



PSY 375: Development

Summer 2006, CRN 43521

107 Eslinger, Monday through Thursday, 10:00-11:50

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Tue. 1-2; Fri. 10-11

Course Description: This course is devoted to the study of psychological development, with a particular focus on how human social and cognitive skills arise throughout infancy and childhood. The class will explore different theoretical accounts of development, examining a range of psychological phenomena including memory, language, social cognition, parent-infant attachment, personality, temperament, and developmental disorders.

Developmental psychology is an exciting field, with an ever-increasing number of investigators benefitting from recent innovations in experimental techniques and theoretical advances aimed at elucidating the steps of human development, the reasons underlying individual differences, and the ways in which biology and environment interact across childhood. My hope is that you also will join in the current excitement for this fascinating discipline and find opportunities for challenge and learning.

Readings:

Required Text

Siegler, R., DeLoache, J., & Eisenberg, N. (2006). *How children develop*. New York: Worth.

Copies are available at the University of Oregon bookstore; additionally, a copy is on reserve at Knight Library, limited to checkout periods of two hours.

Required Additional Readings

Supplementary readings will be made available as pdf documents on blackboard under Course Documents and will be posted at least two days in advance of their corresponding lecture. Please ensure that you have the means to open and view documents in pdf format; if you find yourself having trouble viewing the readings, please let us know as soon as possible. Public computers available in computer labs and all University of Oregon libraries can be used to open and print these documents if you are having difficulty. If you would prefer a hard copy, let the instructors know and you will be provided with one.

Course Prerequisites:

None

Important University Deadlines:

Deadline Last day to:

June 26: Drop this course (100% refund, no W recorded)

June 28: Drop this course (50% refund, no W recorded)

June 29: Add this course

July 3: Withdraw from this course (50% refund, W recorded)
 July 13: Withdraw from this course (0% refund, W recorded)
 July 13: Change grading option for this course

Blackboard: The course blackboard site will be a critical source of information throughout the term. As noted above, assigned readings will be available on blackboard, and any changes to the lecture or reading schedule will be posted on this site in the form of announcements. Major changes to assignments will also be communicated via e-mail. In addition, slides to accompany lectures, review questions for exams, assigned short paper topics, and scores will be posted there. Please make sure you are able to view slides created in Powerpoint. You may need to download a Powerpoint viewer, available free from many sites including www.microsoft.com/downloads. Alternatively, slides can be downloaded and printed using public computers at the university. You should already have a login ID and password through your university email account to access blackboard. If you are unfamiliar with blackboard or do not know your password, contact us as soon as possible.

Slides for each lecture will be made available by 9 am the morning before lecture. Lecture slides will be located under Course Documents.

Course Requirements:

Grades for the course will be based on

--Two **in-class exams** – Exams are *not* cumulative.

--Four **short quizzes** – Quizzes cover reading and lecture material. The lowest quiz score will be dropped.

--Two **short papers** (5-7 pages and 6-8 pages) – Topics will be announced in class.

--**Extra credit** (to improve your final grade by up to 5%) can be gained through participation in Psychology Department research (via the Psychology Department's human subjects pool) along with a brief description (1-2 pages) of each study in which you participated. Each credit that you earn and assign to Psych 375 along with the description will result in your final grade being raised by 1%.

Credits must be assigned to Psych 375 for them to count towards extra credit.

Studies must be completed by the last day of classes, Wednesday, July 19th, and study descriptions must be turned in as hard copies to the either of the instructors' mailboxes in Straub Hall by the following Friday, July 20th at 4pm or via e-mail by 5 pm.

Exam 1	100
Exam 2	100
Paper 1	100
Paper 2	125
Quiz 1	25
Quiz 2	25
Quiz 3	25
Total	500

A	465-500	C	365-384
A-	450-465	C-	350-364
B+	435-449	D+	335-349
B	415-434	D	315-334
B-	400-414	D-	300-314
C+	385-399	P	>350

Posting of Grades

Scores for papers and exams will be posted on blackboard throughout the course. Please do not wait until after final grades are submitted to dispute a grade; keep track of your scores as they are posted, and alert us **in writing** (e-mail is fine) as soon as possible if you think that there has been a mistake in grading.

In-class exams will take place at the beginning of class on the dates given below. Exams will consist of multiple-choice, short answer, and essay questions. Exams will be closed book except for the essay question, which will address a research article that you will select in advance of the exam and will bring to consult during the exam. Each exam accounts for 20% of your final grade. Review questions will be posted one week in advance of the scheduled exam; more information on the exams will also be given in class as their scheduled day approaches.

Exams are not cumulative; however, general principles and definitions discussed during the first few weeks will be relevant throughout the course. Thus, understanding key concepts introduced early on will be required to do well on all exams.

Missing Exams: Exams may be made up if you have appropriate documentation indicating that you were unable to attend class (e.g., a doctor's note). However, in order to make up any exam, you must contact **both instructors** prior to or on the day of the missed exam through e-mail or phone. If you do not contact us on the day of the missed exam, you will not be able to make up that exam.

Two short papers (5-7 and 6-8 pages, respectively) will be due on the dates given below. Papers must address topics described in Paper Topics under Course Documents on the blackboard course website. For each paper, you will write a double-spaced discussion of the assigned topic. Guidelines for paper formatting and stylistic conventions are available on blackboard under Course Documents as well. Topics will be posted on blackboard as the due date for their corresponding papers approaches.

You may turn in papers as hard copies in class or to either instructor's mailbox in Straub Hall. If you turn in a hard copy at Straub Hall, make sure that you turn it in to the Psychology department secretary, Cindy Salmon, and specify that you need the paper time-stamped and delivered to **one of** our mailboxes.

Late papers will have a letter grade deducted every day that they are late unless a doctor's note or similar documentation is given demonstrating why you were unable to write/turn in your paper.

Extra credit to improve your overall grade by up to 5% can be earned by participating in Psychology Department research through the Psychology Department Human Subjects Pool. For each hour of participation you can earn a 1% improvement to your mark as long as you hand in a brief (1-2 page) description of the goals and methodologies of the research for each study you participated in. The coordinator of the Human Subjects Pool, Jess Holbrook, will be providing our class with handouts containing details regarding your possible participation, and you can also gain information by contacting Jess by email at hscoord@uoregon.edu. You can also find additional information by going to the HSP website at <http://darkwing.uoregon.edu/~hscoord>.

SCHEDULE OF TOPICS AND READINGS

		Monday	Tuesday	Wednesday	Thursday
Week 1	Topic	Introduction / Theories of Social Development	Temperament and emotion	Attachment and Self	Parenting and Gender Development
	Reading	Chapter 9	Chapter 10	Chapter 11	Chapters 12 (470-end) & Reading 1 (only 572-591)
Week 2	Topic	Peers and Moral Development	Independence Day --- No Class!!!	<u>Test #1</u> --- Issues in Cognitive Development	Theories of Cognitive Development
	Reading	Chapters 13 (517-end) & 14 (544-end)		None	Chapter 4
Week 3	Topic	Language Development <u>Paper #1 Due in class</u>	Language Development, cont.	Methods in Infant Research / Conceptual Development	Early Intentional Understanding
	Reading	Chapter 6	Reading 2	Chapter 5	Readings 3 & 4
Week 4	Topic	Theory of Mind	<u>Test #2</u> --- Memory	Autism	Current "Hot Topics" in Development / TBA
	Reading	Reading 5	Reading 6a (6b optional)	Reading 7	Reading 8

* **Paper #2 due Friday at 4pm in the psychology office**

FIVE IMPORTANT ADDITIONAL NOTES:

Turning in Assignments via e-mail: All papers must be turned in as a hard copy, either in class or to one of our mailboxes in Straub Hall. Study descriptions (for optional extra credit, see above) may be turned in via e-mail, but you are responsible for checking that one of us have sent a confirmation e-mail to you letting you know that we can open and read what you have sent us.

Academic Honesty: As a member of the university community you are expected to be honest and forthright in all your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously, may be grounds for automatic failure of the course, and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct>)

Specifically for this course: Group discussion outside of class is (of course!) encouraged. However, all written assignments must be done independently.

Academic Learning Services: If you are not getting the grade you would like, in addition to speaking with the instructors, you may contact Academic Learning Services (<http://als.uoregon.edu/>) for assistance. They offer services aimed at increasing student performance by teaching effective studying habits and providing tutors to help with paper-writing. This is a particularly valuable resource for students who are having difficulty with any aspect (e.g., grammar, organization, APA style, etc.) of writing the required papers for the course.

Students with Directory Restricted Access: This course includes required on-line participation that will involve use of electronic mail. If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify an instructor immediately.

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with an instructor soon. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability by contacting Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu

****NOTE:** The elevators in Straub hall will be undergoing maintenance this summer. The only access to either instructor's office (both of which are on the 3rd floor) is via the stairs. If you are not able to use the stairs to access our office, notify us and we can reserve space on the first floor for a meeting. We apologize for the inconvenience.