

**PSYC 320 – Developmental Psychology**

T,Th 2:00 - 3:15pm

Lecture Center F3

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**Course Description**

Welcome to PSCH 320 – Developmental Psychology. This course is designed to provide you with an overview of the theory and research on broad aspects of developmental psychology across the lifespan. We'll try to answer questions such as: why are children so obsessed with TV? How do we develop gender identities? Why is it so hard to study adolescents' sexual behavior?

As this is a 300 level course, students should expect to be challenged to think critically about developmental science and argue persuasively about relevant public policy issues. We will use a mixture of in class debates, activities, discussions, empirical and theoretical readings, multimedia presentations, and lectures to explore relevant topics. The success of this course depends on students' engagement and effort. Students will be expected to prepare for class by reading closely and reflecting on all course materials and should come to each class session ready to participate fully.

**Required Readings**

Guest, A. (2012). *Taking Sides: Clashing Views in Life-Span Development* 4th Edition. Boston: McGraw-Hill. (TS)

Brooks, D. (2012). *The Social Animal*. Random House Digital, Inc.. (SA)

Additional readings will be posted on Black Board (BB) (see schedule below)

**Optional Text**

Keil, F. (2013). *Developmental Psychology: The Growth of Mind and Behavior*. W.W. Norton & Company. ISBN 0393124010.

**Course Requirements**

- 1) **In-Class Debates (20%)** - 14 Debate topics will be chosen from "Taking Sides" book. Students will each sign up for 1 debate date and will choose a side for that debate (YES/NO). On the specified Thursday, the students will put on a live debate. Each side will have the opportunity to summarize their arguments and plead their case to the class. See the assignment description on BB for additional information.
  - a. **Extra Credit Debate Paper (up to 5%)** – Group work is challenging but it is an important skill to develop as nearly all careers necessitate collaboration. However, I also know that it can be hard to handle being graded on the efforts of others.

Therefore, I offer you the opportunity to demonstrate your unique point of view on these debate topics by completing an extra credit 3 page paper in which you will 1) Summarize the controversial issue briefly (1-2 paragraphs); 2) support one side of the debate with the use of outside sources from the literature (this does not have to be the side you originally argued for in class), and 3) expand on the class debate in some significant way by either incorporating a new relevant scholarly resource or crafting an additional rebuttal to one side's argument that was not previously made in class. *If you decide to do this debate paper, it must be turned in via email within 2 weeks of your debate. This is the **only** extra credit opportunity that will be offered in this course.*

- 2) **Participation (18%)** – This is a reading and participation heavy class and you will be provided with many opportunities to demonstrate your engagement with the material of this course.
  - a. **Debate Questions (6%)** – Each student will help the debate teams prepare for the in class debates by posting debate questions (DQs) for at least six (6) of the 14 class debates. To make sure that there are sufficient questions for each debate topic, students will be required to post 1 DQ in Unit 1, 2 DQs in Unit 2, and 3 DQs in Unit 3. These questions need to be thought provoking and challenging to answer and grounded in a thorough reading of the *TS* prompts and other course material. Students will receive 1 point towards their final grade for each post.
  - b. **Reading Reflections and Discussion (6%)** – At least once during each unit (3 times during semester), students will post to the discussion board for class reading discussions. In these posts students should reflect or expand on a reading or draw comparisons across readings, pose questions, suggest new implications or research, etc. Additionally once during each unit, students will react to or expand on another student's post in the discussion forum (3 times during semester). Students will receive 1 point towards their final grade for each post and reply.
  - c. **In Class Debate Participation (6%)** – In class following each debate students will be prompted to evaluate the two teams' performance. This will be accomplished either online via a link provided in class (on your phone/computer) or via a paper form for students who cannot connect to the internet in class. The rubric is available on Blackboard and will be displayed overhead in class during evaluations. These ratings can only be completed during class time and cannot be made up after the fact. Students will receive ½ point towards their final grade for each in class rating they complete. Two absences will be permitted so grades will be based on attendance at 12 of the 14 debates.
- 3) **Exams (42%)** – 3 exams will assess students' mastery of topics covered in lecture and readings. These exams will be conducted online via Blackboard and will thus be open book/open note exams. They will include a mix of short answer, multiple choice, and applied knowledge questions. The last of the three exams will close at the end of the assigned Final Exam period.
- 4) **Paper (20%)** – In *The Social Animal*, David Brooks has outlined the developmental realities experienced by the “average” American citizen. In many ways the lives of

Harold and Erica may resemble aspects of our own, but in many ways our developmental experiences have been quite different. In this writing assignment you will identify how your developmental experiences have been different from that of either Harold or Erica and explore the associated variations in developmental trajectories.

This assignment is broken down into three phases. First you will reflect on your reading of the novel and complete at least reflective 3 blog entries on BB (**5%**). Second, you will pull together your reading reflections and complete the Outline Assignment, turning in a clear and well organized outline of the final paper following the instructions on BB (**5%**). Third, you will write a final paper following the feedback on the outline (**10%**). Full details regarding this assignment can be found on BB and will be covered in class.

### **Late Work Policy**

It is the student's responsibility to complete all assignments on time. Late assignments will not be accepted through BB. Instead they must be emailed directly to Claire. Late assignments will only be eligible for 80% of full credit and additional points may be deducted for assignments more than 1 day late. It is recommended that students do not wait until the very last minute to submit materials online. If technological issues arise, you will still be held to the 20% penalty for late work.

### **Miscellaneous Information**

#### COMMUNICATION

Please remember that I am here to assist you; however, I cannot assist you if you do not communicate your need/concerns with me and/or Claire in a timely manner. Should any questions or issues arise throughout the semester, your first point of contact should be Claire ([cchris25@uic.edu](mailto: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 BB. Note, however, that this form should not be used for time sensitive communications (e.g. absences, scheduling additional office hours, etc.). You are also very much encouraged to come visit my office during office hours or at other times by appointment as I would like to get to know each of you!

#### TECHNOLOGY

This course will rely heavily on the BB both for communicating announcements and for collecting assignments. It is the responsibility of every student to learn how to access BB and post assignments properly. Should you have any technical difficulties, please contact the Instructional Technologies Lab: [blackboard@uic.edu](mailto: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.

#### 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.

	Date	Lecture #	Lecture Topic	Debate # and Topic	Deadlines/Exams	Reading
UNIT ONE	13-Jan	1	Intros to PSCH 320			Review the Syllabus
	15-Jan	2	Perspectives			Ch. 1 Keil (2013)
	21-Jan	3	Genes vs. Environment			Pike (2004)
UNIT TWO	23-Jan	4	Methods	<i>Deadline to Sign up for Teams</i>	<i>SA Reading check 1</i>	Arguing to learn (Andriessen, 2002)
	28-Jan	5	Temperament			Sanson, Hemphil, & Smart (2004)
	30-Jan			1. Culture Vs. Genetics		TS1
	4-Feb	6	Attachment		<i>SA Reading Check 2</i>	Encyclopedia of Early Childhood - Attachment
	6-Feb			2. Peers vs. parents	<b>Exam 1 Open</b>	TS2
UNIT TWO	11-Feb	7	Cognitive Dev.		<b>Exam 1 Close</b>	Children's Thinking Chapter 2 - Piaget
	13-Feb			5. Breastfeeding		TS5
	18-Feb	8	Cog & language Dev.			Children's Thinking Chapter 4 - Vygotsky
	20-Feb			6. Infant Media	<i>SA Reading Check 3</i>	TS6
	25-Feb	9	Emotional Dev			Saarni (2011), Zinsser, et al (2014)
UNIT THREE	27-Feb			7. Gender and learning		TS7
	4-Mar	10	Culture		<b>Outline Due</b>	Harkness (2004)
	6-Mar			9. Violent Games		TS9
	11-Mar	11	Family			Graham et al (2013)
	13-Mar			10. Structured activities for Teens	<b>EXAM 2 Open</b>	TS10
	18-Mar	12	Friends		<b>Exam 2 Close</b>	Berndt (2002), Manago et al., (2012)
	20-Mar			11. Risk Taking		TS11
	25-Mar			<i>Spring</i>		<i>Break</i>
	27-Mar					
UNIT THREE	1-Apr	13	School			Roeser et al, (2000)
	3-Apr			12. Emerging Adulthood		TS12
	8-Apr	14	Morality & Community		<b>Final Paper Due</b>	Wainryb, C. (2006).
	10-Apr			13. Narcissism Epidemic		TS 13
	15-Apr	15	Risk and Resilience			Belskey & Pluess (2009)
	17-Apr			15. Value of Marriage		TS15
	22-Apr	16	Well-being and aging			Kahlbaugh et al. (2011)
	24-Apr			16. Parenthood Well Being		TS16
	29-Apr			17. Civic Engagement		TS17
	1-May			19. Cure Old Age		TS19
	<b>May 5-9</b>			<b>EXAM 3</b>		