

PSYC 320 – Developmental Psychology

T,Th 3:30 – 4:45 pm

Lecture Center D5

Instructor:	Kate Zinsser, Ph.D.	Office:	1050D BSB
Phone:	312.996.5494	Office Hours:	Thursdays 10:00-11:00 am
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T.A.:	Claire Chistensen, M.A.	Office:	1073 BSB
Email:	cchris25@uic.edu	Office Hours:	Tuesdays 2:00-3:00pm

Course Description:

This course is designed to provide students with a survey of theory and research on broad aspects of human development including physical, cognitive, and social emotional development across the lifespan through a mixture of lecture, discussion, and multimedia presentations. Furthermore, students will learn about methodological approaches to the study of human development.

Readings:

Papalia, D. E., & Feldman, R. D. (2012). *Experience Human Development* (12th ed.). New York: McGraw-Hill.

Additional readings are listed below and available on Black Board

Lectures:

While the readings will be selected primarily to support discussion and integration of course material, class lectures will provide students with the foundational content of the course. Limited lecture notes will be posted on black board following class meetings but should not be relied upon to replace physical attendance. Students will be responsible for all material presented in lecture and through class discussions. If you know you will have to miss a day of class, be sure to connect with a classmate for detailed class notes.

Attendance (5%)

As was stated above, physical attendance is the best possible way to ensure that you have received the information necessary to do well on class assignments and exams. Therefore attendance and participation will be periodically assessed throughout the semester to encourage your engagement. Unless you contact Claire prior to the start of class, failure to attend class will result in loss of credit and cannot be made up.

Discovering & Disseminating Developmental Psychology (DDDP) Contribution (15%)

On 8 occasions during the semester we will read and discuss empirical or academic articles outside of the text. These articles have been selected to focus on topical areas of interest in developmental psychology. On each such discussion day, a group of students will serve as our resident experts on the assigned reading. In addition to moderating short small group discussions in class, these students will be asked to share with us a current and interesting resource they've discovered that is relevant to topic of the day and write a brief explanation of the resource and its association to the discussion topic/reading. Such resources may include podcasts, videos, blog entries, new reports etc. Additional information about this assignment can be found on Black Board. Students will select their DDDP date by joining "groups" on Black Board and submit their contributions via the google form embedded in Black Board.

In Class Observational Methodology Activity (October 8th; 10%)

On October 8th, students will be asked to participate in an in class exercise surrounding the research methodology of observing young children's behavior. Participation will involve watching videos in class

and completing observational records as well as participating in an in class discussion of the methodology. *If you know that you will not be attending class on October 8th, you must contact Claire and make arrangements to attend an alternate session. Make up observational assignments must be completed by October 15th.*

Naturalistic Observations (30%)

Over the course of the semester, students will complete two (2 of 4 possible) naturalistic observations. Students will observe individuals or groups of subjects of the specified age range in their natural environment (e.g. park, coffee shop, shopping center, on the train). Each observational session should last at least 30 minutes (although you can observe multiple subjects over the time period). Make note of who the subject interacts with, what types of behaviors are displayed, what type of interaction are observed (positive/negative; independent/dependent; etc.), and any other interesting observations. Upon completing the observation, students will write a 2-3 page reflection paper describing the subject(s) observed and tying in at least one theoretical perspective discussed in class. It may help you to organize your paper in the realms of development discussed (physical, cognitive, social emotion, etc.). Observation papers must be turned in via SafeAssign on Black Board by the start of class on the day due (3:30pm). Late assignments will not be accepted through BB and will not receive full credit. See the rubric on Black Board for more information.

Students will be select 2 developmental periods to observe by joining appropriate “groups” on Black Board. You may complete the observation any time before the due date.

Observation 1 (Infancy – approximately 0-3 year olds) due 9/16/13

Observation 2 (Early to Middle childhood 4-10 year olds) due 10/17/13

Observation 3 (Adolescence 12-17 year olds) due 11/7/13

Observation 4 (Middle or Late Adulthood) 12/3/13

Quizzes (40%)

There will be four (4) non-cumulative quizzes throughout the course. There will be no opportunities to retake a missed quiz however, a make-up exam will be offered on the Final Exam Day (Friday December 13th at 1pm). The final is mandatory for anyone who has missed a quiz and will be cumulative. The grade earned on this will replace the 0 earned on a missed quiz. *If you do not miss any quizzes, the final exam is optional and will replace your lowest quiz grade.*

Grading: Grades will be determined using the following proportions.

- 5%** Participation & Attendance
- 15%** Discovering Developmental Psychology Contribution
- 10%** In Class Observational Methodology Activity 10/8/13
- 30%** Two Independent Naturalistic Observations (15% each)
- 40%** 4 Quizzes (10% each)

Final grades will be assigned according to the following scale:

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F < 60%
A = 93-96%	B = 83-86%	C = 73-76%	D = 63-67%	
A- = 90-92	B- = 80-82%	C- = 70-72%	D- = 60-63%	

Extra Credit Opportunity (up to 2 points extra): All students are encouraged to help build the [SETL Lab Facebook Page](#) by submitting relevant resources to share (in addition to the one for class credit). Those submissions that are appropriately relevant to the lab’s work will be posted on Facebook and the student shall receive 1 bonus point towards their total course grade per submission. You will only receive a bonus point if the submission is relevant and of high enough quality to warrant disseminating. Please note: submissions are limited to 2 per student per semester (regardless of whether the resource is posted on Facebook or not – so make them count! These extra credit resources should be submitted to Claire no later

than **November 26th**. No exceptions. For further information about the SETL lab, see <http://setl.psch.uic.edu>

Miscellaneous Information

COMMUNICATION

Please remember that your instructors are here to assist you; however, we cannot assist you if you do not communicate your need/concerns with us in a timely manner. Should any questions or issues arise throughout the semester, your first point of contact should be Claire (cchris25@uic.edu), especially if you know you will be missing a day of class or have questions regarding deadlines and due dates.

Additionally, if you have any suggestions for ways to improve this course, please use the feedback form on Black Board. Note, however, that this form should not be used for time sensitive communications (e.g. absences, scheduling additional office hours, etc.).

TECHNOLOGY

This course will rely heavily on the Black Board both for communicating announcements and for collecting assignments. It is the responsibility of every student to learn how to access Black Board and post assignments properly. Should you have any technical difficulties, please contact the Instructional Technologies Lab: blackboard@uic.edu or 312-996-9824.

ACADEMIC INTEGRITY

Students in this course are expected to behave at all times in a manner consistent with the UIC Honor System and Code (<http://www.uic.edu/depts/honorcode/code.html>). For all work, the name that appears on the paper must be the author's. If you are using someone else's work as a source, cite it. Please see details available at the website above. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to UIC procedures (<http://www.uic.edu/depts/dos/studentconduct.html>). The instructor reserves the right to use software to determine the extent to which the work is the student's. The instructor for this course reserves the right to enter a failing grade for any student found guilty of an honor code violation.

UIC EMAIL ACCOUNTS

Students must use their UIC email account to receive important University information, including messages related to this class. Professors are prohibited from communicating with you via any other email address so please ensure that messages are appropriately forwarded and that your inbox does not over fill.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center ([DRC](#)) at (312) 413-2183 (voice) or (312) 413- 0123 (TDD). I will gladly assist with arranging academic accommodations through this office.

Finally, life is stressful and we all need a little support sometimes. Students are encouraged to contact the [Counseling Center](#) (Suite 2010 Student Services Building) at (312) 996-3490 for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.

**Last day to add or make changes to 16-week course(s) via Student Self Service is September 6th.
Last day for undergraduate students to withdraw from individual courses via college office is November 1st.**

Tentative Class Schedule *

Date	Chronological Material	Topical Focus	Readings	Assignment Due	Activity
26-Aug	Review Syllabus				
28-Aug	History & Theory		Ch. 1 & 2		
3-Sep	Methods		Ch. 1 & 2		
5-Sep	Prenatal Development	Environmental Risk & Resilience	Ch3 & A	DDDP A	Discussion
10-Sep	Infancy – Physical Development		Ch. 4		
12-Sep	Infancy - Cognitive Development		Ch. 5		
17-Sep	Infancy - Social emotional Development	Temperament & Attachment	Ch. 6 & B	DDDP B	Discussion
19-Sep	<i>Watch “Babies”</i>			Observation 1	
24-Sep	QUIZ 1				
26-Sep	Early Childhood - Physical and Cognitive Development		Ch. 7		
1-Oct	Early Childhood – Social Emotional Development		Ch. 8		
3-Oct	Early Childhood – Social Emotional Development continued	Development in Context	C	DDDP C	Discussion
8-Oct	IN CLASS OBSERVATION ACTIVITY				
10-Oct	Middle Childhood - Physical and Cognitive Development		Ch. 9		
15-Oct	Middle Childhood - Social Emotional Development	Executive Function	Ch. 10 & D	DDDP D	Discussion
17-Oct	<i>Watch “Planet 12”</i>			Observation 2	
22-Oct	QUIZ 2				
24-Oct	Adolescence – Physical & Cognitive Development		Ch. 11		
29-Oct	Adolescence – Social Emotional	Sexuality	Ch. 12 & E	DDDP E	Discussion
31-Oct	Adolescence Continued				
5-Nov	Emerging Adulthood		Ch. 13 & 14		
7-Nov	Early Adulthood	Personality	Ch. 13 & 14 & F	DDDP F & Observation 3	Discussion
12-Nov	QUIZ 3				

14-Nov	Middle Adulthood		Ch. 15		
19-Nov	Middle Adulthood		Ch. 15		
21-Nov	Later Life	Stress and Mindfulness	Ch. 16 & G	DDDP G	Discussion
26-Nov	Later Life		Ch. 17 & 18	Extra Credit Due	
28-Nov	THANKSGIVING - NO CLASS				
3-Dec	End of Life & Review	Morality & Religion	Ch. 19 & H	DDDP H & Observation 4	Discussion
5-Dec	QUIZ 4				
13-Dec	OPTIONAL FINAL EXAM PERIOD 1-3pm				

*This Schedule is subject to change at the instructor's discretion. The most up-to-date syllabus will always be available on Black Board.

DDDP Readings

(PDFs available on Black Board)

- A. Chen, E. (2012). Protective Factors for Health Among Low-Socioeconomic-Status Individuals. *Current Directions in Psychological Science*, 21(3), 189–193. doi:10.1177/0963721412438710
- B. Leppänen, J. M., & Nelson, C. A. (2012). Early Development of Fear Processing. *Current Directions in Psychological Science*, 21(3), 200–204. doi:10.1177/0963721411435841
- C. Bailey, C. S., Zinsser, K. M., Curby, T. W., Denham, S. A., & Bassett, H. H. (2013). Consistently Emotionally Supportive Preschool Teachers and Children's Social-emotional Learning in the Classroom: Implications for Center Directors and Teachers. *NHSA Dialog*, 16(2). Retrieved from <https://journals.uncc.edu/dialog/article/view/104>
- D. Diamond, A., & Lee, K. (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*, 333(6045), 959–964. doi:10.1126/science.1204529
- E. Hallfors, D. D., Waller, M. W., Bauer, D., Ford, C. A., & Halpern, C. T. (2005). Which Comes First in Adolescence—Sex and Drugs or Depression? *American Journal of Preventive Medicine*, 29(3), 163–170. doi:10.1016/j.amepre.2005.06.002
- F. Jackson, J. J., Thoemmes, F., Jonkman, K., Lüdtkke, O., & Trautwein, U. (2012). Military Training and Personality Trait Development Does the Military Make the Man, or Does the Man Make the Military? *Psychological Science*, 23(3), 270–277. doi:10.1177/0956797611423545
- G. Graham, A. M., Fisher, P. A., & Pfeifer, J. H. (2013). What Sleeping Babies Hear A Functional MRI Study of Interparental Conflict and Infants' Emotion Processing. *Psychological Science*, 24(5), 782–789. doi:10.1177/0956797612458803
- H. Daaleman TP, & VandeCreek L. (2000). Placing religion and spirituality in end-of-life care. *JAMA*, 284(19), 2514–2517. doi:10.1001/jama.284.19.2514