

Introduction to Developmental Psychology
Psychology 10 Summer Session 1
MWF 9-11:30am, Psychological Sciences 136

Instructor

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Teaching Assistant

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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 and 2 hour reserve in McHenry and the Science Library)

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 your TA or me. 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 Brandon if you have questions.

20% 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 short 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.

50% Exams. Weekly quizzes will assess your mastery of the material. The quizzes will contain multiple-choice and short answer questions. You will bring a scantron and a #2 pencil to record your multiple-choice responses. We will administer the quizzes at the beginning of lecture. **Make-up quizzes** 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 quiz and get permission for a makeup

30% Applying Developmental Psychology Assignments. See instructions at the end of the syllabus. You will write two brief papers 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. We will provide the choice of topics (see handout) and discuss them during in-class workshops.

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 are due.

FOUNDATIONS

| | | |
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| Mon 6/20 | Introduction to Developmental Theories and Research Syllabus walk-through | Reading Ch 1 |
| Wed 6/22 | Nature (Biology) and Nurture (Culture) Explanation of Research Report (Paper 1) Finding papers in the library, online | Ch 2 |

BEGINNINGS: PRENATAL DEVELOPMENT AND BIRTH

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| Fri 6/24 | Prenatal Development, Birth, and the Newborn Quiz #1 on Chapters 1 & 2, videos, lectures | Reading Ch 3 |
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PLEASE BRING YOUR SYLLABUS TO CLASS SO YOU CAN ACCESS THE REQUIREMENTS FOR PAPERS, WE WILL ALSO ADDRESS THEM IN CLASS.

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| Mon 6/27 | The First Three Months, Physical and Cognitive Development in Infancy | Ch 4-5 |
| Weds 6/29 | Social and Emotional Development in Infancy Quiz #2 Chapters 3, 4, 5 Lectures, videos | |
| Fri 7/1 | Social and Emotional Development in Infancy Working session on Paper # 1 | Ch 6 |

EARLY CHILDHOOD

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| Mon 7/4 | NO CLASS, Holiday | |
| Weds 7/6 | Language and Cognitive Development Paper 1 due at the beginning of class | Ch 7-8 |
| Friday 7/8 | Socioemotional Development Quiz # 3 Chapters 6, 7, 8 Lectures, videos | Ch 9 |
| Mon 7/11 | Contexts of Development in Early Childhood | Ch 10 |

MIDDLE CHILDHOOD AND ADOLESCENCE

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| Wed 7/13 | Physical and Cognitive Development During Middle Childhood Working session Paper # 2 | Reading Ch 11 |
| Fri 7/15 | Socioemotional Development During Middle Childhood Quiz #4 Chapters 9, 10, 11 Lectures, Videos | Ch 13 |

Mon 7/18 Physical and Cognitive Development During Adolescence Ch 14
Paper #2 due at the beginning of class

Wed 7/20 Socioemotional Development During Adolescence Ch 15

Fri 7/22 Socioemotional Development During Adolescence
Quiz # 5 Chapters 13, 14, 15 Lectures and videos

Applying Developmental Psychology to Common Topics or Questions

This 1 1/2 to 2 (maximum) 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. Your paper should draw on your textbook, the lectures, and the 2 research articles you identify to support your arguments. Please print out and attach these articles to your paper. Choose from the following topics:

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 he/she is learning more than one language at the same time?
Should I save up and buy an iPad for my toddler?
Why is recess important for school-aged children?
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? (You can also choose the topic: How can I help my child stop bullying/cyberbullying others?)
How can I raise children who are tolerant and inclusive of people who are different from them (pick one of the following to focus your writing: race, gender, social class, physical or mental ableness, or sexuality).
Is it OK if my infant sleeps with me at night?
Is my grandmother right that if I don't spank my children, they won't learn right from wrong?
What can I do to help my teenager get enough sleep at night?
My teenager told me that he/she is transgender. Is my neighbor correct that this is just a phase?
How can I be supportive of my child's sexual orientation and identity development?
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? What can I do to reduce the frequency and intensity of our arguments?

These seem like simple questions, but they often have very complex answers...and it always depends. The goal of these papers 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 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>