PSYCHOLOGY 308  
DEVELOPMENTAL PSYCHOLOGY – WINTER 2019

Lecture Place and Time:  
123 Global Scholars Hall, Monday/Wednesday 8:30am-9:50am

Teaching Staff:  
Jeffrey Measelle, Professor  
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Office Hours (OH): Monday 10am-12:00pm

Stephanie Gluck, Graduate Teaching Fellow  
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I. Course Description:  
This course provides an introductory overview to the theories, methods, and phenomena that comprise the study of human development across the lifespan. We will cover many aspects of biological, cognitive, linguistic, and socioemotional development at key points in the lifespan, considering both typical and atypical development. A number of themes guide the integration of the course material including the mechanisms underlying developmental change; the interaction between biology and environment throughout development; the ways in which children affect their own development; and individual and sociocultural differences in development. The approach to these topics and themes is scientific, with an emphasis on recent research findings. Where possible, we will discuss how these findings might be applied by parents, schools, and other institutions in promoting individuals’ welfare throughout their lives.

*General education group-satisfying Social Science elements of this course.* This is a liberal arts course and not a pre-professional course. We will review a wide array of contemporary developmental theories and research methods, thus we emphasize breadth over deep mastery of any single area. In doing so, we will review diverse and competing theories of human development; highlight different scientific traditions within the field of developmental psychology and their attendant methods; consider how diverse methods give rise to our understanding of the human condition across time and development; and encourage students to integrate across a diverse and occasionally competing set of views of human development to cultivate their own views on the subject matter.

II. Learning Objectives:  
1. To examine age-related changes in human’s physical characteristics, social behaviors, and cognition, and to understand the contexts in which this development occurs.
2. To explore competing theories and perspectives on human lifespan development.
3. To develop skills in reading, evaluating, and integrating developmental psychology research.
4. To communicate clearly and effectively about psychological topics, including methodological and ethical issues in psychology, based on an understanding of both the strengths and limitations of empirical evidence.
III. Textbook & Readings:
The course will use the following textbook as its primary source.

Keil, F. (2014). Developmental Psychology: The Growth of Mind and Behavior. New York, NY: W.W. Norton & Co. (Available at the Duck Store; one copy will be on reserve in Knight Library.)

The textbook may on occasion be supplemented with additional readings (available on Canvas).

IV. Lectures and Readings:
The lectures are generally coordinated with the readings throughout. Some of the material will be covered in both readings and lecture, but some of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time. I view class time as best spent on topics that are especially interesting or confusing. Nevertheless, you are responsible for information from all assigned reading as well as all lectures – both will be included in the quizzes and final exam. You will need to attend lectures and spend a substantial amount of time outside of class (reading and studying) to do well in this course. Pay special attention to things that are covered in both lecture and reading, as well as boldfaced key concepts and their definitions.

V. Classroom Conduct:
Please be respectful of me, and your fellow students, in the following ways.

Technology: Don’t use technology (computers/tablets/cell phones/etc.) for non-lecture related purposes like social media or texting friends. Research shows that divided attention reduces learning. It is also distracting to me and your classmates.

Time: There is a lot of material to cover each time we meet, so please be on time. You are responsible for staying up to date via Canvas if you miss, come late, or leave class early.

Inclusivity: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of development. My door (and email inbox) is always open to suggestions or concerns related to inclusivity.

Discussion guidelines: You are likely to have many relevant experiences, perhaps as a parent, childcare worker, or former child, and some of the topics we discuss may have special meaning for you. If you find yourself frequently sharing about your experiences, try to make sure your comments or questions enrich our class discussion. Also keep in mind that there is a wide range of normal development, and your experiences may vary from what is described in class. That is not necessarily cause for alarm (especially for parents), but neither does it mean that what you’re learning in class is wrong. Be patient with your classmates and be open to their helpful insights that can maximize your learning. Also, please do not hesitate to reach out if you have unexpected childcare issues that conflict with class. Your child is welcome in class with you.

VI. Course Requirements:
Your grade will be determined by your performance on:

1. Weekly, open-book quizzes (administered via Canvas)
2. Cumulative, closed-book final exam
3. Short, critical essay about a hot topic in development
4. iClicker Polling/Attendance
1. **WEEKLY OPEN-BOOK QUIZZES:**
The weekly quizzes are designed to help you pace yourself during the quarter and more effectively learn the assigned material. Quizzes will be administered via Canvas. Every week between 12:00pm (noon) on Thursday and 12:00pm (noon) on Sunday, you will be able to access that week’s quiz, under “Course Documents.” The quiz will sample from material covered in lectures and readings from Monday and Wednesday of that week. **There will be one quiz each week except for Week 1 & Week 7, so, 8 quizzes in total. However, your lowest 2 scores will be dropped, so NO make-up quizzes will be administered.**

Quiz questions are designed to make you think about the material at a deeper level, to enhance learning and consolidate what you have read and heard in lecture that week. In other words, make sure you read the entire question, and all response options, carefully.

Quizzes will be 15 multiple-choice questions and tend to take students from 30-60 minutes to complete, but the quiz allows you to work on it for 2 hours. Please note: if you have a documented learning accommodation, it is very important you connect with us about this at the beginning of the quarter so we can adapt your quizzes appropriately.

The quizzes are moderated by the GTFs. Please email the GTFs and CC me, if you are having difficulty with any technical aspects. We will try to answer your question as quickly as possible, but if you are running out of time on the quiz, submit your best guess. You may want to print out the quiz before you submit it (saving to PDF is a good way to do so), in case of any technical difficulties, and to keep a record of your responses (which you can then correct when the answers are released). This will also help you study for the final exam.

You will be able to see your score (but not the correct answers) in Canvas after you submit. **You may retake the quiz once, and the highest score will be kept.** About 12 hours after the quiz window closes, the answers will be released. You are strongly encouraged to review the answers each week for two reasons:

1) Research has shown that this helps you learn more – you solidify the correct answers in your mind and retain them over a longer period of time. Research also suggests you will want to review the answers as soon as possible to get the maximum benefit.

2) Some of the cumulative final exam questions will be drawn directly from the quizzes.

_Academic honesty and the weekly quizzes:_ At the beginning of each quiz you will agree that 1) you are taking the quiz alone, 2) you will not share questions or answers with other students who take the quiz later than you, and 3) you did not receive questions or answers with other students who took the quiz earlier than you. If you take this course requirement seriously, it will help you do better in the class. You are more than welcome to study with others and share responsibilities for outlining the chapters and lectures, you are just asked not to take the quizzes as a group or share/receive information about the quizzes inappropriately. You may want to try and take the quiz from memory and use your notes just as a backup, to check and make sure you answered correctly. This will help you learn the material best.

2. **CUMULATIVE CLOSED-BOOK FINAL EXAM:**
The final exam date and time has been predetermined by the UO registrar: Thursday, March 19th, from 10:15am-12:15pm. A study guide will be published on Canvas approximately one week before the final exam.

3. **HOT TOPIC ESSAY:**
This written assignment is worth 90 points (or 18% of your total grade). **Your essay is due on Friday, February 21 by 12:00pm (noon) and will be submitted electronically on Canvas as a VeriCite assignment.** Late essays will be penalized 5 points per day out of respect for students who complete this assignment on time. Refer to the specific handout about this assignment for more details. Please take advantage of Academic Learning Services (PLC 68; 346-3226), which offers free workshops and drop-in tutoring for writing.
4. **iCLICKER POLLING/ATTENDANCE**
Interactive, multiple choice questions will be administered via iClicker in every lecture, both to ensure comprehension and class attendance. You will need to have an iClicker version 2 with you at each class if you want to receive credit for participation (1 participation point per class) and attendance (1 attendance point per class).

At the end of the term, I will prorate the number of the participation and attendance points as follows:

- 80-100% participation/attendance = 100% of available points
- 60-79% participation/attendance = 80% of available points
- 40-59% participation/attendance = 60% of available points
- 20-39% participation/attendance = 40% of available points
- 1-19% participation/attendance = 20% of available points
- 0% participation/attendance = 0% of available points

This scheme acknowledges that you may not be able to attend every class by giving you some flexibility in terms of participation and attendance. PLEASE NOTE: if you can’t attend class or attend class but forget your iClicker, please do not ask for credit as I am trying to compensate for such realities with this scoring scheme.

VII. Academic honesty and the essay:
All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or projects, or re-submission of papers you produced for previous courses, can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or an editor. Written work will be checked electronically for plagiarism using VeriCite; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance form the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

VIII. Final Grades:
Final grades will be based on the total number of points earned for:

- Quizzes (6 quizzes x 30 points per quiz): 180 points (36%)
- Final Exam (60 questions x 3 points per question): 180 points (36%)
- Hot Topic Essay: 90 points (18%)
- iClicker Polling/Attendance: 50 points (10%)

If your accumulated percentage of points (out of 500 possible) is:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be > 70% to receive a P

I may choose to curve grades upwards at the end of the quarter if necessary. Plus (+) and minus (-) grades will be used.
IX. Accommodations:
You are strongly encouraged to contact the Accessible Education Center (164 Oregon Hall; 346-1155) if you have a condition that creates difficulty for you as a student.

If one of the following applies to you, please see us ASAP to make adjustments:

- Documented learning or medical disability
- Member of a sports team that travels this quarter
- Non-native speaker of English for whom language proficiency may create challenges

With advance planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

X. SCHEDULE OF LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: Because there will be no class during Week 1, two additional class sessions have been scheduled to let us cover the full scope of this class. These two additional sessions will occur on separate Thursday evenings from 6-7:20pm (location TBD): Thursday, Jan. 23 (Week 3) and Thursday, Feb. 13 (Week 6). Attendance at these sessions is not required, however, you will be responsible for the material covered in the corresponding readings, which I will review in each of these two additional class sessions.

READINGS: Please read assigned readings for each given lecture (i.e., in advance of).

WEEK 1 (Jan. 6 & 8)
- Mon: No Class
- Wed: No Class

⇒ No Quiz

WEEK 2 (Jan. 13 & 15)
- Mon: Course Overview and Introduction to Theories and the Study of Development
  Keil Ch. 1 (read pp. 3-31)
- Wed: Biology of Development
  Keil Ch. 2 (read pp. 34-48 [introduction through preterm birth], pp. 51 [visiting nurses box], and pp. 53-71 [adverse influences through behavioral genetics])

⇒ Quiz due

WEEK 3 (Jan. 20 & 22 & 23)
- Mon: No Class (MLK Day)
- Wed: Perceptual Development
  Keil Ch. 3 (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], and pp. 95-111 [face perception, hearing, taste and smell])
- **Thurs**: Motor Development
  Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])

⇒ Quiz due
WEEK 4 (Jan. 27 & 29)

- Mon: Developing an Understanding of the Physical World and Piaget I
  Keil Ch. 5 (read pp. 146-175 [intro through categorization, skip eye-tracking box])

- Wed: Early Social Development
  Keil Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box]);
  Keil Ch. 6 (read pp. 188-190 [intro through developing bonds], and pp. 194-201 [the underpinnings of attachment])

⇒ Quiz due

WEEK 5 (Feb. 3 & 5)

- Mon: Development of Attachment
  Keil Ch. 6 (read pp. 190-194 [early perspectives on infant bonding], and pp. 201-223)

- Wed: Development of Temperament, Personality, and Emotion
  Keil Ch. 7 (read pp. 228-255)

⇒ Quiz due

WEEK 6 (Feb. 10 & 12 & 13)

- Mon: Language Development I
  Keil Ch. 8 (read pp. 261-290 [skip language gene box on p. 287])

- Wed: Development of Knowledge, Piaget II, and Vygotsky
  Keil Ch. 9 (read pp. 304-305 [intro], pp. 308-334 [Piaget through biology, skip Sputnik box on pp. 328-329], and pp. 337-339 [sociocultural views])

- **Thurs: Language Development II**
  Keil Ch. 8 (read pp. 290-299 [language and thought through language and communication])

⇒ Quiz due

WEEK 7 (Feb. 17 & 19)

- Mon: Cognitive Development and Schooling
  Keil Ch. 10 (read pp. 344-363 [intro through attention], pp. 370-372 [metacognition], and pp. 378-380 [symbolic representations]; skim pp. 372-378 [reading, math]); Keil Ch. 11 (skim pp. 409-417 [schooling])

- Wed: Moral Development
  Keil Ch. 12 (read pp. 427-431 [intro through moral thought], and pp. 444-463 [development of moral behavior]; skim pp. 431-444 [Piaget, Kohlberg, Gilligan, and other critiques])

⇒ No Quiz
⇒ Hot Topic Essay: Due Friday, Feb. 21 online by 12:00pm (noon)!
WEEK 8 (Feb. 24 & 26)
• Mon: Developing an Understanding of Self and Others
  Keil Ch. 13 (read pp. 468-499)

• Wed: Development in Context I: Families
  Keil Ch. 14 (read pp. 504-539)

⇒ Quiz due

WEEK 9 (March 2 & 4)
• Mon: Development in Context II: Peer Relationships
  Keil Ch. 15 (read pp. 544-559)

• Wed: Development in Context III: Media and Culture
  Keil Ch. 15 (read pp. 559-581)

⇒ Quiz due

WEEK 10 (March 9 & 11)
• Mon: Adolescent Development
  Keil Ch. 17 (read pp. TBD)

• Wed: Lifespan Development
  Keil Ch. 17 (read pp. 630-656)

⇒ Quiz due

EXAM WEEK (March 16-20)
• Final Exam: Thursday, March 19th, 2020: 10:15am-12:15pm