

PSYCHOLOGY 308

DEVELOPMENTAL PSYCH – Fall 2018, 10 am - 11:20 am, Room 250 Clinical Services Building

Dr. Christina Karns

179 Lewis Integrative Sciences Building (LISB)

[Ring the doorbell at 102 LISB, or call my office 541-346-4261 for entry]

ckarns@uoregon.edu

Office Hours: 8:50-10:20 am Tuesday, or by appointment

Andrea Imhof, Graduate Teaching Fellow

426 Lewis Integrative Sciences Building (LISB)

aimhof@uoregon.edu

Office Hours: 9:30-11:30 am Wednesday, or by appointment

Natanel Weinstein, Graduate Teaching Fellow

365 Straub Hall

netanelw@uoregon.edu

Office Hours: By appointment

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:

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

Additional readings will be posted to Canvas.

An iClicker is also required for the course.

1. 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. Lectures will be posted to Canvas after each class.

2. 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 sitting nearby.

Time: This is a large class and 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.

Discussion guidelines: You are likely to have many relevant experiences, perhaps as a parent, childcare worker, or former child, 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. Be patient with your classmates, and be open to their helpful insights that can maximize your learning.

3. Course Requirements:

Your grade will be determined by your performance on:

1. weekly online quizzes (open book and administered via Canvas)
2. a closed-book in class midterm, administered in the last 30 minutes of class on Tuesday of week 5
3. a cumulative, closed-book final exam, administered in class on the scheduled day
 - o For Fall 2018 this is 8:00 Monday, December 3
4. a short, critical essay about a hot topic in development
5. participation and attendance as assessed by iClicker

1. WEEKLY OPEN-BOOK QUIZZES:

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

Online quizzes will be administered via Canvas. Every week between 10:00 pm on Thursday and 12:00pm (noon) on Monday, 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 Tuesday and Thursday of that week, unless otherwise noted on the syllabus. Answers will be released online after the due date.

There will be no quiz the week of the midterm so there will be 9 total quizzes – including week 1. 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.

Online quizzes will be 10-15 questions long (multiple-choice) 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.

The quizzes are moderated by the GTFs. Please email the GTFs (cc'ing me is fine), if you are having difficulty with any technical aspects, or if you have any questions about content (such as whether you are interpreting a question or response option correctly). We will try to answer your question as quickly as possible, but if you are running out of time on the quiz, submit your best guess and we will try to make reasonable accommodations for a different answer afterwards – only up until the answers are released on Canvas. After that point, all scores are final. 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 - remember you are allowed a second attempt on the quiz. Testing yourself will help you learn the material best and prepare for the closed-book final exam.

2. THE MID-TERM EXAM:

There will be a mid-term exam on **Tuesday, October 23rd** during the last 30 minutes of class.

This exam will be closed-book, and will cover content from both lectures and readings (through Chapter 7). The midterm will contain both multiple choice questions and a short-answer section. We will provide scantrons and test forms.

3. CUMULATIVE CLOSED-BOOK FINAL EXAM:

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

Monday, December 8th, 8 am - 10 am, in our usual meeting location.

The mid-term exam is cumulative and closed-book. It will contain mostly multiple choice questions, a few short answer questions, and a few fill-in the blanks.

4. HOT TOPIC ESSAY:

This written assignment is worth 10%. **It is due online by 4 pm Thursday, 11/8/18. – as an electronic copy submitted on Canvas.** Late essays will be penalized 10% per day in fairness to students who submit their essay on time. 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. *** A short essay proposal is due online on Canvas Friday 10/26 at midnight. Anonymous peer feedback to two classmates is due Monday 10/29 by noon. This gives you time to develop your ideas and avoid last minute writers block before the final paper is due.*

Academic honesty and the essay:

All work submitted in this course must be exclusively your own and produced exclusively for this course (no resubmissions of papers produced for prior classes allowed). 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.

5. IN-CLASS PARTICIPATION AND ATTENDANCE

iClicker: If you do not own one already, you will need to purchase an iClicker for use in class. It will be used to track attendance and to do regular in-class learning assessments.

Attendance/Participation You must participate in class exercises using your iClicker to get credit for each day you attend lecture. Generally, you will receive 1 pt per response + 1 pt for correct response, except for class polls. **You are required to have an iClicker and register it on Canvas by the start of Week 2, or you will begin to lose participation points.** The two lowest clicker days will be dropped, so don't worry if you are sick or forget your clicker once or twice. **Class attendance is essential to your success in this course.** Attendance will be tracked using iClickers. Class sessions will focus on developing your fluency in developmental psychology. When in class, you should stay engaged with the material rather than just going through the motions. Do the in-class exercises. Ask questions. Take notes. Go to office hours.

Come **prepared** to class. Read the assigned readings prior to class, think about what you read, and bring questions if you have them. You will not do well on assignments and exams if you do not keep up with the reading.

Final Grades:

40% Weekly Quizzes (average of your best 7 quizzes out of 9)

10% In-Class Midterm Exam

10% Short Essay

10% Attendance/iClicker Questions in class

30% Cumulative Final Exam

Grading philosophy. Your grade will reflect your learning efforts in some ways and your mastery of the material in other ways. Learning effort is subjective, but some aspects of it can be measured objectively by how often you attend class and participate, by whether you complete the weekly quizzes, and whether you put time into a polished and professional essay turned in on time. However your final grade is also based on your mastery of the material. Mastery can be assessed by the depth of analysis you demonstrate in your essay and your performance on the closed-book exams. Before these assessments, you are responsible to check your mastery along the way by testing yourself, asking questions when you are confused, and seeking feedback on your thinking.

If your total percentage is:

- > 93%, your grade will be an A
- 90 - 92.9%, A-
- 87 - 89.9%, B+
- 83 - 86.9%, B
- 80 - 82.9%, B-
- 77 - 79.9%, C+
- 73 - 76.9%, C
- 70 - 72.9%, C-
- 60-69.9%, your grade will be a D
- < 59.9%, your grade will be an F
- For those taking the class pass/fail your grade must be at least a C- to receive a P

As shown above, within each letter grade, a plus will be assigned to scores within roughly the top third and a minus will be assigned to scores within roughly the bottom third. I may choose to curve grades upwards at the end of the quarter if necessary. An A+ is based on exceptional overall course performance and typically assigned to only one or two students per term.

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. Quizzes are due each Monday at noon except Week 5. In Week 5 there is a midterm in class. Online Canvas assignments in Week 5 will be your essay proposal and peer feedback.

****Additional required readings and PDF materials will be posted on our Canvas site.****

WEEK DATE TOPIC AND READING

Week 1-A 9/25/18 Course Overview and Introduction to Theories and the Study of Development

Week 1-B 9/27/18 Keil Ch. 1 (read pp. 3-31)

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

Week 2-A 10/2/18 **Biology of Development**

Keil Ch. 2 (read pp. 34-48 [introduction through preterm birth], pp. 51 [visiting nurses box], and pp. 53-70 [adverse influences through behavioral genetics])

Week 2-B 10/4/18 **Perceptual 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 3-A 10/9/18 **Motor Development**

Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])

Week 3-B 10/11/18 **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 4-A 10/16/18 **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-B 10/18/18 **Development of Attachment**

Keil Ch. 6 (read pp. 190-194 [early perspectives on infant bonding], and pp. 201-223)

Week 5-A 10/23/18 **Development of Temperament, Personality, and Emotion**

Keil Ch. 7 (read pp. 228-255)

30 minute midterm at end of class

Week 5-B 10/25/18 **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]) [*In class quiz]

**** Essay proposal due online on Canvas Friday 10/26 at midnight. Anonymous peer feedback to two classmates is due Monday 10/29 by noon.**

Week 6-A 10/30/18 **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-B 11/1/18 **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 11/6/18 **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 7-B 11/8/18 **Developing an Understanding of Self and Others**
 Keil Ch. 13 (read pp. 468-499)
- Hot Topic Essay Due online by 4 pm Thursday, 11/8/18.*
- Week 8-A 11/13/18 **Development in Context I: Families**
 Keil Ch. 14 (read pp. 504-539)
- Week 8-B 11/15/18 **Development in Context II: Peer Relationships**
 Keil Ch. 15 (read pp. 544-559)
- Week 9-A 11/20/18 **Development in Context III: Media and Culture**
 Keil Ch. 15 (read pp. 559-581)
- Week 9-B 11/22/18 *Thanksgiving day - No lecture. Quiz is still due Monday 11/26 at noon.*
- Week 10-A 11/27/18 **Autism and Developmental Psychopathology**
 Keil Ch. 16 (read pp. 587-592 [intro and autism]; skim pp. 592-619 [anxiety, eating disorders, depression, conduct disorder, schizophrenia], and pp. 619-625 [treatment])
- Week 10-B 11/29/18 **Lifespan Development**
 Keil Ch. 17 (read pp. 630-656)
- FINAL 12/3/18 FINAL EXAM: Monday DEC 3 from 8 am to 10 am**