



Psychology

308

*Developmental
Psychology*

Fall, 2019



Required Materials

Textbook

Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*.

Two copies are on reserve in Knight Library.

Additional readings will be posted to **Canvas**.

An **iClicker2** is required for the course

The iClicker1 may not work.



UNIVERSITY
OF OREGON

Dr. Christina Karns, ckarns@uoregon.edu

179 Lewis Integrative Sciences Building (LISB)

Office Hours: 1 – 3 pm Thursday, or by appointment

Ring the doorbell at 102 LISB, or call 541-346-4261 for entry

Monika Lind, mlind2@uoregon.edu

Graduate Teaching Fellow, 432 Straub Hall

Office Hours: 9 - 11 am Wednesdays

Natanel Weinstein, netanelw@uoregon.edu

Graduate Teaching Fellow, 365 Straub Hall

Office Hours: 1pm – 2 pm Wednesdays

Tuesday/Thursday, 10 am - 11:20 am
Clinical Services Building, Room 250

Course Description

Hold on to your hats! We will review a wide array of contemporary developmental theories and research methods. These theories and methods are diverse and sometimes competing. How does this diversity give rise to our understanding of the human condition across development?

You will be introduced to the study of human development across the lifespan in the biological, cognitive, linguistic, and socio-emotional domains. We emphasize scientific research findings, discussing how parents, schools, and other institutions might apply these findings.

Main Themes:

- ❖ Mechanisms of developmental change
- ❖ Interaction between biology and environment
- ❖ How children affect their own development
- ❖ Differences -- individual and sociocultural

Learning Objectives:

- **Recognize** age-related physical, social, and cognitive changes.
- **Understand** the contexts in which this development occurs
- **Analyze** how this knowledge is used in families, schools, etc.
- **Evaluate** competing theories on human lifespan development
- Extend skills in **applying** developmental psychology research
- **Create** clear and effective communication about methodological and ethical issues in psychology, based on an understanding of the strengths and limitations of empirical evidence



Assessments & Grading

40% Weekly Online Quizzes
10% Midterm Exam
10% Short Critical Essay
10% Attendance/iClicker
30% Cumulative Final Exam

Final grade percentage:

- > 93%, 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%, D
- < 59.9%, F

Pass/fail: A 'P' is at least a C-

*The assigned readings are required whether or not we devote class time to a topic.
 In class we highlight and clarify important findings and discuss important themes.
 Lectures will be posted to Canvas after each class.*

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.

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.

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
- Need for adjustments to help you learn
- University-sponsored travel plans
- Non-native speaker of English for whom language proficiency may create challenges

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

Final exam dates are set by the registrar. Changes to exam scheduling is accommodated for emergencies or university sponsored travel.

Let's create a

Learning Community together.



Our learning
community is
built on **trust,**
respect, and
accountability

Trust: 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.

You have many relevant experiences, as a former child – or perhaps as a parent, childcare worker, or family member. Some of the topics we discuss may have special meaning for you and be on-point and informative to the class. This diversity enriches our class discussions. Keep in mind that there is a wide range of normal development, and your experiences may vary from others. Be patient with your classmates, and be open to their helpful insights that can maximize your learning.

Respect: It's my privilege to teach you and I enjoy it. I take my responsibility seriously and do my best to make the material engaging and useful. Please use technology during class for notes only. Other material distracts those around you and detracts from building a learning community. This is a large class and there is a lot of material to cover each time we meet, so try to be on time. Stay up to date via Canvas if you miss or are late to class. When in class, try to 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. Try to come prepared to class. Try the assigned readings before class, think about what you read, and bring questions if you have them.

Accountability:

All work submitted in this course must be exclusively your own and produced exclusively for this course. It is plagiarism to submit work in which portions were substantially written by someone acting as a tutor, editor, or work-for-hire. Plagiarism is also the inclusion of someone else's product, words, ideas, or data as one's own work. Sources must be acknowledged by the use of complete, accurate, and specific references. Verbatim statements must be enclosed in quotation marks. No resubmissions of papers produced for prior classes are allowed. 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.

Class attendance is essential to your success in this course. The iClicker2 will be used to track attendance and to do regular in-class learning assessments. 1 pt per response + 1 pt for correct response. You must register your clicker 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. Quizzes, assignments, and exams keep you accountable to the readings and lectures.

This short engaging essay is to help you apply what you are learning to contemporary controversial issues like sex education, corporal punishment, or educational disparities. 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. This written assignment is worth 10%

SCHEDULE****This will change. Updates will be posted to Canvas. ****

WEEK	DATE	TOPIC AND READING
1-A	10/1/19	Course Overview and Introduction to Theories & Study of Development Read full Syllabus at home – Register iClicker
1-B	10/3/19	Intro continued Keil Ch. 1 (pp. 3-31) – Take Quiz 1 by next class
2-A	10/8/19	Biology of Development Keil Ch. 2 Read full chapter (pp 33-71) except you can skip pp. 49-53, & 66.
2-B	10/10/19	Perceptual Development Ch. 3 (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], and pp. 95-111 [face perception, senses])
3-A	10/15/19	Motor Development Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])
3-B	10/17/19	Developing an Understanding of the Physical World and Piaget I Ch. 5 (read pp. 146-175 [intro through categorization, skip eye-tracking box])
4-A	10/22/19	Early Social Development Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]); Ch. 6 (read pp. 188-190 [intro through developing bonds], and pp. 194-201 [the underpinnings of attachment])
4-B	10/24/19	Development of Attachment Ch. 6 (read pp. 190-194 [early perspectives on infant bonding], and pp. 201-223)
5-A	10/29/19	Development of Temperament, Personality, and Emotion Ch. 7 (pp. 228-255) + ** Special Deadline -- 30 min Midterm end of class
5-B	10/31/19	Language Development – Ch. 8 (read pp. 261-290 [skip language gene box on p. 287]; skim pp. 290-299 [language and thought through communication]) ** Special Deadline: Essay <u>proposal</u> due online on Canvas <u>Friday</u> night 11/1 at midnight. Peer <u>feedback</u> to 2 classmates due <u>Monday</u> 11/3 by noon.
6-A	11/05/19	Development of Knowledge, Piaget II, Vygotsky 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])

Weekly Quizzes

The weekly quizzes help you pace yourself during the quarter to learn and retain the assigned material.

Online Quizzes are in Canvas, open each Friday through Monday. Due *before class begins* on Tuesday, when Canvas will automatically close the assignment. More details are online.

1 Quizzes sample material covered in lectures and readings from the previous week, unless otherwise noted on the syllabus. Answers are released online.

2 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 (average is best 7 of 9). Therefore, there are NO make-up quizzes or late quizzes.

3 Quizzes are 10-15 multiple choice questions 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: Quiz durations will be set to reflect any documented AEC accommodations sent to me. Please discuss any non-documented needs with us ASAP.

Technical Qs about the Quiz.

Email the GTFs (cc'ing me is fine) for technical difficulties, or questions about content (e.g. interpreting a question or response option correctly). If you are running out of time, submit your best guess and email us so we can consider a different answer. You may want to save a PDF to keep a record of your responses to correct when the answers are released. You 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. **When the quiz window closes, the answers will be released. Review them ASAP to help you consolidate.**

(Continued)

6-B	11/7/19	Cognitive Development and Schooling Ch. 10 (read pp. 344-363 [through attention], pp. 370-372 [metacognition], and pp. 378-380 [symbolic representations]; skim pp. 372-378 [reading, math]); Skim Ch. 11, pp. 409-417 [school].
7-A	11/12/19	Moral Development 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])
7-B	11/14/19	Developing an Understanding of Self and Others Ch. 13 (read pp. 468-499) <i>Hot Topic Essay Due</i>
8-A	11/19/19	Development in Context I: Families Ch. 14 (read pp. 504-539)
8-B	11/21/19	Development in Context II: Peer Relationships Ch. 15 (read pp. 544-559)
9-A	11/26/19	Development in Context III: Media and Culture Ch. 15 (read pp. 559-581)
9-B	11/28/19	<i>Thanksgiving day - No lecture. Quiz is still due.</i>
10-A	12/3/19	Autism and Developmental Psychopathology 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])
10-B	12/5/19	Lifespan Development Keil Ch. 17 (read pp. 630-656)
FINAL	12/9/19	EXAM: 8 am – 10 am Monday, December 9

Academic honesty 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.

Please don't put others in a bad position by offering or asking them to cheat. Also, if you take this course requirement seriously, it will help you do better in the class. You welcome to study with others and share responsibilities for outlining the chapters and lectures. Do not take the quizzes as a group or share/receive information about the quizzes.

TIP: Try and take the quiz from memory using your notes as a backup, to check and whether 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.

MID-TERM EXAM:

There will be a closed book and cumulative midterm exam on **Tuesday, October 29th** during the last 30 minutes of class. If you take your exams at the AEC testing center, schedule your exam for after class the same day and leave class after the lecture.

This exam will be closed-book, and will cover content from both lectures and readings (Ch 1 through Ch 7). The midterm will contain both multiple choice questions and a short-answer section. We will provide Scantrons and test forms. Please bring a pencil and a photo ID.

FINAL EXAM:

The final exam date and time has been predetermined by the UO registrar and cannot be changed without exceptional and documented circumstances. The final 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. We will provide Scantrons and test forms. Please bring a pencil and a photo ID.

Let's do this!