PSYCHOLOGY 308

DEVELOPMENTAL PSYCHOLOGY – Summer 2020

Dr. Arian Mobasser, Graduate Employee

mobasser@uoregon.edu

Virtual Office Hours: Wednesdays from 11:00am-12:00pm

Join via Zoom:
https://uoregon.zoom.us/j/95010939565?pwd=aElHbzR5TnNTcWF6MHXeFpTQkxNQ
T09

Meeting ID: 950 1093 9565

Password: 692209

Netanel (Nate) Weinstein, Graduate Employee

netanelw@uoregon.edu

Virtual Office Hours: Wednesday from 2:15pm-3:15pm

Join via Zoom:
https://uoregon.zoom.us/j/97531768191?pwd=UkNnbWxBOXFkOHQ2eHN5bHEzV3Qv
UT09

Meeting ID: 975 3176 8191

Password: 765119

Communication during the term:

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.
We will host “live” office hours through Zoom each week and also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. We welcome meetings outside our regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email us to set a time.

**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 relevant, 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.
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.

Student Workload: When you complete this course, you will have earned 4 credits toward your degree. Four credits are the equivalent of 120 hours of work across the term. Along with the 2 hours spent each week going over lectures and 1 hour engaging in class discussions, you should plan on spending an average of 9 additional hours each week completing assignments. This will include reading the text and articles (about 50 hours total), completing writing assignments (about 20 hours), and creating your presentation proposal (around 20 hours).

Textbook:

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. My (pre-recorded) lectures will cover 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. You will need to listen to, read the transcripts of, or watch the lectures, as well as 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. The video-recorded lectures, audio, and transcripts will be posted on Canvas.

**Conduct:**

*Inclusivity:* Our 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 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.

**Course Requirements:**

Your grade will be determined by your performance on:

1. Participation in class discussions
2. Checkup questions
3. Weekly, "open-book" quizzes
4. A concise, critical essay on a debate in developmental psychology

1. PARTICIPATION IN CLASS DISCUSSIONS

Despite our physical distance, we are going to stay socially connected this term. There will be several avenues for you to participate in this course and discuss topics with other students. We hope to have an active discussion board in Canvas. We will post
questions and topics each week for you to contribute to. After viewing a lesson/video, you can also ask your own questions on the “Concept Clarification” discussion board. We encourage you to post about any concepts that you found confusing (and why), or present a concept that, in your opinion, relates either to the course text or to a previous class discussion, core concept, etc. You can also participate by responding to questions posted by other classmates, as long as you attempt to define or explain the concept that your classmate found confusing (based on readings, lessons, or independent research). At the end of each week, we will review the discussion boards and you will earn a point by engaging in the discussion through your posts. You can earn 1 point each week. If you miss an opportunity to engage one week, you can make up the points by engaging more the next week. **NOTE: You can only make up missed participation points twice.**

**We will also have an optional live discussion hour each Thursday from 2:30-3:30pm through Zoom**

This is an opportunity for us to get together and discuss topics of the past week. We will also be monitoring the Canvas Chat at this time, if you are unable to join us via Zoom. These sessions will be recorded and posted to Canvas for anyone interested in reviewing the discussion hour. Note that the Canvas Chat is also recorded.

https://uoregon.zoom.us/j/95605900404?pwd=TzZuUW96RWNmMHQwenRMSnBSTJF6UT09

Meeting ID: 956 0590 0404

Password: 401655

2. RESPONSES TO CHECKUP QUESTIONS

For each section, recorded lectures and other materials will include at least one set of “Checkup” questions for you to complete. Checkup questions are meant to help you reflect on the topics discussed in the lecture and other course materials. You can access these questions through Modules. Please submit your responses to the current week’s Checkup questions by Thursday 11:59pm.
3. 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 3:30pm on Thursday and 11:59pm on Sunday, you will be able to access that week’s quiz. The quiz will sample from material covered in lectures and readings assigned to that week. **There will be one quiz each week (8 total) – including week 1 – but your lowest score 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 20 questions long and tend to take students from 30-60 minutes to complete, but the quiz allows you to work on it for 90 minutes. **Please note: if you have a documented learning accommodation, or non-document need for adjustments to help you learn, it is very important you connect with us about this at the beginning of the quarter so we can adapt your quizzes appropriately.**

Please email if you are having difficulty with any technical aspects, or if you have any questions about content (such as whether you are interpreting a question or response option correctly). 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 and we will try to make reasonable accommodations for a different answer afterwards – up until the answers are released on Canvas. After that point, all scores are final. 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).

You will be able to see your score (but not the correct answers) in Canvas after you submit. **About 12 hours after the quiz window closes, the answers will be released. You are strongly encouraged to review the answers each week.** 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.

**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.

4. CRITICAL ESSAY:

One goal of this course is to enhance your ability to both understand and evaluate developmental research. To that effect, you will write a paper that critically discusses a debate in developmental psychology. We will be discussing different developmental psychological theories and observations throughout the term, but you are not limited to the issues we discuss in class. Your paper should be concise, 3-4 double-spaced pages in length, with the following content:

1. Present a topic and explain why it is theoretically interesting and important.
2. Present a debate in the field related to this topic (see Canvas assignment page for examples).
3. Present a research study that was designed to address this debate and discuss which side the findings support and why. Or present a research study idea that would address this debate.
4. Present one counter argument the other side used (or would/could use) to address the findings.
5. Conclusion (which should include your own opinion).

The paper will be worth 28% of your overall grade**. It is due on Tuesday, September 8 at 5:00pm as an electronic copy submitted on Canvas (Vericite submission as an assignment, see Canvas for details). Late essays will be penalized one letter grade per day in fairness to students who submit their essay 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. **A short outline (1 page) is due online on Canvas Tuesday, August 25 at 5:00pm. This gives you time to develop your ideas and avoid last minute writer’s block before the final paper is due. The essay outline will be worth 7% of your overall grade.**
Extra Credit:

You can participate in Psychology Department research through the Psychology Department Human Subjects Pool for extra credit. For each credit of participation assigned to PSY 308, you can earn a 1% improvement to your final grade, for up to 2%. Also necessary for gaining the extra credit is that you hand in a 1-page (double-spaced) description of the research you participated in for each of the studies. **You will need to post your description(s) to Canvas, by Wednesday of Finals Week in order to receive your extra credit.** You can gain information by going to the HSP website at https://uopsych.sona-systems.com/. You can also gain additional information by contacting the human subjects’ coordinator by email at hscoord@uoregon.edu.

Academic honesty:

All work submitted in this course must be exclusively your own and produced exclusively for this course (no resubmissions of papers produced for prior classes allowed). 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 from 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.
**Final Grades:**

35%  Weekly Quizzes (average of your best 7 quizzes out of 8)

15%  Class participation

15%  Answering checkup questions to lessons

7%   Critical Essay outline

28%  Critical Essay

If your total percentage is:

- 93-100%, your grade will be an A
- 85-92%, your grade will be a B
- 77-84%, your grade will be a C
- 69-76%, your grade will be a D
- < 69%, your grade will be an F
- For those taking the class pass/fail your grade must be ≥ 77% to receive a P

Within each letter grade, a plus will be assigned to scores within roughly the top 1% and a minus will be assigned to scores within roughly the bottom 1% (only those who score 99% or above will receive an A+). We may choose to curve grades upwards at the end of the quarter if necessary.

**Accommodations:**

You are strongly encouraged to contact the Accessible Education Center (541-346-1155) if you have a condition that creates difficulty for you as a student.

If one of the following applies to you, please contact the AEC as soon as possible to make adjustments:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- 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.
SCHEDULE OF LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: This outline is tentative, and there may be changes during the quarter. If any updates are made, we will announce them on Canvas. Please refer to course Modules section on Canvas for links to recorded lectures and discussion topics.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC AND READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-A</td>
<td>07/21/20</td>
<td>Course Overview and Introduction to Theories and the Study of Development (A+N)</td>
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<tr>
<td></td>
<td></td>
<td>Keil Ch. 1 (read pp. 3-31)</td>
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<td>Note: Quiz for Week 1 will also cover Syllabus and Assignment Instructions</td>
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<tr>
<td>Week 1-B</td>
<td>07/23/20</td>
<td>Biology of Development (A)</td>
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<td>Keil Ch. 2 (read pp. 34-48 [introduction through preterm birth], pp. 51 [visiting nurses box], &amp; pp. 53-70 [adverse influences through behavioral genetics])</td>
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<tr>
<td>Week 2-A</td>
<td>07/28/20</td>
<td>Development of Attachment (N)</td>
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<td>Keil Ch. 6</td>
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<tr>
<td>Week 2-B</td>
<td>07/30/20</td>
<td>Development of Temperament, Personality, and Emotion (A)</td>
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<td>Keil Ch. 7</td>
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<td>Week 3-A</td>
<td>08/04/20</td>
<td>Perceptual and Motor Development (N)</td>
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<td>Keil Ch. 3 (read pp. 77-86 [intro through color perception], pp. 90-91 [depth cues: the visual cliff], &amp; pp. 95-111 [face perception, hearing, taste and smell])</td>
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</tbody>
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Keil Ch. 4 (read pp. 116-137 [intro through accelerating motor development box])

Week 3-B 08/06/20 Developing an Understanding of the Physical World and Piaget I (N)
Keil Ch. 5 (read pp. 146-175 [intro through categorization, skip eye-tracking box])

Week 4-A 08/11/20 Early Social Development (N)
Keil Ch. 5 (read pp. 175-183 [distinguishing physical and social world, skip first 3 years box])

Week 4-B 08/13/20 Developing an Understanding of Self and Others (A)
Keil Ch. 13

Week 5-A 08/18/20 Development in Context I: Families (A)
Keil Ch. 14

Development in Context II: Peer Relationships (A)
Keil Ch. 15 (read pp. 544-559)

Week 5-B 08/20/20 Development in Context III: Media and Culture (A)
Keil Ch. 15 (read pp. 559-581)

Week 6-A 08/25/20 Moral Development (N)
Keil Ch. 12

Week 6-B 08/27/20 Language Development (N)
Keil Ch. 8 (pp. 261-299 [skip language gene box on p. 287])
Week 7-A 09/01/20  Development of Knowledge, Piaget II, and Vygotsky (N)
   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])

Week 7-B 09/03/20  Cognitive Development and Schooling (N)
   Keil Ch. 10 (read pp. 344-363 [intro through attention],
   pp. 370-380 [metacognition, reading, math, symbolic representations]);
   Keil Ch. 11 (pp. 409-417 [schooling])

Week 8-A 09/08/20  Developmental Psychopathology (A)
   Keil Ch. 16

Week 8-B 09/10/20  Lifespan Development (A)
   Keil Ch. 17