome in my office any time the door is open; if the door is closed, I am unavailable.
- To schedule an appointment, check my Google calendar (cgilleno) and email me a few times (8:30 am – 5 pm) that work with both of our schedules. I will select a time and confirm it with you.
- If not in person, email is the best way to contact me. I respond to emails as soon as possible, but only during work hours (8:30am – 5pm on weekdays) because outside of work, I try to spend as much time as possible with these guys.



Reading Assignments

Perusall

In addition to these four books, we will also read several journal articles and chapters. **All of the required readings for course will be available on the collaborative platform, Perusall (linked through Moodle).** Using, Perusall, you can demonstrate your active reading by highlighting, commenting, and asking questions. There are multiple ways to earn full credit in Perusall, and I will explain its grading system in class.



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.

Course Requirements

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

Quizzes (20%)
Final Exam (25%)
In-Class Attendance & Participation (10%)
Out-of-Class Attendance & Participation (25%)
Writing Assignments (four assignments, 5%, each)

Quizzes

Throughout the term, there will be ten quizzes. Each quiz consists of ten (or so) multiple-choice questions, and one short-answer question. The multiple-choice portions will be completed on Moodle, and they are open-note, open-book, and open-internet. They are, however, “closed-people” (i.e., you must complete them independently). The short-answer questions will be completed in class. Late or missed quizzes will earn 0 points.

Final Exam

The final exam will take place during finals week. This exam will comprise essay questions covering material from class activities, lectures, and required readings and videos. Questions will integrate material from the whole semester (i.e., it *will* be cumulative). To help you prepare, I will distribute a study guide at least two weeks before the exam.

In-Class Attendance & Participation

Class sessions 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). You may miss up to two classes (an entire week’s worth!) without a grade penalty. After that, each absence will result in a 5% drop in your in-class attendance grade.

If you must miss class, you can often make up your attendance by (1) watching the entire class recording (posted on Moodle) and (2) emailing me your in-class writing response within one week of the missed class. There may be some class periods, however, where this is not an option (e.g., if the video failed to record). If you miss in-person class excessively, I may ask for a meeting with you or a doctor’s note before I allow further make-ups.

Out-of-Class Attendance & Participation

Each week, there are several required out-of-class activities (e.g., readings, videos, and podcasts). All of these activities are posted on Moodle (through either Perusall or VoiceThread). These collaborative platforms allow us to collectively participate in these activities asynchronously. For example, we can answer each other’s questions and respond to each other’s comments. I will explain how to earn full credit for each assignment in class.

Writing Assignments

Throughout the semester, you will complete four 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.



see Moodle for more information.

Grading Policies

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

Late Papers

I recognize that you are balancing many competing demands on your time and attention, and I want you to prioritize your wellbeing. I give students a total of 96 "flexibility hours." You may use these hours to submit any combination of papers after the deadline without penalty (e.g., 48 hours late on one paper and 48 hours late on another paper). There is no need to ask in advance or to explain your mitigating circumstances. Note, however, that times are rounded up to whole hours (e.g., one minute late = one hour).

Once you've used your 96 hours, I will still accept late papers, but grades will drop by 5% for each 24-hour period that a paper is late. For example, if a paper that would otherwise score 92% were submitted between one minute and 24 hours late, it would earn 87%; if this same paper were submitted between 24-48 hours late, it would earn 82%; etc.

Please note that this policy does *not* apply to quizzes, exams, attendance, or participation.

Missing Quizzes or Exams

I do not give makeup quizzes or exams; students who do not take a quiz or exam will receive 0 points for that assessment. Please read the schedule carefully, and make sure that you complete the online quizzes on time and that you will be present for the in-class quizzes and the final exam. Exceptions to this policy may be made with accommodations or with 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.

A	93–100%	C	73–76.9%
A-	90–92.9%	C-	70–72.9%
B+	87–89.9%	D+	67–69.9%
B	83–86.9%	D	63–66.9%
B-	80–82.9%	D-	60–62.9%
C+	77–79.9%	F	0–59.9%



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.

Incompletes

Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted (typically over 75%), 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.

Accessibility Commitment

www.macalester.edu/studentaffairs/disabilityservices

I am committed to creating an accessible and inclusive class where every student can participate fully in course activities and benefit from course materials. I am happy to talk with 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 two weeks in advance of when they are due
- Share PowerPoints and other materials used in class lectures (*after* class)
- Meet with you individually during student 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

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 Macalester's Disability Services. This will allow you to receive accommodations. The website above is your best guide to this process. Disability Services will send me a confidential letter detailing your accommodations. Meet with me after you've met with Disability Services 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 too late; I cannot accommodate you retroactively. Without a letter from Disability Services:

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



Shammah Bermudez

Director of Disability Services
disabilityservices@macalester.edu
 Kagin Commons

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, please email me with a polite reminder.

ChatGPT

Do NOT use ChatGPT or any similar technology for any portion of your quizzes or final exam. For your papers, feel free to use ChatGPT as a resource to brainstorm, stimulate your thinking, and support your learning. The final prose of your papers, however, should be written by you. Using ChatGPT outside of these boundaries robs you of developing the skills that this class was designed to teach you, and will result in a score of 0 for the affected assignment, quiz, or test.



Your Health and Wellbeing

I encourage you to make your well-being a priority throughout this semester (and throughout your career at Macalester). Beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you.

Investing time into taking care of yourself will help you engage more fully in your academics. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on you and your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset or need some air. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please contact me and/or find support from other sources (see Moodle for a list of resources).



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

Cari are also ok with me. My gender pronouns are she/her/hers. Please tell me your name and pronouns too!

Course Schedule

Welcome to Developmental Psychology—we have a lot to learn! Throughout the semester, we will focus on 15 different aspects of development:

- Topic 1: Introductions
- Topic 2: Developmental Methods
- Topic 3: Nature & Nurture
- Topic 4: Physical Development
- Topic 5: Cognitive Development
- Topic 6: Information Processing and Intelligence
- Topic 7: Language Development
- Topic 8: Emotional & Social Development
- Topic 9: Identity
- Topic 10: Gender
- Topic 11: Morals
- Topic 12: Contexts of Development
- Topic 13: Families
- Topic 14: Schools & Work
- Topic 15: Endings

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

- **Sunday 1/21 at 11:55pm: Quiz 0 due**
- **Sunday 1/28 at 11:55pm: Quiz 1 due**
- **Sunday 2/4 at 11:55pm: Quiz 2 due**
- **Sunday 2/11 at 11:55pm: Quiz 3 due**
- **Sunday 2/18 at 11:55pm: Paper 1 due**
- **Sunday 2/25 at 11:55pm: Quiz 4 due**
- **Sunday 3/3 at 11:55pm: Quiz 5 due**
- **Sunday 3/10 at 11:55pm: Paper 2 due**
- **Sunday 3/24 at 11:55pm: Quiz 6 due**
- **Sunday 3/31 at 11:55pm: Paper 3 due**
- **Sunday 4/7 at 11:55pm: Quiz 7 due**
- **Sunday 4/14 at 11:55pm: Quiz 8 due**
- **Sunday 4/21 at 11:55pm: paper 4 due**
- **Sunday 4/28 at 11:55pm: Quiz 9 due**
- **Friday 5/3 at 8 – 10 am: Final Exam**

