

PSY 308
Developmental Psychology
Monday-Thursday 2:00-3:50 p.m., LA 166

Instructors:

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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.

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.

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.

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.

Additional Required Reading: Several articles will be posted on Canvas.

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.

Course Requirements:

Your grade will be determined by your performance on:

1. Two open-book exams (65% of final grade).
2. One critical essay (20% of final grade).
3. A rough draft of the critical essay (5% of final grade).
4. Attendance and participation (10% of final grade)

1. Open-book exams

- Exams will be administered via Canvas. You will be able to access the exams, under “Quizzes” between 10:00pm on Thursday and 12:00pm (noon) on Sunday. The exams will sample from material covered in lectures and readings from Monday through Thursday of the previous two weeks, unless otherwise noted.
- The exam 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.
- Exams will be 15 questions long (5 short-answer and 10 multiple-choice) and tend to take students one hour to complete. However you will be allowed 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.*

2. Critical essay

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 critically discusses a debate in developmental psychology. We will be discussing different developmental psychological theories and observations throughout the term, but you are not limited to the issues we discuss in class. Your paper should be concise, 2-4 double-spaced pages in length, with the following content:

1. Present a topic and explain why it is theoretically interesting and important
2. Present a debate in the field related to this topic
3. Present an experiment that was designed to address this debate and discuss which side the findings support and why. Or present an experiment idea that would address this debate.
4. Present one counter argument the other side used (or would/could use) to address the findings.
5. Conclusion (which should include your own opinion).

The paper will be worth 25% of your overall grade**. **It is due on Thursday, July 17th, 4:00pm as an electronic copy submitted on Canvas (two places, Vericite submission and as an assignment, see Canvas for details).** Late essays will be penalized one letter grade 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.

3. The essay rough draft gives you time to develop your ideas and avoid last minute writer’s block before the final paper is due. Refer to the specific handout about this assignment for more details.

4. Attendance and participation

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. Attendance and in-class participation will be worth 10% of your final grade. You are allowed to miss two classes without penalty. Every additional unexcused absence will result in a loss of 2.5% of your final grade. Missing greater than five classes will result in a loss of all attendance and participation based points. If you anticipate missing more than two classes, please discuss it with your instructors immediately.

Grades: 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.

TWO 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 uoacc@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 an instructor 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 advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

		Class Topic	Book chapter	Assignments
Week 1	Monday (6/24)	Introduction and Biology of Development (A/N)	Keil Ch. 1 (read pp. 3-31) Keil Ch. 2 (read pp. 34-48 [introduction through preterm birth], pp. 51 [visiting nurses box], & pp. 53-70 [adverse influences through behavioral genetics])	
	Tuesday (6/25)	Perceptual and Motor Development (N)	Keil Ch. 3 (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], & pp. 95-111 [face perception, hearing, taste and smell]) Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])	
	Wednesday (6/26)	Developing an Understanding of the Physical World (N)	Keil Ch. 5 (read pp. 146-175 [intro through categorization, skip eye-tracking box])	
	Thursday (6/27)	Early Social Development (A)	Keil Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]); Keil Ch. 6 (pp. 188-190 [intro through developing bonds], and pp. 194-201 [the underpinnings of attachment])	
Week 2	Monday (7/1)	Development of Attachment (A)	Keil Ch. 6 (pp. 190-194 [early perspectives on infant bonding] & pp. 201-223)	
	Tuesday (7/2)	Development of Attachment (N)	Readings will be posted on canvas	
	Wednesday (7/3)	Development of Temperament, Personality (A)	Keil Ch. 7 (pp. 228-255)	Essay topic due by 10 PM
	Thursday (7/4)	NO CLASS	NO CLASS	
	Exam 1 (available from 10:00pm on Thursday and 12:00pm on Sunday)			
Week 3	Monday (7/8)	Development and understanding of Self and Others (N)	Keil Ch. 13 (read pp. 468-499)	
	Tuesday (7/9)	Development in context: Families, Peer Relationships (A)	Keil Ch. 14 (read pp. 504-539) Keil Ch. 15 (read pp. 544-559)	
	Wednesday (7/10)	Developmental Psychopathology (A)	Keil Ch. 16 (read pp. 587-592 [intro and autism]; pp. 592-619 [anxiety, eating disorders, depression, conduct disorder, schizophrenia], and pp. 619-625 [treatment])	Essay rough draft due at 10 PM
	Thursday (7/11)	Cognitive Development in	Keil Ch. 9 (read pp. 304-305 [intro], pp. 308-334 [Piaget through biology, skip Sputnik	

		Schooling/Development of Knowledge (N)	box on pp. 328-329], and pp. 337-339 [sociocultural views]) Keil Ch. 10 (read pp. 344-363 [intro through attention], pp. 370-372 [metacognition], and pp. 378-380 [symbolic representations]; pp. 372-378 [reading, math]); Keil Ch. 11 (pp. 409-417 [schooling])	
Week 4	Monday (7/15)	Language Development (N)	Keil Ch. 8 (pp. 261-290 [skip language gene box on p. 287]; pp. 290- 299 [language and thought through language and communication])	
	Tuesday (7/16)	Moral Development (N)	Keil Ch. 12 (read pp. 427-431 [intro through moral thought], and pp. 444-463 [development of moral behavior]; pp. 431-444 [Piaget, Kohlberg, Gilligan, and other critiques])	
	Wednesday (7/17)	Development in Context: Media and Culture (A)	Keil Ch. 15 (read pp. 559-581)	
	Thursday (7/18)	TBD (A)	Readings will be posted on canvas	Essay due
	Exam 2 (available from 10:00pm on Thursday and 12:00pm on Sunday)			