Course Overview

The purpose of this course is to explore psychological theories and research methods about early human development. The focus of this course is on development from conception through the middle childhood and adolescence. The developmental aspects of the child's cognitive, personality, social, and physical growth are presented. The impact of psychological and biological factors on the child is investigated. Additionally, cross-cultural comparisons of child development will be integrated throughout the course.

Summer Course

I ask you to be aware of the pace and expectations of the course. If you feel the need to withdraw from the course please do so as soon as possible. If you do feel the need to withdraw please consider the withdrawal and refund schedule, which can be found on the UCSC website. If you are concerned at all about your position or future in the class, see me after class, or schedule office hours.

Textbook


About the Readings

Reading is important for this course. The readings are meant to introduce topics and supplement the lectures. There will be information within the lectures that is not in the readings, and information in the readings that will not be in lecture. Additionally, the readings will offer review and empirical material for in-class discussions. You are required to do the reading before the class period when the material will be discussed.

Attendance

Students are expected to be present and on time to every class. Due to the amount of course work and material involved in this course, missing class and making up work will be difficult. Attendance will be taken daily. While attendance is not part of the calculated grade, attendance, punctuality, and participation may be used to judge borderline grades. In the event of an absence, students must email the professor and TA. Since this is a summer course, it is important to consider that missing class is like missing an entire week of class during the school year, and will likely impact your grade. Students who do not attend the first class will be dropped from the course.

Classroom Environment
This classroom should be a comfortable, non-distracting, respectful learning environment for all students to explore the subject at hand. In order to help create that, I ask that you arrive on time and remain in the class for the entire class. Discourse is an interesting and exciting aspect of discussion in the classroom. I ask that you be cognizant and respectful of differing opinions in the classroom.

Cell phones are disruptive and should not be used in class.

**Academic Integrity**

All work submitted in this class must be your own. Plagiarism, cheating, and other forms of academic dishonesty will result in the consequences specified in the UCSC Student Handbook, available online.

[https://www.ue.ucsc.edu/academic_misconduct](https://www.ue.ucsc.edu/academic_misconduct)

I would hope that in addition to the academic consequences, you would avoid academic dishonesty in recognition of it being a form of stealing; taking things that belong to others (even nameless others like Wikipedia and other web sites) and passing them off as one’s own, which is unethical.

Additionally, students are not allowed to copy or redistribute course materials. This includes, but it not limited to, **selling notes, posting notes, and taking pictures of lecture slides**.

Students found in violation of this policy will fail the course.

**Grading**

Grades will be determined by three exam grades and two paper grades. Each assessment is worth 20% of your grade.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Exam 3</td>
<td>20%</td>
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<tr>
<td>Paper 1</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Exams**

There will be three exams throughout the course. Exams will be offered online. Exams will be available for at least 24 hours before they are due. Exam due dates are listed in the course schedule. Due to the short time frame, and the online exam format, **no makeup exams** will be offered.

Each exam will consist entirely of multiple choice questions. There will be approximately 50 questions on each exam. Exams will focus on material from lectures, but will also include material from the readings. Exams will be timed, based on the number of questions, and only one
submission will be allowed. An announcement will be posted to ecommons before each exam outlining the details for that exam.

Given the short time frame of this course there will be **no cumulative exams**. Each exam will only cover the material from the previous few weeks and is explicitly stated in the schedule of exams.

**Critical Thought Papers**

Students will write two critical thought papers throughout the summer session. Due to the short time frame, **no late papers** will be accepted.

Critical thought papers must be 2-3 pages in length, double spaced, size 12 font, 1-inch margins, Times New Roman.

Students will choose one concept discussed in the class sessions prior to the paper being due. Students will summarize the concept or theory, critique the concept or theory, apply the concept or theory to one concrete real life example, and propose one detailed future direction for research in this field. The summary should be no more than one paragraph (5-8 sentences) and the remainder of the paper should be distributed evenly between critique, application, and proposal (approximately two paragraphs for each section).

Students are expected to cite either lecture OR the textbook. Students must support their paper with ONE other academic source (book, peer-reviewed journal article). Students are expected to cite using APA format. Questions about additional sources and APA should be directed to the teaching assistant.

Papers are due at the beginning of class on the dates assigned.

Critical Thought Papers will be graded using holistic grading rubrics, which can be found on ecommons, using a sliding scale. The first paper will be graded on a scale of 18, the second paper will be graded on a scale of 25. Papers that earn a score higher than 18 on the first paper will receive a grade of 100 percent for paper one.

**Teaching Assistant**

Elizabeth Goldman will be the teaching assistant for this course. She will host office hours in Social Sciences 2, room 203. Office hours will be offered after class from 12:30 to 1:30 and by appointment. There will be no sections offered for this class. Students can email Elizabeth at eljgoldm@ucsc.edu.

**Expectations for Emails**

Abby has a 24-hour email response policy Monday – Friday. Responses may take longer over the weekend. Professors and teaching assistants get a lot of emails. Below is an example for the expectations for email correspondence.

**Subject Line:** Psyc 10 Brief Description (e.g., Psyc 10 Paper Question)

**Greeting:** Hi, hello (e.g., Hi Abby…, Hello Elizabeth….)
Introduction to Email: Introduce expectations (e.g., I am _______ from Psyc 10. I have a question about the paper.)

Content of Email: Then move on to the content/purpose of writing your email. Remember to be direct and brief (e.g., I was wondering if the following article would be acceptable for my additional source for the paper. Additionally, I am not sure the best way to incorporate this article. Could we schedule office hours to discuss integrating the article?

Closing: Thanks, name (e.g., Thanks, Sarah)

Accommodations

UCSC is committed to creating an academic environment that supports its diverse student body. If you are student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first week of the summer session. At this time, I would also like us to discuss ways in which we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Research Requirement

All students in this course are required to participate in psychology research projects (surveys or experiments) for a total of 3 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 an “F” or "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, September 1st, 2017. Specific information on this requirement and the alternative assignment can be found in the Research Requirement Handout.
### Schedule: Topics & Readings

*This schedule is subject to change.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Read BEFORE class</th>
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<tbody>
<tr>
<td><strong>August 1</strong>&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Introduction, Research Methods, Biological Beginnings</td>
<td>Ch. 1 &amp; 2 (no readings due before class)</td>
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<tr>
<td><strong>August 3</strong>&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Prenatal Development and Birth, Physical Development and Health</td>
<td>Ch. 3 &amp; 4</td>
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<tr>
<td><strong>August 8</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Motor, Sensory and Perceptual Development, Cognitive Approaches to Development</td>
<td>Ch. 5 &amp; 6</td>
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<tr>
<td><strong>August 10</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Cognitive Approaches to Development</td>
<td>Ch. 6</td>
</tr>
<tr>
<td><strong>August 15</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Cognitive Approaches to Development, Information Processing</td>
<td>Ch. 6 &amp; 7</td>
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<tr>
<td><strong>August 17</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Language Development, Emotional Development, Moral Development</td>
<td>Ch. 9, 10 &amp; 13</td>
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<tr>
<td><strong>August 22</strong>&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>The Self and Identity</td>
<td>Ch. 11</td>
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<tr>
<td><strong>August 24</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Gender Development, Social Identities</td>
<td>Ch. 12</td>
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<tr>
<td><strong>August 29</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Families, Schools/Intelligence, Peers</td>
<td>Ch. 14, 15 &amp; 16 (some from Ch. 8)</td>
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<tr>
<td><strong>August 31</strong>&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Families, Schools/Intelligence, Peers</td>
<td>Ch. 14, 15 &amp; 16 (some from Ch. 8)</td>
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**EXAM ONE (August 1<sup>st</sup> – August 8<sup>th</sup>) – Online – Due August 9<sup>th</sup> 11:55 pm**

**PAPER ONE DUE – HARD COPY – beginning of class**

**EXAM TWO (August 10<sup>th</sup> – August 17<sup>th</sup>) – Online – Due August 18<sup>th</sup> 11:55 pm**

**PAPER TWO DUE – HARD COPY – beginning of class**

**EXAM THREE (August 22<sup>nd</sup> – August 31<sup>st</sup>) – Online – Due Sept 1<sup>st</sup> 11:55 pm**