

Introduction to Developmental Psychology
Psychology 10 Summer Session 2 2015
MWF 9-11:30am, SocSci 2 Room 71

Instructor

Margarita Azmitia, 459-3146, azmitia@ucsc.edu
Office hour: M & F 11:45-12:45, 369 SocSci 2

Teaching Assistant

Ruby Hernandez, ruaherna@ucsc.edu
Office hour: W 1-2pm, 201 SocSci 2

This course provides an overview of theory and research in developmental psychology from the prenatal period through adolescence. We will study how biology and culture interact in children and adolescents' experiences to create age-related patterns and individual differences in development.

Required textbook (available at the Bay Tree Bookstore)

Lightfoot, C., Cole, M., & Cole, S. R. (2013). *The development of children* (7th ed.). NY: Worth Publishers.

Copies of the syllabus, handouts, and other materials will be available on our ecommons website.

If you are a DRC student who will need special arrangements: Any student who thinks s/he may need an accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization from the Disability Resource Center and discuss specific needs, preferably within the first week of the course. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations.

Distribution of Lecture Notes: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. 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 action.

Cheating and Plagiarism: Academic dishonesty will not be tolerated. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, (3) fabricating information for your class projects, and (4) plagiarism. Plagiarism is defined as any use of another author's words or ideas without providing credit or an appropriate citation. Cheating and plagiarism will result in a zero grade for the exam or paper AND a letter to the chair of your department and the provost of your college. A second time of such behavior will result in a no pass (F) for the course AND a second letter to the chair and provost. If you are unsure as to what constitutes academic dishonesty, please meet with me or your TA. Information is also available here: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Principles and

procedures concerning academic integrity are available at this link:
http://www.ue.ucsc.edu/academic_integrity.

Course Requirements and Evaluation

Summer courses cover a large amount of material in a short period of time. Please stay on top of lectures and readings and consult with Margarita or Ruby if you have questions.

15% Participation: Attendance and in-class activities. We will take attendance at the beginning of each lecture, and deductions will be made for repeated lateness. We will routinely have in-class activities that help you apply the material or work on your papers. In class activities cannot be made up.

Lectures will include material in and beyond the textbook, including videos, research examples, and news stories. The power point slides will not be posted. There are no section meetings for the course.

60% Exams. You will take 3 non-cumulative exams. The exams will contain multiple-choice and short answer questions. You will bring a scantron and a #2 pencil to record your multiple-choice responses. **Make-up exams** will be given only in exceptional circumstances (e.g., an illness for which you have a doctor's excuse). Make-ups will only be given to students who contact Margarita (the instructor, not the TA) before the exam and get permission for a makeup

15% Observation Assignment. See separate handout. This research paper is intended to provide (a) training and practice in systematic observation of children's activities, (b) guidance on how to write a research report in psychology.

10% Common Developmental Questions. See separate handout. This brief paper emphasizes communicating research and insights about child and adolescent development to an audience outside the field. Your goal will be to draw on material you have learned in the course to communicate information in an interesting, useful way to a lay audience. For example, you might draw on research on language development to respond to a parent who is concerned that "My child is 2-years-old and is not talking. Should I be worried?"

Papers should be submitted in hard copy. They will be collected at the beginning of class. No late work will be accepted without the instructor's written permission. Do not ask the TA for an extension.

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.

Course Outline

Please complete the assigned reading before coming to class. Assignments are due at the beginning of class on the day they assigned.

FOUNDATIONS

Mon 7/27	Introduction to Developmental Theories and Research Syllabus walk-through	Reading Ch 1
----------	--	-----------------

Wed 7/29	Nature (Biology) and Nurture (Culture) Explanation of Research Report (Paper 1) Finding papers in the library, online	Ch 2
----------	---	------

PLEASE BRING YOUR SYLLABUS TO CLASS SO YOU HAVE ACCESS TO THE HANDOUT WITH INSTRUCTIONS FOR THE FIRST PAPER (RESEARCH REPORT)

BEGINNINGS: PRENATAL DEVELOPMENT AND BIRTH

Fri 7/31	Prenatal Development, Birth, and the Newborn Paper 2 handout and explanation	Reading Ch 3
----------	---	-----------------

PLEASE BRING YOUR SYLLABUS TO CLASS SO YOU HAVE ACCESS TO THE HANDOUT WITH INSTRUCTIONS FOR THE SECOND PAPER (COMMON DEVELOPMENTAL QUESTIONS)

Mon 8/3	The First Three Months, Physical and Cognitive Development in Infancy, exam review	Ch 4-5
---------	---	--------

PAPER 1 PROSPECTUS DUE AT THE BEGINNING OF CLASS

Wed 8/5	TEST 1, PLEASE BRING A SCANTRON AND A #2 PENCIL Begin Social and Emotional Development in Infancy	
---------	--	--

Fri 8/7	Social and Emotional Development in Infancy Working session on Paper 1	Ch 6
---------	---	------

EARLY CHILDHOOD

Mon 8/10	Language and Cognitive Development	Ch 7-8
----------	------------------------------------	--------

Wed 8/12	Socioemotional Development	Ch 9
----------	----------------------------	------

Fri 8/14	Contexts of Development in Early Childhood BRING FULL DRAFT OF PAPER 1 FOR PEER EDITING Exam Review	Ch 10
----------	---	-------

Mon 8/17	TEST 1, PLEASE BRING A SCANTRON AND #2 PENCIL Begin Development in Middle Childhood	
----------	--	--

MIDDLE CHILDHOOD AND ADOLESCENCE

		Reading
Wed 8/19	PAPER 1 DUE AT THE BEGINNING OF CLASS Physical and Cognitive Development During Middle Childhood	Ch 11
Fri 8/21	Socioemotional Development During Middle Childhood	Ch 13
Mon 8/24	Physical and Cognitive Development During Adolescence BRING FULL DRAFT OF PAPER 2 FOR PEER EDITING	Ch 14
Wed 8/26	Socioemotional Development During Adolescence Exam Review	Ch 15
Fri 8/28	TEST 3, BRING A SCANTRON AND A #2 PENCIL PAPER 2 DUE	

PAPER 1: Observation Assignment and Research Report

This paper should be no more than 3 pages in length (double spaced, 12-point font) excluding your narrative descriptions and interpretations. The paper proposal is due 8/3, the first draft is due 8/14, and the final draft is due 8/19.

This assignment will provide guidance and practice on three aspects of the research process in developmental psychology:

1. Making detailed, systematic observations of children's behavior.
2. Interpreting those observations in connection with existing theory and research.
3. Communicating those observations and analyses in the writing genre of academic psychology.

Your observations should pertain to a well-researched topic in developmental psychology, such as children's numerical abilities, children's emotion regulation, children's learning and imitation, children's nonverbal communication, children's sharing, parent-child interaction, children or adolescents' friendships, the development of gendered behavior, etc. Skip ahead in the textbook and skim later chapters and feel free to talk to the instructor or TA for feedback on your ideas.

You will be making your systematic observations using YouTube videos. You will find 2-3 videos of children or adolescents engaging in your behavior of interest. Make sure that the videos show children or adolescents of different ages so you can assess age-related patterns and individual differences. Below are examples of children's counting, which I will use in class to discuss the assignment. They are here for your future reference as examples, but you will find your own videos. It is fine to work with another classmate to locate videos, but you will do your observations, interpretations, and write your paper independently.

<http://www.youtube.com/watch?v=eLbmncXb-j0>
<http://youtube.com/watch?v=VNtg5ytmX7E&Feature=related>
http://youtube.com/watch?feature=player_detailpage&v=0tn7eqv09rA#t=30s
<http://youtube.com/watch?v=lvup-GEvd8I>
<http://youtube.com/watch?v=uKAfAuWMDOY>
<https://youtu.be/imAoTffTNps>
<https://youtu.be/Z9GKqK81xN0>

We will be devoting class time to practicing the steps below. You should also follow these steps when making your observations in preparation to write this paper.

1. Chose a topic in developmental psychology (use the textbook for ideas) that interests you. Focus on a particular period of development (early childhood, middle childhood, or adolescence). Read relevant material from the textbook on the topic and find a article published in a developmental psychology that is relevant for your topic as it develops in the age group you are focusing on.
2. Browse YouTube for 2-3 videos that include children or adolescents behaving in ways that are relevant to your topic. Your videos should include children or adolescents of different ages so you can address age-related patterns in the behavior you select. Note: Your videos do not have to agree with each other—recall that some children in the number counting videos seemed to be able to count and others couldn't. Importantly, these differences in counting abilities were evident in children who were the same age.
3. Choose between the running record and time sampling observational methods. Using your selected method, write detailed narrative descriptions of the child's behavior in the video, taking care to avoid interpretations and only writing about what you can actually see. For example, write, "the child is frowning and screaming" rather than "the child is angry."

4. Write and expand interpretations of each meaningful “event block” of the child’s behavior you described. For example, if the child is reciting numbers and then is distracted by something, interpret what is happening while they are saying number words and then the distracting event. If and when the child returns to counting would be a new event.

5. Use your descriptions as evidence in a 3-paragraph sequence that unfolds a logical argument to teach your reader something about your topic in developmental psychology. In your first paragraph, you should describe your topic and its importance for developmental psychology and the age differences and, if relevant, the gender patterns you expected. Your second paragraph should describe the method and the patterns that emerged in your observational data. The final paragraph should interpret the findings and place them within the material you read in your textbook and article, e.g., where your findings consistent with your expected age-related and (if relevant) gendered patterns? What individual differences did you observe? These three paragraphs will provide the structure for your paper, which will expand on these sections as detailed below.

Your paper should have the following sections:

1. A title page in APA (American Psychological Association) style. (This page does not count towards your 3-page limit).

2. Introduction:

- a. Introduce your topic and discuss its importance in developmental psychology.
- b. Present and discuss findings from at least one study related to your topic published in a developmental psychology journal. Use APA citation style.
- c. State your research question and predictions.

3. Method

- a. Describe the participants in your study and how they were selected (age, gender, etc.)
- b. Describe the procedure you used to make your observations, including links to your YouTube videos.

4. Results

- a. Include your descriptions and interpretations here, distinguished from each other and single-spaced. This section does not count towards your 3-page total.

5. Conclusions and Discussion.

- a. What age-related patterns (gender-related patterns if relevant) and individual differences did you observe?
- b. Based on your findings, what can you say about the research question you began with? Were your predictions correct? Why or why not?
- c. Discuss your findings alongside the research you cited in your Introduction (textbook and article).
- d. Discuss the implications of your finding, future directions for studies on this topic, and limitations to your observational study.

PROSPECTUS (due at the beginning of class, 8/3)

This ½-¾ page, typed, double spaced prospectus should include three components:

1. A link to at least 1 of the YouTube videos you will use.
2. One paragraph describing your paper (i.e., your topic, what you expect to find based on the material in your textbook and your observation of the video)
3. The abstract (or a copy of the abstract page) from an empirical journal article that you will use and cite in your paper.

PAPER 2: Common Developmental Questions

This 1 (at most 2) double spaced, 12 point font paper should be written with a lay audience in mind, and should be focused on helping parents address common questions in their child or adolescents' development. Some examples are:

My child is two-years-old. Should I be worried that he/she isn't talking yet?
Will my child be behind in school if they are learning more than one language at the same time?
Should I save up and buy an iPad for my toddler?
Is my teenager's high use of social media/texting affecting her face-to-face interactions with friends negatively?
What can I do if my child is being bullied or cyberbullied?
How can I get my child to eat vegetables?
Is it OK if my infant sleeps with me at night?
What can I do to help my teenager get enough sleep at night?
Why does my teenager prefer to spend time with friends than with our family?
Since my child became a teenager, all we seem to do is argue. Should I be concerned?
My grandmother says that if I don't spank my child, they won't learn right from wrong. Is she right?

These seem like simple questions, but they often have very complex answers...and it always depends. The goal of this paper is to communicate this complexity to parents in a way that gives them useful information and recommendations based on empirical research and that they could use right away. This is a very important skill that will help you apply the knowledge you have learned in this class. We will do some in-class activities that will help you develop ideas for this paper.

You will be responsible for looking up at least 2-3 empirical articles that help to address the question (they must go beyond simply being "about the topic") and using their findings to address the question in a conversational and easy-to-read-and-understand format.

There are many examples of this kind of writing available online. Here are 4 good examples which you should review for *how* they are written as much as what they say:

http://www.slate.com/blogs/how_babies_work/2013/03/20/the_science_of_breast_milk_latest_research_on_nursing_and_milk_vs_formula.html

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0

<http://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teens-health/art-20046157?pg=2>

<https://www.psychologytoday.com/blog/suffer-the-children/201203/why-french-kids-dont-have-adhd>