

PSYCHOLOGY 308 DEVELOPMENTAL PSYCHOLOGY – SPRING 2017

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Office Hours: Wednesday 10:00am-12:00pm, or by appointment

I also linger after class whenever possible to address questions or other relatively brief issues that do not require privacy or extended discussion.

Lecture Place and Time:

30 Pacific Hall Monday/Wednesday 4:00pm-5:20pm

I. Course Description:

This course provides an introductory overview to the theories, methods, and phenomena that comprise the study of human development across the lifespan. We will cover many aspects of biological, cognitive, linguistic, and socioemotional development at key points in the lifespan, considering both typical and atypical development. A number of themes guide the integration of the course material including the mechanisms underlying developmental change; the interaction between biology and environment throughout development; the ways in which children affect their own development; and individual and sociocultural differences in development. The approach to these topics and themes is scientific, with an emphasis on recent research findings. Where relevant, we will discuss how these findings might be applied by parents, schools, and other institutions in promoting individuals' welfare throughout their lives.

General education group-satisfying Social Science elements of this course. This is a liberal arts course and not a pre-professional course. We will review a wide array of contemporary developmental theories and research methods, thus we emphasize breadth over deep mastery of any single area. In doing so, we will review diverse and competing theories of human development; highlight different scientific traditions within the field of developmental psychology and their attendant methods; consider how diverse methods give rise to our understanding of the human condition across time and development; and encourage students to integrate across a diverse and occasionally competing set of views of human development to cultivate their own views on the subject matter.

II. Learning Objectives:

1. To examine age-related changes in human's physical characteristics, social behaviors, and cognition, and to understand the contexts in which this development occurs
2. To explore competing theories and perspectives on human lifespan development
3. To develop skills in reading, evaluating, and integrating developmental psychology research
4. To communicate clearly and effectively about psychological topics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence

III. Textbook & Readings:

The course will use the following textbook as its primary source.

Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*. New York, NY: W.W. Norton & Co. (Available at the Duck Store; one copy will be on reserve in Knight Library.)

At several points during the term, the textbook may be supplemented with additional readings (available on Canvas).

IV. Lectures and Readings:

The lectures are generally coordinated with the readings throughout. Some of the material will be covered in both readings and lecture, but some of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time. I view class time as best spent on topics that are especially interesting or confusing. Nevertheless, you are responsible for information from all assigned reading as well as all lectures – both will be included in the quizzes/final exam. You will need to attend lectures and spend a substantial amount of time outside of class (reading and studying) to do well in this course. Pay special attention to things that are covered in both lecture and reading, as well as boldfaced key concepts and their definitions.

V. Classroom Conduct:

Please be respectful of me, and your fellow students, in the following ways.

Technology: Don't use technology (computers/tablets/cell phones/etc.) for non-lecture related purposes like social media or texting friends. Research shows that divided attention reduces learning. It is also really distracting to me and your classmates.

Time: There is a lot of material to cover each time we meet, so please be on time. Critical announcements will be made at the beginning of each lecture (and copied to Canvas); you are responsible for staying up to date via Canvas if you miss or are late to class.

Inclusivity: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of development. My door (and email inbox) is always open to suggestions or concerns related to inclusivity.

For students who are parents or work in childcare/education: You are likely to have many relevant experiences, and some of the topics we discuss may have special meaning for you. If you find yourself frequently sharing about your experiences, try to make sure your comments or questions enrich our class discussion. Also keep in mind that there is a wide range of normal development, and your experiences may vary from what is described in class. That is not necessarily cause for alarm (especially for parents), but neither does it mean that what you're learning in class is wrong.

For students who are not yet parents: Please try to be patient with the parents in class, and consider that they may have helpful insights that can maximize your learning.

VI. Course Requirements:

Your grade will be determined by your performance on:

- i) weekly, open-book quizzes (administered via Canvas),
- ii) a cumulative, closed-book final exam,
- iii) a short, critical essay about a hot topic in development.

i) WEEKLY OPEN-BOOK QUIZZES:

The weekly quizzes are designed to help you pace yourself during the quarter and more effectively learn the assigned material.

Quizzes will be administered via Canvas. Every week between 10:00pm on Thursday and 12:00pm (noon) on Sunday, you will be able to access that week's quiz, under "Course

Documents.” The quiz will sample from material covered in lectures and readings from Monday and Wednesday of that week, unless otherwise noted on the syllabus.

There will be one quiz each week (10 total) – including week 1 – but your lowest 2 scores will be dropped, so NO make-up quizzes will be administered.

Quiz questions are designed to make you think about the material at a deeper level, to enhance learning and consolidate what you have read and heard in lecture that week. In other words, make sure you read the entire question, and all response options, carefully.

Quizzes will be 10-15 questions long (multiple-choice, worth 2-3 points each) and tend to take students from 30-60 minutes to complete, but the quiz allows you to work on it for 2 hours.

Please note: if you have a documented learning accommodation, or non-documented need for adjustments to help you learn, it is very important you connect with us about this at the beginning of the quarter so we can adapt your quizzes appropriately.

Please email me if you are having difficulty with any technical aspects of the quiz. I may not be able to respond before your time is up, so if you are having difficulty, you could take a screen shot of your screen and attach it to your email. You may want to print out the quiz before you submit it (saving to PDF is a good way to do so), in case of any technical difficulties, and to keep a record of your responses (which you can then correct when the answers are released). This will also help you study for the final exam.

You will be able to see your score (but not the correct answers) in Canvas after you submit. You may retake the quiz once, and the highest score will be kept. **About 24 hours after the quiz window closes, the answers will be released. You are strongly encouraged to review the answers each week for two reasons:**

- 1) Research has shown that this helps you learn more – you solidify the correct answers in your mind and retain them over a longer period of time. Research also suggests you will want to review the answers as soon as possible to get the maximum benefit.
- 2) Some of the cumulative final exam questions will be drawn directly from the quizzes.

Academic honesty and the weekly quizzes: At the beginning of each quiz you will agree that 1) you are taking the quiz alone, 2) you will not share questions or answers with other students who take the quiz later than you, and 3) you did not receive questions or answers with other students who took the quiz earlier than you. If you take this course requirement seriously, it will help you do better in the class. You are more than welcome to study with others and share responsibilities for outlining the chapters and lectures, you are just asked not to take the quizzes as a group or share/receive information about the quizzes inappropriately. You may want to try and take the quiz from memory and use your notes just as a backup, to check and make sure you answered correctly. This will help you learn the material best.

ii) CUMULATIVE CLOSED-BOOK FINAL EXAM:

The final exam date and time has been predetermined by the UO registrar -

2:45 Tuesday, June 13 In addition to being cumulative and closed-book, it will be multiple-choice only.

iii) HOT TOPIC ESSAY:

This written assignment is worth 100 points. **It is due on Wednesday, May 17th, 4:00pm – hard copy submitted in class and electronic copy submitted on Canvas. Absolutely NO late essays will be accepted.** Refer to the specific handout about this assignment for more

details. Please take advantage of Academic Learning Services (PLC 68; 346-3226), which offers free workshops and drop-in tutoring for writing.

Academic honesty and the essay:

All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or projects, or re-submission of papers you produced for previous courses, can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or an editor. Written work will be checked electronically for plagiarism using VeriCite; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

Final Grades:

Final grades will be based on the total number of points earned for:

Weekly Quizzes (8 quizzes x 30 points per quiz): 240 points

Final Exam (60 questions x 3 points per question): 180 points

Short Essay: 100 points

If your accumulated percentage of points (out of 520 possible) is:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P

Within each letter grade, a plus will be assigned to scores within roughly the top 2% and a minus will be assigned to scores within roughly the bottom 2%. I may choose to curve grades upwards at the end of the quarter if necessary.

Accommodations:

You are strongly encouraged to contact the Accessible Education Center (164 Oregon Hall; 346-1155) if you have a condition that creates difficulty for you as a student.

If one of the following applies to you, please see us ASAP to make adjustments:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- Member of a sports team that travels this quarter
- Non-native speaker of English for whom language proficiency may create challenges

With advance planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

SCHEDULE OF LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: This outline is tentative, and there may be changes during the quarter. Any changes will be announced in-class and on Canvas. You will then have to view/download an updated schedule to identify the correct content for the weekly quiz.

Week 1-A Course Overview and Introduction to Theories and the Study of Development
Keil Ch. 1 (read pp. 3-31)

Week 1-B No Class-I will be at a conference

Note: Quiz for Week 1 will also cover Syllabus and Essay Instructions

Week 2-A Biology of Development & Perceptual Development
Keil Ch. 2 (read pp. 34-38 [introduction through inputs to the biological system], pp. 51 [visiting nurses box], and pp. 56-66 [brain development])
Keil Ch. 3 (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], and pp. 95-111 [face perception, hearing, taste and smell])

Week 2-B Motor Development
Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])

Week 3-A Developing an Understanding of the Physical World and Piaget I
Keil Ch. 5 (read pp. 146-175 [intro through categorization, skip eye-tracking box])

Week 3-B Early Social Development
Keil Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]); Keil Ch. 6 (read pp. 188-190 [intro through developing bonds], and pp. 194-201 [the underpinnings of attachment])

Week 4-A Development of Attachment
Keil Ch. 6 (read pp. 190-194 [early perspectives on infant bonding], and pp. 201-223)

Week 4-B Development of Temperament, Personality, and Emotion
Keil Ch. 7 (read pp. 228-255)

Week 5-A Language Development
Keil Ch. 8 (read pp. 261-290 [skip language gene box on p. 287]; skim pp. 290-299 [language and thought through language and communication])

Week 5-B Development of Knowledge, Piaget II, and Vygotsky
Keil Ch. 9 (read pp. 304-305 [intro], pp. 308-334 [Piaget through biology, skip Sputnik box on pp. 328-329], and pp. 337-339 [sociocultural views])

Week 6-A Moral Development
Keil Ch. 12 (read pp. 427-431 [intro through moral thought], and pp. 444-463 [development of moral behavior]; skim pp. 431-444 [Piaget, Kohlberg, Gilligan, and other critiques])

Week 6-B Cognitive Development and Schooling

Keil Ch. 10 (read pp. 344-363 [intro through attention], pp. 370-372 [metacognition], and pp. 378-380 [symbolic representations]; skim pp. 372-378 [reading, math]); Keil Ch. 11 (skim pp. 409-417 [schooling])

Week 7-A Developmental Psychopathology
Keil Ch. 16 (read pp. 587-625)

Week 7-B Developing an Understanding of Self and Others
Keil Ch. 13 (read pp. 468-499)
Hot Topic Essay Due in class and online at 2pm!

Week 8-A Development in Context I: Families
Keil Ch. 14 (read pp. 504-539)

Week 8-B Development in Context II: Peer Relationships
Keil Ch. 15 (read pp. 544-559)

Week 9-A **Memorial Day, No Class**

Week 9-B Adolescent Development
Steinberg, L., & Morris, A. S. (2001). Adolescent development. *Annual review of psychology*, 52(1), 83-110. [On Canvas]

Week 10-A Development in Context III: Media and Culture
Keil Ch. 15 (read pp. 559-581)

Week 10-B Lifespan Development
Keil Ch. 17 (read pp. 630-656)

Tuesday, June 13: Final Exam from 2:45pm-4:45pm