PSYCHOLOGY 10:
DEVELOPMENTAL PSYCHOLOGY

Time: MW 1 - 4:30pm
Classroom: Social Sciences 1 Room 110

INSTRUCTOR
Antoinette R. Wilson, M.S., awilson3@ucsc.edu
Office Hours: Social Sciences 2 Room 203, By Appointment

TEACHING ASSISTANTS
Eve Lorane Brown, edlbrown@ucsc.edu
Office Hour: SS2 Room 202; Wed 4:30pm-5:30pm

Priscilla Sung, psung1@ucsc.edu
Office Hour: SS2 Room 103; Mon 4:30-5:30pm

LEARNING SUPPORT SERVICES COURSE TUTOR
Justine Brown, juaubrow@ucsc.edu

Course Description
This class examines physical, socio-cultural, intellectual and emotional aspects of growth and development from conception to adolescence. Students are introduced to theories, methods, concepts, and issues relevant to the scientific study of development. Topics covered include: the major theoretical and methodological issues in developmental psychology, social, cognitive, and physical development in infancy, childhood, and adolescence.

Why is it important to study developmental psychology?
A simple answer is that it allows you to better understand yourself. We were all kids once and many of our experiences while growing up have made us who we are today. Thus, knowing the processes of how you came to develop cognitively, socially, and behaviorally can give a deeper understanding of your own life.

Additionally, it helps you to better understand, critically evaluate, and question our current conceptions of how others develop. Take these questions for example: Is a child who produces her first word or begins walking earlier than another child more intelligent? Can your baby learn words before he is even born? With a quick Google search you can find numerous (and often conflicting) answers to these questions on parenting blogs, books, and online opinion articles. During this course we will cover these topics and more, however, we will base our discussion on current theoretical frameworks, empirical findings, and cultural perspectives, as would a developmental psychologist. We will focus less on what to think, but how to think. This will equip you to become an active consumer of information and enhance
your ability to critically evaluate both scientific articles as well as pop culture findings about development. It is my hope that this course will allow you to engage in personal reflection of your own development as well as to cultivate a deeper understanding of others throughout adolescence.

Learning Outcomes
Upon completion of this course should be able to:

• Understand the interplay between biological, social, and cultural aspects of development.
• Know key research findings regarding physical, cognitive, and socio-emotional development.
• Examine the sociocultural contexts that influence individual differences, including gender, ethnicity, and social class.
• Identify, describe, and critically compare the major theories, methods, and findings of developmental psychology, including theories put forth by Erickson, Piaget, Vygotsky, and others.
• Evaluate the merit of research claims made in academic literature and popular media about child and adolescent development.
• Apply developmental research to your everyday life!

Assessment of whether you have achieved these objectives is based on your performance on exams, your in-class attendance/participation, and how well you apply concepts in your papers/assignments.

Required Text:
Link to purchase digital version if preferred:
http://www.coursesmart.com/IR/5959336/9781429243285?__hdv=6.8

Class organization:
Class will consist of a combination of lectures, discussions, and activities. You are expected to complete the required reading prior to coming to class. Lectures will not simply reiterate what is in the readings. Lectures will be used to clarify confusing material as well as present some new material not included in the text. The discussions and activities will be used to help you understand concepts and apply them to something new.
There are no section meetings for this course.

COURSE WEBSITE:
Available through eCommons with your Cruz ID and Gold password. https://ecommons.ucsc.edu/xsl-portal.
Grading:

<table>
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<tr>
<th>Activity</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>40%</td>
</tr>
<tr>
<td>Papers (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Check-ins (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Letter grade scale:** A+ 100-97%, A 96-94%, A- 93-90%, B+ 89-87%, B 86-84%, B- 83-80%, C+ 79-77%, C 76-70%, 69% or below is not passing. Incompletes will not be given.

**COURSE REQUIREMENTS**

**Exams (40%)**
There will be two exams during the course on **July 7** and **July 23**. The two exams are weighted equally (20% each) and together count for 40% of your overall grade. Exams will consist of multiple choice, fill-in-the-blank, and short answer questions. Material from the lecture, the textbook, and any other required readings will be included on each exam. The exams will **not** be cumulative. Exams will emphasize your conceptual understanding of the material, not just your ability to memorize terminology. Engagement during lecture is crucial for doing well on the exams.

**Papers (30%)**
15% Paper 1: Observational Assignment. See separate handout. This brief paper is intended to provide (a) training and practice in systematic observation of a child’s activity, (b) guidance in how evidence is used to support claims in the social science writing genre.

15% Paper 2: Common Developmental Questions. See separate handout. This brief paper emphasizes communicating research and insights in child development to an audience outside the field, in a genre that makes the information useful and interesting to a lay audience. For example, this paper might ask you to draw on research on language development to respond to a parent who is concerned that, “My child is 2 years old and not talking. Should I be worried?”

**Weekly Check-ins (15%)**
At the end of each week (excluding Week 5) we will have a short check-in. Check-ins are short multiple-choice questions that cover that week’s lecture and text material. These check-ins serve 3 purposes: 1) to help pace your studying and make sure you’re keeping up with the material. Because of the fast pacing of the summer course it can be easy to fall behind very quickly and often students attempt to cram right before the midterm or final. These weekly check-ins will help you stay on track with the material and readings in advance of the exams. 2) to give you a sense of the formatting and difficulty of questions that are likely to appear on the exams. If you find that there are questions that you’re not sure of, you’ll have a chance to ask your TA or me for clarification on that material before the exam. 3) to help me assess whether/what material needs further clarification before the exams.
Your lowest check-in score will be dropped, so only your best 3 out of the total 4 check-ins will be counted. There will be **no make-ups for missing a check-in**. If you miss one check-in, that will be the one
that is dropped. There is no extra credit for completing all 4 check-ins. Each check-in accounts for 5% of
the total check-in grade.

**Attendance (15%)**
Because this is a fast-paced summer course, it is important to attend class every day and keep up with
the material. Remember, a regular class during the quarter lasts 10 weeks. You are learning the same
amount of material in half that time, just 5 weeks. So each day of class in our course is equal to a week's
worth of material during the school year and thus that much more important to attend each class.

The class is intended to be interactive and there will be many opportunities to contribute to class
discussions. Hearing different opinions and experiences from your peers makes class fun and to do this
we need you to show up! My hope is that this class will be both informative and interesting for you, and
having everyone attend and actively participate will help to achieve this goal.

For these reasons, attendance at lectures is important, required, and your participation is expected (and
appreciated when it advances the class’ learning). Attendance will be taken, deductions will be made for
repeated lateness, and in-class activities cannot be made up.

**IMPORTANT COURSE POLICIES**

Exam dates listed in the syllabus are the only times they can be taken. Make-up exams will be given
only on rare occasions (e.g., family emergency or medically-excused absence documented in writing)
and must be approved in advance of the scheduled exam.

Due Dates are not negotiable. Papers turned in after lecture begins on the scheduled due dates are late.
Late papers will be docked 15% for each day late and no papers will be accepted after 3 (class) days.
Rare exceptions must be made in advance.

**UNIVERSAL ACCESSIBILITY**

If you qualify for classroom accommodations because of a disability, please get an Accommodation
Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class
(e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice) or by email
at drc@ucsc.edu for more information on the requirements and/or process. Please contact me with any
other concerns that might be preventing you from accessing the course material.

**Academic Integrity**
Consistent with University rules, cheating of any kind, including plagiarism on a paper and/or cheating
on a test, may lead to failing the whole course. You are responsible for understanding what plagiarism is.
Speak with the instructor if you are unclear about what constitutes plagiarism or cheating, and what is
considered appropriate use of others’ published or unpublished material. UCSC policy can be found at:
http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/
Tentative Weekly Schedule (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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| 1    | June 23  | Course Overview
Introduction to Theories of Developmental Psych; Scientific Method | Ch. 1                        |
|      | June 25  | Genetics and Prenatal Development
Birth and the Newborn                                             | Ch. 2-3
Check-in 1 |
| 2    | June 30  | Infancy: Physical and Cognitive Development                           | Ch. 4-5
Due: Paper 1 Prospectus                                           |
|      | July 2   | Infancy: Socio-emotional Development                                  | Chapter 6
Check-in 2 |
| 3    | July 7   | Exam 1
Early Childhood: Physical and Cognitive Development                  | Exam 1 (Covers Ch. 1-6)
Read Ch. 7-8                                                          |
|      | July 9   | Early Childhood: Socio-emotional Development
Contexts of Development                                             | Ch. 9-10
Check-in 3
Due: Paper 1 |
| 4    | July 14  | Middle Childhood: Physical and Cognitive Development
Contexts of Development: Schooling, media, peers                     | Ch. 11, 12                  |
|      | July 16  | Middle Childhood: Socio-emotional Development
Moral Development                                                   | Ch 13
Check-in 4 |
| 5    | July 21  | Adolescence
Exam Review                                                       | Ch. 14-15
Due: Paper 2                                                        |
|      | July 23  | Wrap up
Exam 2                                                            | Exam 2 (Covers Ch. 7-15)    |

**RESEARCH PARTICIPATION**

Research Participation – The Psychology Department requires that all students in this course participate in psychology research projects (surveys or experiments) for a total 2 hours, or complete an alternative assignment (see below). It is the Psychology Department's policy that students who do not complete this requirement on time will receive a "no pass" for the course. Research participation cannot be made up the following quarter. All research participation must be completed by 4 pm on the last day of instruction, **July 25th, 2014**.

Follow these easy steps to sign-up for research projects:
1. Log onto the Experimentlink (ELink) website at: **https://ucsc.sona-systems.com**
2. The pool administrator should have already created an account for you and has generated a random password. Thus, if you are logging in for the first time, click on the 'Lost your password' link to retrieve this pre-set password. For those who have added the class late, or for some other reason the system won’t let you log in, you may need to use the 'New Participant' link (please try to retrieve your password first, and only create a New Participant request if you’re not already in the system).

3. Always enter your UCSC email address. You will receive your password via email.

4. Click on LOGIN and follow instructions

5. You may consider changing the original password to one that is easy to remember.

**IMPORTANT:** You must satisfy the experiment requirement by EITHER 2 hours of studies (surveys or experiments) OR writing 2 two-page research papers (the alternative assignment). You are NOT allowed to mix and match. Research studies are posted at different times throughout the quarter. Only a few may be available at the beginning of the quarter, so plan ahead and complete this requirement as soon as possible! Check online often for new studies. If you know you cannot come to an experiment, and if the time until the study is more than 24 hours, you can cancel on Elink. If you fail to show up to a study, or fail to cancel in time, you will be marked as a “no-show.” If you accumulate a number of no-shows equal to or greater than 2, you will be prevented from signing up for more experiments and must do the entire alternative assignment. All research participation must be completed **4 pm on the last day of instruction, July 25th, 2014** (but note you will have to sign up in advance for studies you want to complete the requirement by the deadline!).

**Alternative assignment:** If you prefer not to participate in research projects or you are under the age of 18, you must substitute 2 two-page typed papers, each critically evaluating a psychology research article we have placed on reserve (see instructor for accessing these articles). Students plagiarizing text from articles, or copying information from the web will be immediately recommended to their respective provost for academic integrity violations. If you are doing the alternative written assignments, they must be emailed directly to your TA or instructor for acceptance **no later than 1 week prior to** the last day of instruction. If you have any questions or concerns please email your TA or instructor, or you can contact the research pool administrators at ucscresearchpool@gmail.com.

**What if you can’t find studies??**: Although some research may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new research opportunities throughout the quarter. There tend to be more hours posted for you later in the quarter (e.g., around halfway into the quarter) than earlier. Also, there is usually a big spike in hours during the last 2 - 3 weeks of the quarter. Please keep two things in mind: 1) **If there are not enough hours to meet student demand, the pool administrator will add several hundred hours worth of surveys to meet student need.** 2) If you are concerned about the availability of hours, **please don’t email your instructors or TAs**, instead email the pool administrators so that they can try to address the issue directly: ucscresearchpool@gmail.com. This is also the best email to use if you have other troubles with getting credit for studies you’ve already participated in, or other pool related issues that arise during the quarter.