PSYCHOLOGY 308
DEVELOPMENTAL PSYCHOLOGY – WINTER 2019

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Lecture Place and Time:
Living-Learning Ctr South 101, Monday/Wednesday 12:00pm – 1:20pm

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

Student Workload: When you complete this course, you will have earned 4 credits toward your degree. Four credits are 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 creating your presentation proposal (around 20 hours).

III. Textbook & Materials:
Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*. New York, NY: W.W. Norton & Co.
Two copies of the text are available on reserve at Knight Library. Each may be borrowed for a maximum of two hours at a time.

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

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. 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.

V. Classroom Conduct:
Please be respectful of me, and your fellow students, in the following ways:
Technology: Don't use digital technology 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. Participation points will be deducted for those who violate this rule.
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.

VI. Course Requirements:
Your grade will be determined by your performance on:
i)   weekly, open-book quizzes (administered via Canvas),
ii)   a concise, critical essay on a debate in developmental psychology
iii)   a proposal presentation
iv)   participation in class

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 2:00pm on Wednesday and 12:00pm (noon) on Saturday, 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 score will be dropped, so <u>NO</u> 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 20 questions long and tend to take students from 30-60 minutes to complete, but the quiz allows you to work on it for 90 minutes. _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 GEs. Please email the GEs (cc'ing me is OK), 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 – 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).

You will be able to see your score (but not the correct answers) in Canvas after you submit. **About 48 hours after the quiz window closes, the answers will be released. You are strongly encouraged to review the answers each week.** 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.

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) 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 (e.g. Piaget thought object permanence was achieved at age X; Baillargeon thought object permanence was achieved at age Y).
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 22% of your overall grade**. **It is due on Wednesday, February 20ᵗʰ at 5:00pm as an electronic copy submitted on Canvas (Vericite submission 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. **A short essay outline (1 page) is due online on Canvas *Wednesday, February 6ᵗʰ at 5:00pm*. This gives you time to develop your ideas and avoid last minute writer's block before the final paper is due. The essay outline will be worth 3% of your overall grade.*

iii) PROPOSAL PRESENTATION:
The goals of the proposal presentation are threefold:
1. To provide an opportunity to focus on an important, and potentially controversial, social policy issue concerning human development that is of particular interest to you
2. To communicate with the class at large about your findings in order to help build our collective knowledge base on the topic
3. To build your skills for developing informative and persuasive presentation slides

We will discuss how developmental science can inform social policy. For this project, you are tasked with creating a proposal for a particular development-related policy initiative. 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 **<u>visual</u>** "abstract", or sketch, of the whole presentation. The presentation will be worth 22% of your overall grade. **It is due on Wednesday, March 6th at 5:00pm as an electronic copy submitted on Canvas.** ***A short outline (1 page) is due online on Canvas **Friday, February 22ndh at 5:00pm.** The presentation outline will be worth 3% of your overall grade.*

iv) Participation:
Every week we will have discussions in class and your participation in these discussions will be recorded through iClicker. You will earn full credit by participating in 90% of these discussions. For example, if we end up having 20 discussions in class, you only need to have participated in 18 to earn full credit. If you forget your iClicker, you must collect a postcard from the front of class, answer any iClicker questions on the postcard, sign your name, and return it to me at the end of class.

Extra Credit: You can participate in Psychology Department research through the Psychology Department Human Subjects Pool for extra credit. 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 1-page (double-spaced) description of the research you participated in for each of the studies. **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.

Academic honesty:
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 form 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:
40% Weekly Quizzes (average of your best 9 quizzes out of 10)
3%   Critical Essay outline
22% Critical Essay
3%   Proposal Presentation outline
22% Proposal Presentation
10% Class participation

If your total percentage is:

- 93-100%, your grade will be an A
- 85-92%, your grade will be a B
- 77-84%, your grade will be a C
- 69-76%, your grade will be a D
- < 69%, your grade will be an F
- For those taking the class pass/fail your grade must be > 77% to receive a P

Within each letter grade, a plus will be assigned to scores within roughly the top 1% and a minus will be assigned to scores within roughly the bottom 1% (only those who score 99% or above will receive an A+). I may choose to curve grades upwards at the end of the quarter if necessary.

<u>Accommodations:</u>
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	DATE	TOPIC AND READING
Week 1-A	01/07/19	Course Overview and Introduction to Theories and the Study of Development
Week 1-B	01/09/19	Keil Ch. 1 (read pp. 3-31) Note: Quiz for Week 1 will also cover Syllabus and Assignment Instructions
Week 2-A	01/14/19	**Biology of Development** Keil Ch. 2 (read pp. 34-48 [introduction through preterm birth], pp. 51 [visiting nurses box], & pp. 53-70 [adverse influences through behavioral genetics])
Week 2-B	01/16/19	**Perceptual Development** 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])
Week 3-A	01/21/19	**Martin Luther King Jr. Holiday (no class)**
Week 3-B	01/23/19	**Motor Development** Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])

Week 4-A	01/28/19	**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-B	01/30/19	**Developing an Understanding of Self and Others** Keil Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]); *-and-* Keil Ch. 13
Week 5-A	02/04/19	**Development of Attachment** Keil Ch. 6
Week 5-B	02/06/19	**Development of Temperament, Personality, and Emotion** Keil Ch. 7
Week 6-A	02/11/19	**Moral Development** Keil Ch. 12
Week 6-B	02/13/19	**Language Development** Keil Ch. 8 (pp. 261-299 [skip language gene box on p. 287])
Week 7-A	02/18/19	**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 7-B	02/20/19	**Cognitive Development and Schooling** Keil Ch. 10 (read pp. 344-363 [intro through attention], pp. 370-380 [metacognition, reading, math, symbolic representations]); Keil Ch. 11 (pp. 409-417 [schooling])
Week 8-A	02/25/19	**Development in Context I: Families** Keil Ch. 14
Week 8-B	02/27/19	**Development in Context II: Peer Relationships** Keil Ch. 15 (read pp. 544-559)
Week 9-A	03/04/19	**Development in Context III: Media and Culture** Keil Ch. 15 (read pp. 559-581)
Week 9-B	03/06/19	**Developmental Psychopathology** Keil Ch. 16
Week 10-A	03/11/19	**Lifespan Development** Keil Ch. 17
Week 10-B	03/13/19	**Proposal Presentations**