

### Teaching Team

Note: Please allow 24 – 48 hours for to 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](mailto:atakimot@ucsc.edu)  
**Office Hours: 11:30 to 1:30 Thursday**

### 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* (8<sup>th</sup> 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 (6<sup>th</sup> and 7<sup>th</sup> edition) as they present similar material. Consider looking online at different sites for price comparisons.

### Canvas& Google Drive

For this class, all recorded course lectures, assignments, exams, and other materials<sup>1</sup> will be posted on Canvas. Further, some materials will be linked to Google Drive and will be addressed in class.

### Expectations

As we continue remote learning during the pandemic, 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. The first lecture in the week will be over zoom on Tuesdays at 9am and the second lecture will be prerecorded and released on Thursday. 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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<sup>1</sup> 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 (30% total; 7.5% each assignment)

<b><i>What is the point of these check-ins?</i></b>			
These check-ins will help you understand the basics of the human development from prenatal to adolescence. (Learning Goal #1)			
<b><i>What do I have to do?</i></b>			
Answer a few brief questions about the weekly lectures Reflect and provide feedback on what was unclear/or you want to discuss			
<b><i>When will the check-ins be due?</i></b>			
Every Sunday at 11:59 pm PST --- Submit your responses on Google Forms (link in Canvas)			
<b><i>How will they be graded?</i></b>			
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

### Engagement Activities

4 Engagement Activities (30% total; 7.5% each assignment)

<b><i>What is the point of these engagement activities?</i></b>			
These activities will let you connect the topics from the course to your own personal development and to societal events (Learning Goal #3)			
<b><i>What do I have to do?</i></b>			
Respond to one of the prompts on Canvas. Some example of the activities might include reflect on your own identity development process or listen to a podcast and summarize your thoughts			
<b><i>When will the activities be due?</i></b>			
Every Sunday at 11:59 pm PST --- Submit your responses on Canvas			
<b><i>How will they be graded?</i></b>			
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 (40% total; 20% each assignment) --No Late Papers

<p><i>What is the point of these critical thought papers?</i></p> <p>These paper will allow you to critically think about the topics discussed in class and learn to evaluate theories findings based on sociocultural differences and diversity in perspectives. (Learning Goal #2)</p> <p>See assignments in Canvas &amp; introductory course lecture for more info</p>	
<p><b><i>What do I have to do?</i></b></p>	
<p><b><i>Paper #1</i></b></p> <p><i>Summarize</i> a concept or theory that we covered in class. Then <i>critique</i> the concept/theory possibly discussing what hasn't been considered or whether it is still applicable today</p>	<p><b><i>Paper #2</i></b></p> <p><i>Apply</i> the same concept/theory you previously chose to a real-life example. Then <i>propose</i> ways in which the concept/theory could further be developed</p>
<p><i>When will the papers be due?</i></p> <p>Paper #1: Friday, August 13 by 11:59 pm Paper #2: Friday, August 27 by 11:59 pm</p>	
<p><i>How will they be graded?</i></p> <p>See grading rubric in Canvas for more details APA questions? See <a href="#">APA Style Blog</a> or ask the teaching team</p>	

*Learning Goal #1: Understand the basics of the 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](mailto: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 provides an opportunity for students in this course to gain extra credit by participating in online psychology research projects (online surveys or experiments) for **two (2) hours**, or by completing an alternative assignment (see below). Each hour is worth 5 points. Half an hour would count as 2.5 points. These points will be added to your lowest exam score.

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](mailto: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](mailto: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><a href="mailto:deanofstudents@ucsc.edu">Slug Support deanofstudents@ucsc.edu</a> (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><a href="mailto:CAPS">CAPS</a> (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><a href="mailto:care@ucsc.edu">CARE care@ucsc.edu</a> (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><a href="mailto:eop@ucsc.edu">Undocumented Student Services eop@ucsc.edu</a> (831) 459-2296</p>	<p>Offers personal, academic, financial, and legal support to all UCSC undocumented students.</p>

Course Schedule

July 2021						
<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
25	26	27 Class (9:00 – 12:30) Chapter 1-3	28	29 <b>Online Recording #1</b> 4-5 chapter	30	31
August 2021						
<b>1</b> <b>Weekly Check-In #1</b> <b>Engagement Activity #1</b>	2	3 Class (9:00 – 12:30) Chapters 6	4	5 <b>Online Recording #2</b> <b>Chapter 7</b>	6	7
8 <b>Weekly Check-In #2</b> <b>Engagement Activity #2</b>	9	10 Class (9:00 – 12:30) Chapters 8-9	11	12 <b>Online Recording #3</b> <b>Chapter 10</b>	13 <b>Critical Paper #1 Due</b>	14
15 <b>Weekly Check-In #3</b> <b>Engagement Activity #3</b>	16	17 Class (9:00 – 12:30) Chapters 11-12	18	19 <b>Online Recording #4</b> <b>Chapter 13</b>	20	21
22 <b>Weekly Check-In #4</b> <b>Engagement Activity #4</b>	23	24 Class (9:00 – 12:30) Chapters 14-15	<b>25</b>	<b>26</b> Learning activities and Office Hours	27 <b>Critical Paper # 2 Due</b>  SONA research participation Deadline by 5pm	28