

Psychology 308

DEVELOPMENT

Monday/Wednesday 8:30-10:00 a.m., GSH 123



Professor:

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Course Description: Childhood is a time of remarkable growth and change that takes shape as the result of intricately interactive physiological and social forces. The human infant is a fascinating combination of helplessness and powerful potential, of preprogrammed responses and resilient plasticity. The pace of change during childhood seems nearly explosive: newborns with little voluntary control transform into walking, talking dynamos by age two, and two-year-olds – who require constant supervision – transform in a matter of years to poised and knowledgeable individuals who we trust to vote for elected officials and drive motor vehicles at 65 mph. How can we account for the rapidity of change during this crucial period in human development? In what ways do prenatal experiences set the stage for subsequent developmental outcomes? How do cultural attitudes and approaches toward child-rearing vary, and what is the significance of such differences for development? What kinds of parenting practices best promote children’s well-being? In what ways is human development unique with respect to other species? How dependent is normative development on a certain kind of environment (e.g., nutritional, familial, academic, and/or cultural)? These are among the questions we will consider in this course. A particular focus will be mechanisms and processes that underlie and promote human thriving. I hope you will come away from the course with a host of new information, an appreciation for what psychological science can reveal about fundamental issues concerning human nature and human capability, and an awareness of the many important topics of investigation about development that are as yet still in their infancy.

Course Objectives and Expected Learning Outcomes: The goals of your participation in this course include the ability to identify major theories about children's development, understand a range of significant research findings regarding mechanisms underlying developmental change, appreciate methodological techniques that are key to sound developmental research, and think critically about the implications of this body of research for developmentally relevant issues such as education, parenting, and support for children with developmental disabilities. As well, you will gain skill in finding relevant articles regarding development, in critically evaluating both research design and quality of evidence, as well as communicating clearly and effectively about developmental issues.

Student Workload: When you complete this course, you will have earned 4 credits toward your degree. Four credits is the equivalent of 120 hours of work across the term. Along with the 3 hours spent in class each week you should plan on spending an average of 9 additional hours each week completing assignments. This will include reading the text and articles (about 50 hours total), completing writing assignments (about 20 hours), and carrying out the team-initiative project (around 20 hours).

Lectures: A list of lecture topics (and corresponding text chapters) follows. The lecture topics will generally supplement rather than retrace materials presented in the text, and will reflect topical issues of contemporary interest in the field. Topics on which text and lecture content intersect are particularly central to the course. There will be many opportunities for questions and comments and other contributions during lecture; the more interactive class is, the better.

Attendance: Please come to class! Class attendance is important to doing well in this course. And it makes the class so much more engaging for you as well as for all involved if you are here. Please come and join in our collective learning enterprise. If you anticipate missing more than two classes, please discuss it with me immediately.

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: 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.

Text: Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*. W.W. Norton and Company. A copy of the text is available on reserve at Knight Library. It may be borrowed for a maximum of

two hours at a time. Chapter assignments are listed below with lecture topics. The quiz for a given week will be based on lectures since the previous quiz and the chapter(s) assigned for that week.

iClicker: iClicker is required, as we will be integrating its use into class meetings to facilitate engagement and discussion.

Additional Required Reading: Five articles are posted on Canvas in the Readings folder. All are original, refereed articles reporting on ground-breaking developmental research. Of these five, you are required to read at least one. You may choose any one you wish. The article you choose will be the focus for the “article review and critique” assignment described below.

Canvas: Canvas will be a critical source of course-related information throughout the term. Readings, quiz keys, and scores on assignments will all be posted online. You will also submit all your assignments to Canvas. As well, powerpoint slides from lectures will be posted within a day or two after lectures have occurred. Please check the Canvas website regularly for course-related announcements, and take advantage of the communication features to communicate with your term-project team and to undertake commentary on team initiatives.

Grades: Your grade in the course will be based on every-other-week quizzes (collectively worth 40% of your overall grade), a “review and critique” paper (worth 30% of your overall grade), and a team-initiative project (30%). Extra-credit options are available; you can choose one option to boost your overall grade by up to 3%. There will be no final exam in this course (please ignore the Final Exam Schedule). Grades will be determined based on the following breakdown of overall percentages.

If your total percentage is:

- 90-100%, your grade will be an A
- 80-89.9%, your grade will be a B
- 70-79.9%, your grade will be a 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 $\geq 69.9\%$ to receive a P

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.

Quizzes: The five every-other-week quizzes will all be short-answer/multiple-choice format. 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. The last 30 minutes of class every other Wednesday will be devoted to the alternate-weekly quiz. Quizzes will test your knowledge of lecture and text material assigned prior to that quiz. In particular, some quiz questions may require you to integrate across information covered in earlier weeks of the course (in either text and/or lecture). Everyone’s lowest quiz score will automatically be dropped before calculating the overall quiz average. If you miss a quiz and receive a zero, that quiz will automatically be the score dropped from your overall quiz average. It won’t be possible to schedule make-up quizzes, so if you anticipate missing more than one at the most, you should consider dropping the class. Collectively, the average of your top four quizzes will account for 40% of your overall grade. Our first quiz takes place on Wednesday of Week 2, and then there will be a quiz every other Wednesday thereafter.

“Article Review and Critique” Paper: One goal of this course is to enhance your ability to both understand and evaluate developmental research. To that effect, you will write a paper that reviews and critiques an original refereed article that you choose from the list of 5 articles provided (you can find the articles for review and critique posted in the Readings folder of our Canvas website. You will choose one article to review for the review and critique assignment). Your paper should be at least 3-5 double-spaced pages in length, with the following content: a) a summary of the article, b) an evaluation of both the strengths and weaknesses of the article in terms of the methodologies utilized, the findings obtained, the analytic approach, the appropriateness of the interpretation of the findings, the significance of the research for benefitting humans and society more broadly, both in the short term and the long term, and lastly, c) suggestions for how work along these lines might usefully proceed in the future. The paper will be worth 30% of your overall grade. The paper should be turned in, on our Canvas website, by 5 p.m., Friday of Week 7. Late papers will be penalized by one letter grade per day; please communicate with me well in advance if you foresee admissible reasons for lateness so accommodation can be made.

Team-Initiative Project: The goals of the team initiative project are threefold: 1) to provide an opportunity to focus on an important, and potentially controversial, national policy issue concerning human development that is of particular interest to you, and to engage in a dialectic with other students on the topic, 2) to communicate with the class at large about your findings in order to help build our collective knowledge base on the topic, and 3) to build your skills for developing informative and persuasive presentation slides. The team-initiative project will account for 30% of your overall grade.

To carry out the team-initiative project, you will join a team of roughly 5 students who share an interest in creating a particular development-related policy initiative to be supported at the national level. As a team you will research the initiative and produce a powerpoint that a) makes the case for the initiative, b) outlines how best to proceed with the initiative, and c) explains why this initiative is especially deserving of support. Remember to include in your presentation possible downsides or costs of your initiative, and how to manage or offset them. As well, your powerpoint should include a summary slide that provides a visual “abstract”, or sketch, of the whole presentation. We will help you to form your group around shared interest in a topic; the group formation process will begin late in Week 2. Your team’s powerpoint presentation must be posted to our course’s Canvas website by 5 p.m., Friday of Week 9. One option for earning extra credit (up to a total 3% improvement in your overall score) involves posting commentary on Canvas regarding other groups’ team-initiative project powerpoints (see below for details).

Extra Credit: There are two extra credit options, each of which potentially enables you to improve your overall grade by as much as 3%. You may choose one or the other, but cannot get credit for both, nor for any combination of the two. Extra credit work is due latest by 5 p.m., Friday of Finals Week.

Extra Credit Option 1 (Raise Questions, Identify Gaps): You can provide commentary, on Canvas, in relation to other teams’ powerpoint presentations of their favored initiative. For example, you might raise questions regarding the initiative, the plan for action or the evaluation strategy, or you might note gaps in the evidence or in the consideration of possible costs to the initiative. Each double-spaced page’s worth of debate commentary that you provide has the potential to improve your grade by as much as 1%, for a total possible improvement of 3%. Excellent, carefully articulated commentary will earn you the full amount of extra credit. You will need to create a file that consolidates your commentary remarks and turn the file in, on Canvas, by Friday of Finals Week in order to receive your extra credit.

Extra Credit Option 2 (Research Participation): You can participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each credit of participation assigned to Psych 308, you can earn a 1% improvement to your final grade, for up to 3%. Also necessary for gaining the extra credit is that you hand in a one-page description of the research you participated in for each of the participation

credits. You will need to post your description(s) to Canvas, by Friday of Finals Week in order to receive your extra credit. You can gain information by going to the HSP website at <http://darkwing.uoregon.edu/~hscoord>. You can also gain additional information by contacting the human subjects coordinator, Marcus Mayorga, by email at hscoord@uoregon.edu.

TENTATIVE SCHEDULE FOR LECTURE TOPICS

<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>
Week 1	Intro and prenatal programming	Ch. 1
Week 2	Birth and brain development	Ch. 2
Week 3	Sensing, moving and shaking	Chs. 3 & 4
Week 4	Physical, social, and emotional worlds	Chs. 5-7
Week 5	Language and knowledge	Chs. 8-9
Week 6	Intelligence and mastery	Chs. 10-11
Week 7	Morality and the self	Chs. 12-13
Week 8	Concentric circles of belongingness	Chs. 14-15
Week 9	Mental health issues in childhood	Ch. 16
Week 10	Adolescence and beyond	Ch. 17

Dates of Special Significance:

Every other Wednesday in class starting Week 2

Jan. 15 (Week 2, Monday) NO CLASS

Feb. 23 (Week 7, Friday, 5 p.m.)

Mar. 9 (Week 9, Friday, 5 p.m.)

Mar. 23 (Finals Week, Friday, 5 p.m.)

NO FINAL EXAM IN THIS COURSE

In-class Quiz

Martin Luther King, Jr. Day

Review & Critique Paper Due

Team-Initiative Powerpoint Due

Extra Credit Due

THREE IMPORTANT ADDITIONAL NOTES:

1. 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 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. For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life website at:
<http://studentlife.uoregon.edu/conduct>.

2. Students with Accessibility Issues: If you have a documented disability or accessibility issue and anticipate needing accommodations in this course, please let me know if there is anything I can do to help. It would be a good idea to contact the Accessible Education Center (164 Oregon Hall, 541-346-1155, email uoaec@uoregon.edu, <http://aec.uoregon.edu/>). Support through the AEC is not special treatment, but is there to help you have the best possible educational experience. Also please request that the Accessible Education Center send a letter verifying that accommodations are needed.

If one of the following applies to you, please see me 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.