

PSYC 10: Introduction to Developmental Psychology

Summer Session 1 • M/W 9:00 am – 12:30 pm

Physical Sciences 114

Teaching Team

Note: Please allow 24 – 48 hours for the teaching team to respond to your email; if you write during the weekend, response time will be longer.

Andrew Takimoto, M.A.
drop-in Zoom or by appt.

atakimot@ucsc.edu

Office Hours: Friday, 12pm-1pm

Vera Umansky, M.A.
Pronouns they/them/theirs
drop-in Zoom or by appt.

yumansky@ucsc.edu

Office Hours: 10:30 to 12:30 Tuesday

What will this course be about?

This course will explore theory and research on human development from the prenatal period to adolescence. We will be reviewing development as it relates to the physical, cognitive, social, and emotional components and how these interact with culture and the environment.

Optional Textbook

Lightfoot, C., Cole, M., & Cole, S. R. (2018). *The Development of Children* (8th ed.). Worth Publishers. While this book is not required for this class, it can be a helpful supplement to the course lectures. You may also use older editions (6th and 7th edition) as they present similar material. Consider looking online at different sites for price comparisons.

Canvas & Google Drive

For this class, all course lectures, assignments, exams, and other materials¹ will be posted on Canvas. Further, some materials will be linked to Google Drive and will be addressed in class.

Expectations

We recognize that this is a time where life can be uncertain and challenging and support and understanding will be necessary. We will prioritize supporting each other and being respectful to one another to foster an inclusive and accessible environment for you all. Throughout this time, we will be flexible to the changing situations that may arise but expect you to communicate with the instructor about these circumstances. As we move through the course, it

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¹ *The course materials are for your personal use in the course and not for commercial use (e.g., selling, preparing, or distributing course materials). The unauthorized sale of lecture notes (and handouts, readers, or other course materials) is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal and disciplinary action*

is possible that there may be changes in the syllabus and/or requirements, but the instructor will communicate these to you and also post the changes to the syllabus on Canvas.

Weekly Check-Ins

4 Weekly Check-Ins in total

<i>What is the point of these check-ins?</i>			
These check-ins will help you understand the basics of the human development from prenatal to adolescence. (Learning Goal #1)			
<i>What do I have to do?</i>			
Answer a few brief questions about the weekly lectures. Reflect and provide feedback on what was unclear/or you want to discuss			
<i>When will the check-ins be due?</i>			
Every Sunday at 11:59 pm PST --- Submit your responses on Google Forms (link in Canvas)			
<i>How will they be graded?</i>			
0 = Did not submit the assignment	1-2= Responded to one section of the check-in	3-4 = Responded to most of the sections but responses needed more elaboration	5 = Responded to all the questions & thorough responses in the reflection

In class Engagement Activities

4 Engagement Activities in total

<i>Why will I do these engagement activities?</i>			
These activities will let you connect the topics from the course to your own personal life development and to societal events (Learning Goal #3)			
<i>What do I have to do?</i>			
Respond to the prompts in class. Some examples of the activities might include reflecting on your own identity development process or listen to a podcast and summarize your thoughts			
<i>When will the activities be due?</i>			
Due the same day they are presented in lecture.			
<i>How will they be graded?</i>			
0 = Did not submit the assignment	1= Partially addresses the prompt	2 = Addresses the prompt but need to further elaborate	3 = Fully addresses the prompt

Critical Thought Paper

2 Critical Thought Papers --No Late Papers

What is the point of these critical thought papers?

This paper will allow you to critically assess the topics discussed in class and learn to evaluate articles findings. There will be four articles you can choose from, ranging from infant development all the way to adolescent development. For this assignment, each paper will build on each other and will come together in the final paper.

(Learning Goal #2)

See assignments in Canvas & introductory course lecture for more info

What do I have to do?

Paper #1 Summary and Critique

Summarize article and summarize their main idea or concept in their paper.

Then *critique* the article, possibly discussing what hasn't been considered in this article or what you think they should have investigated.

Can be 1-1.5 pages.

Paper #2

Propose and Apply

Apply how this work from the article can be applied to the real world.

Propose how this info can be beneficial parents or policy makers (choose one of these) related to the topic in the article

Can be 1-1.5 pages.

When will the papers be due?

Paper #1: Friday, July 14th by 11:59 pm

Paper #3: Friday, July 28th by 11:59 pm

How will they be graded?

See grading rubric in Canvas for more details.

APA questions? See [APA Style Blog](#) or ask the teaching team

Learning Goal #1: Understand the basics of human development from prenatal to adolescence.

Learning Goal #2: Think critically about these developmental topics and learn to evaluate theories and findings based on sociocultural differences and diversity in perspectives.

Learning Goal #3: Gain insight on how the topics relate or differ from the students' own personal development.

Grading Scale

A+= 97-100; A = 90-96; B+ = 86-89; B = 80-85; C+ = 76-79; C = 70=75, D = 60-69; F = 59 or below.

DRC Accommodations
drc@ucsc.edu • (831) 459-
2089

The DRC office provides resources to students with disabilities to reduce barriers to inclusion and achieve equal access. If you are a student with a disability who requires accommodations, please submit your [Academic Access Letter](#) from the DRC to me privately, preferably within the first week of the course. I encourage you to discuss with me ways and methods that can ensure you can feel supported in this course.

Academic Integrity

Students are expected to present their own original work. Academic dishonesty, including cheating and plagiarism, will not be tolerated. Penalties can include a failing grade, suspension, or dismissal from the university. A letter describing the plagiarism will be sent to your college provost. For more information see the [UCSC Student Policies and Regulations Handbook](#) or [Academic Misconduct Policy](#). If you are unsure what constitutes academic dishonesty, please reach out to your TA or me. These are also some resources on how to cite ([Cite Your Sources](#)) and paraphrase ([Quoting, Paraphrasing & Summarizing Basics](#)) information.

Research Participation

The Psychology Department requires that all students in this course participate in psychology research projects (surveys or experiments) for a total of three (3) hours or complete an alternative assignment (see below).

Follow these easy steps to sign-up for research projects:

- 1) Go to the Sona website at <https://ucsc.sona-systems.com>
- 2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click “Forgot Password?” to retrieve the pre-set password. For those who added the class late, or for some reason the system won’t let you log in, you may need to click “Request Account.” Only request a new account if the “Forgot Password” link isn’t working.
- 3) Always enter your UCSC email address. You will receive your password via email.
- 4) Log in and follow the instructions to complete the [Prescreening Questionnaire](#). Your responses on this questionnaire will determine your eligibility for different studies.

IMPORTANT: You can earn research credits points by either participating in studies (online experiments or surveys) or writing papers (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Sona. If you fail to show up for a study, or fail to cancel in time, you will

be marked as having an “unexcused no-show.” If you accumulate three unexcused no-shows you will be prevented from signing up for more experiments. All participation must be completed by 5pm on the Friday of the last week of instruction (Friday, August 27). Do not wait until the last week to sign up.

What if you can’t find studies? Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple weeks. If you are concerned about the availability of hours, please don’t email your instructors or TAs, instead email the pool administrator so that they can try to address the issue directly (ucscresearchpool@gmail.com). This is also the best email to use if other issues arise during the quarter. If you participated in a study but didn’t receive credit after two days, please start by emailing the researchers directly. If the researchers don’t respond then send an email to the pool administrator. Rest assured, however, that all pending timeslots will be given credit at the end of the quarter before a report is sent to your professor.

Alternative assignment: If you prefer to not participate in research projects (or if you are under the age of 18) you may substitute three (3) papers, each critically evaluating a psychology research article. If you are doing the alternative written assignments, they must be emailed directly to your instructor or TA by the last day of instruction. If you have any questions or concerns please contact the research pool administrator at ucscresearchpool@gmail.com. Please note that plagiarized papers will result in a No Pass.

Each paper should be 1-2 pages (double spaced, 12-point, times new roman) and critically evaluate a psychology research article (addressing the questions shown below). You will need to find articles published in 2019, 2020, or 2021 in one of the following journals: *Psychological Science*, *Developmental Psychology*, *Child Development*, or *Developmental Science*.

1. What were the basic questions or hypotheses under investigation?
2. How did the researchers test their hypotheses?
3. What did the researchers find and how were these findings interpreted?
4. Are you convinced? Why or why not? Explain.

[Title IX](#)

[Online Report Form](#) • (831) 459-2462.

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors. The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct.

Resources

<p>Slug Support deanofstudents@ucsc.edu u (831) 459-4446</p>	<p>Supports students with financial, housing, and food insecurities. Please call if you need help with findings resources on-campus.</p>
<p>CAPS (831) 459-2628</p>	<p>Provides individual therapy, workshops, crisis assessment, group therapy, drop-in Let's Talk sessions and referrals to off-campus therapists.</p>
<p>CARE care@ucsc.edu (831) 502-2273</p>	<p>Provides support and resources for survivors of sexual assault, dating/domestic violence, and stalking, and their significant others.</p>
<p>Undocumented Student Services eop@ucsc.edu (831) 459-2296</p>	<p>Offers personal, academic, financial, and legal support to all UCSC undocumented students.</p>

June 2023						
<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
25	26 Class (9:00 – 12:30) Chapter 1-3	27	28 4-5 chapter Engagement Activity 1	29 Add/Swap Date	30	Jul 1st
July 2023						
2 Weekly Check-in #1	3 Chapter 6-7 Last Day to Drop	4	5 Chapter 8 Engagement Activity 2	6	7	8
9 Weekly Check-in #2	10 Class (9:00 – 12:30) Chapters 9	11	12 Chapter 10 Engagement Activity 3	13	14 Summary and Critique of Topic Draft Due	15
16 Weekly Check-In #3	17 Class (9:00 – 12:30) Chapters 11-12	18	19 Chapter 13 Engagement Activity 4	20	21	22
23 Weekly Check-In #4	24 Class (9:00 – 12:30) Chapters 14-15	25	26 No Lecture. Extended Office Hours	27	28 Propose and Apply Paper Due SONA research participation	29

					Deadline by 5pm	
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