**PSCH 320 – Developmental Psychology**

T, Th 3:30 – 4:45 pm

Lecture Center D1

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Instructor:        Kate Zinsser, Ph.D.        Office:        1050D BSB
Phone:            312.996.5494            Office Hours:    Thurs 9:15-10:45am†

Email:            kzinsser@uic.edu\*

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T.A.: Callie Silver     Office: BSB 1080

Email: hsilve2@uic.edu Office Hours: Tues 2-3pm

Grading T.A.: Vinoad Nair Das, M.A.       Office: BSB 1051

Email: vnaird2@uic.edu Office Hours:    by appt. only

**Course Description:**

This course is designed to provide you with an overview of the 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, hands on activities, and multimedia presentations. In this class you will learn about why children are so obsessed with TV, how we develop gender identities, why it’s so hard to study adolescents’ sexual behavior, and how can we minimize the negative effects of divorce on children. In addition, you will learn to observe and measure development across the lifespan and think critically about how developmental science informs the world around us.

**Readings:**

This is a 3-credit 300-level course designed for upper level students. Therefore students should expect to spend 3-4 hours each week reading and preparing for class. Readings will vary week to week, but students should anticipate completing 10-30 pages of reading before each class meeting. Periodic online reading quizzes (described below) will be used to ensure that students are keeping up with the reading. In class and across assignments, students will be expected to synthesize and integrate course materials in a manner fitting with an advanced college student. Learning to read and understand scientific texts is an important skill. I do not, however, believe it is necessary for you to spend hundreds of dollars on text books to learn at this advanced level. Instead, I have created a reading list that is 100% free and all readings will be provided to you through Blackboard.

**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. Additionally, Course Capture videos of each class meeting will be available to supplement your learning (not replace physical attendance). Students will be responsible for all material presented in lecture, through class discussions and activities, and in assigned readings. If you know you will have to miss a day of class, be sure to connect with a classmate for detailed class notes.

**Communication & Making Appointments:** Your instructional team is here to support your learning but we can only help you if we are well informed of your needs. You are encouraged to contact us early and often. Do not wait until the last minute to seek advice, assistance, or feedback. We will all do our best to respond to you in a timely manner, but please be realistic about your expectations (i.e., allow 24-48 hours). Below are some guidelines about whom to contact when.

Contact **Callie** for questions/concerns regarding most aspects of the class including: assignments, exams, upcoming absences, deadlines, extra credit, and course logistics, etc.

Contact **Vinoad** for questions/concerns regarding grading or to make an appointment to go over papers and exams.

Make an appointment to meet with **Dr. Zinsser** if you have questions about the content of the course (or life in general). Dr. Zinsser is very eager to get to know you all but her availability outside of office hours will be limited. Appointments can be made at through [this google scheduler](https://calendar.google.com/calendar/selfsched?sstoken=UUpoYk13LWZpZ1BkfGRlZmF1bHR8NWJiNGI4NmZiZWMzN2ZkNGZlYTk3ZTVhNTMxN2QzYjk). If you’re ever in BSB and her office door is open, feel free to just stop by and say hi though!

**ASSIGNMENTS**

**Participation &** **Attendance (10%)**
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 will be periodically assessed throughout the semester via sign in sheets and/or exit ticket activities. Every student is allowed 2 unexcused absences during the semester. Once you have exhausted these absences, no additional lenience will be given unless a student has done due diligence to communicate an extenuating circumstance with **Callie** well in advance.

**Reading Quizzes (10%)**

Almost every week students will complete a short Blackboard reading quiz by 3:30 pm most Thursdays (see schedule below). These quizzes will consist of four questions, each worth 0.25 points of your final grade. There are twelve reading quizzes in all and students’ 10 highest scores will be counted towards their final grade. Therefore, you can either skip two quizzes or drop your two lowest quiz scores. The quizzes are on Blackboard and are technically open book; however, the quizzes will be timed and you will have less than 10 minutes to complete each quiz so completing the readings ahead of time will be necessary to pass. ***There will be no opportunity to make up missed quizzes***. Days of reading quizzes are noted in the schedule below.

**Naturalistic Observations** **(3 papers, 12% each, 36% total)** Students will complete three Observations and write corresponding reflection papers (3-4 pages in length) following the instructions provided at the end of the syllabus (APA style -12pt font, 1 inch margins, cover page and references do not count towards page count). Observation papers must be turned in via SafeAssign on Black Board ***before class*** on the corresponding day but you may conduct the observation at any time prior to that.

**Observation 1** (Infants and Toddlers– birth-3 year olds) due 3:30 pm **2/16/17**

**Observation 2** (Early to Middle childhood 4-10 year olds) due 3:30 pm **3/9/17**
**Observation 3** (Adolescence 12-18 year olds) due 3:30 pm **4/11/17**

*\*\*\*All late assignments will be subject to an automatic 10% penalty (so a paper that originally would have earned a 90% will only earn 80%). Additional points may be deducted for assignments more than one day late.* ***Late work will not be accepted after April 20th****\*\*\**

**Leading Small Group Discussions (8% total, lead twice, 4% each).** Students will be placed into 5 person discussion groups during the 4th class meeting and will remain in those groups for the entire semester. Each member of the discussion group will lead discussion twice. Discussion leaders will be expected to thoroughly read the assigned article and come to class prepared to engage their group members in discussion. To facilitate your preparation for discussion, leaders will prepare a brief list of four themes/issues/questions across the readings that strike you as interesting.

Example starting places for your questions may include:

* Are there parts of an argument in a reading that especially appeal to you? Are highly relevant to you personally? Or with which you disagree?
* How can the information be used to support healthy development?
* For empirical studies: Are the measures and design appropriate for the questions being studied? Are the conclusions justified?

When you lead discussion, you will hand in your **typed** discussion questions (including your full name, UIN, and your discussion group number) at the end of the class period. Hand written submissions will not be accepted. Given that these questions are intended to support class discussion, late questions will not be accepted.

Missed discussion days cannot be made up. If a conflict arises on your chosen discussion day, contact Callie ahead of time and every effort will be made to reschedule you. **Failure to attend class on your assigned discussion day and/or submit discussion questions will result in all or partial point forfeiture.**

**Blackboard Exams (3 Exams, 12% each, 36% total).** There will be 3 non-cumulative open note exams throughout the course administered via Blackboard.

* **Exam 1** 5pm on Tuesday 2/7/2017 to Noon on Friday 2/10/2017
* **Exam 2** 5pm on Tuesday 3/14/2017 to Noon on Friday 3/17/2017
* **Exam 3** 5pm on Thursday 4/27/2017 to Noon on Sunday 4/30/2017

There will be no opportunities to retake a missed exam, however student’s missing an exam may make it up by taking the final exam (May 1st-5th, Deadline TBD). The final is mandatory for anyone who has missed an exam and will be cumulative. The grade earned on this will replace the 0 earned on a missed exam.

*\*\*\*If you do not miss any exams, the final exam is optional and will replace your lowest exam grade*\*\*\*

**Grading:** Grades will be determined using the following proportions.

|  |  |
| --- | --- |
| **10%** | Participation & Attendance (14, miss 2) |
| **10%** | Reading Quizzes (12, miss 2) |
| **8%** | Leading Class Discussions (2x) |
| **36%** | Blackboard Exams (3, optional final) |
| **36%** | Naturalistic Observations (3) |
| **100%** |  |

Final grades will be assigned according to the following scale. Grades will **not** be rounded:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A = 89.9-100% | B = 79.9-89.8% | C = 69.9-79.8% | D = 59.9-69.8% | F < 59.9% |

**Extra Credit Opportunity (up to 3% extra):**

On January 26th at 3:00pm, developmental psychologist **Rob Jagers, Ph.D.** will be giving a lecture on campus entitled: *Civic Development among Black Youth: Advancing an Integrity-based Research Agenda*. Students are strongly encouraged to attend (even if it means you need to arrive late from another class).

In addition to attendance credit, students will have the opportunity to use what they learn from this lecture for extra credit by writing a 3 page reflection paper in APA style (12pt font, 1 inch margins, cover page and references do not count towards page count). Papers should include a short summary of the content shared by Dr. Jagers, detailed/specific examples provided by the speaker, reflection on aspects/content that interested or surprised you, an evaluation of the significance of the topic explored, and a reflection on lingering questions or future directions you foresee. Students should take detailed notes during the lecture to ensure they are prepared to complete the assignment should they decide the extra credit will be necessary.

Extra Credit Reflection Papers will not be accepted after **Noon on March 31st.**

**\*\*\*This is the only extra credit available in this course. \*\*\***

**MISCELLANEOUS INFORMATION**

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](http://www.uic.edu/depts/oaa/disability_resources/index.html)) 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](http://www.uic.edu/depts/counseling/) (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 January 20th.**

**Last day for undergraduate students to withdraw from individual courses via college office is March 17th.**

**Course Readings**

Below are the APA style citations for every reading this semester alphabetized by Unit. All readings are available on blackboard. Note: Some classes have more than 1 reading due.

**UNIT 1 READING CITATIONS**

Christakis, D. A. (2009). The effects of infant media usage: what do we know and what should we learn? *Acta Paediatrica*, *98*(1), 8–16. doi:10.1111/j.1651-2227.2008.01027.x

Leppanen, J. M., & Nelson, C. A. (2012). Early Development of Fear Processing. *Current Directions in Psychological Science*, *21*(3), 200–204. doi:10.1177/0963721411435841

Fraley, R.C. (2014) *Attachment through the life course* In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.

Siegler, R. (2014) *Cognitive Development in Childhood*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.

Sturm, L. (2004). Temperament in Early Childhood: A Primer for the Perplexed. *Zero to Three* (J), 24(4), 4–11.

Syllabus(No, seriously – read the syllabus. *It may be on the reading quiz*).

Tremblay RE, Boivin M, Peters RDeV, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Child Development; 2011:i-iv. Available at: http://www.child-encyclopedia.com/pages/PDF/synthesis-FASD.pdf.

**UNIT 2 READING CITATIONS**

Brackett., M. (2014) Emotional Intelligence. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Brown, C.S. & Jewell, J.A. (2014) Gender. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Brussoni, M., Olsen, L. L., Pike, I., & Sleet, D. A. (2012). Risky play and children’s safety: Balancing priorities for optimal child development. *International Journal of Environmental Research and Public Health*, *9*(9), 3134-3148.

Bushman, B. (2014) *Aggression and Violence*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Diener, R.B. (2014) *Intelligence*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Eliot, L. (2010). The Myth of PINK & BLUE Brains. *Educational Leadership*, 68(3), 32–36.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. American Educator, 27(1), 4–9.

Malle, B. (2014) *Theory of Mind*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Milich, R., & Walters, R. (2014) *ADHD and Behavior Disorders in Children*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.

Murray, M. E. (2007). Moral development and moral education: An overview. *Department of Psychology, University of Illinois at Chicago. Retrieved on January*, *25*, 2007.

Pelphrey (2014). *Autism and the Social Brain.* In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers.

Phillips, D. A., & Shonkoff, J. P. (Eds.). (2000). *Chapter 3: The Challenge of Studying Culture*. From Neurons to Neighborhoods: The Science of Early Childhood Development. National Academies Press.

Thompson, R. (2014) *Social and Personality Development in Childhood.* In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

**UNIT 3 READING CITATIONS**

Arnett, J.J (2014) *Emerging Adulthood*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Brannan, D., & Mohr, C.D. (2014) *Love, Friendship, and Social Support*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Diener, M. (2014) *The Developing Parent*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Friedman, R. A. (2014, June 28). Why Teenagers Act Crazy. *The New York Times*. Retrieved from <http://www.nytimes.com/2014/06/29/opinion/sunday/why-teenagers-act-crazy.html>

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

Hoffman, J. (2014, June 24). Cool at 13, Adrift at 23. *New York Times*, p. 4. Retrieved from <http://well.blogs.nytimes.com/2014/06/23/cool-at-13-adrift-at-23/>

Hooker, E. & Pressman, S. (2014) *The Healthy Life*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Jackson, J. J., Thoemmes, F., Jonkmann, K., Lüdtke, 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.

Lansford, J. (2014) *Adolescent Development*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

Queen, T. & Smith, J. (2014) *Aging*. In R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: [nobaproject.com](file:///C%3A%5CUsers%5CKate%5CDropbox%5CWork%5CUIC%5CTeaching%5CPast%20Semesters%5C320%20Spring%202015%5Cnobaproject.com)

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| **Tentative Class Schedule** \* |
| **Meeting**  | **Day** | **Date** | **Lecture Topic** | **Reading** | **Readings Quiz** | **Assignment Due** | Discussion |
| **1** | **T** | **10-Jan** | Review Syllabus |  |  |  |  |
| **2** | **Th** | **12-Jan** | Defining Development | Seigler (2014) Cognitive Dev |  |  |  |
| **3** | **T** | **17-Jan** | Theories of Development |  |  |  |  |
| **4** | **Th** | **19-Jan** | Prenatal Development | Prenatal Synthesis Packet | RQ1 | Discussion Groups Announced |  |
| **5** | **T** | **24-Jan** | Infancy – Physical Development | Christakis (2009) Infant media usage |  |  | 1 |
| **6** | **Th** | **26-Jan** | **ROB JAGERS LECTURE** 3:00 to 4:30 in the Cardinal Room 329 of Student Center East.  | Philips & Shonkoff (2000) Culture | RQ2 |  |  |
| **7** | **T** | **31-Jan** | Infancy - Cognitive Development | Leppanen & Nelson (2012) Fear Processing |  |  | 2 |
| **8** | **Th** | **2-Feb** | Infancy | Fraley (2014) Attachment; | RQ3 |  |  |
| **9** | **T** | **7-Feb** | Infancy - Social emotional Development | Sturm (2004) Temperament |  | **Exam 1 Opens** | 3 |
| **10** | **Th** | **9-Feb** | Early Childhood - Physical & Cognitive Development | Language; Hart & Risley (2003). | RQ4 |  |  |
| **11** | **T** | **14-Feb** | Early Childhood – Social Emotional Development | Brackett (2014) |  |  | 4 |
| **12** | **Th** | **16-Feb** | Early Childhood – Social Emotional Development | Thompson (2014) | RQ5 | **Observation 1 Due** |  |
| **13** | **T** | **21-Feb** | **In Class Activity –** Observing Behavior |  |  |  |  |
| **14** | **Th** | **23-Feb** | Middle Childhood - Physical & Cognitive Development | Malle (2014) Theory of Mind | RQ6 |  |  |
| **15** | **T** | **28-Feb** | Middle Childhood - Physical & Cognitive Development | Eloit (2010) The Myth of Pink and Blue Brains; AND Brown & Jewell (2014) Gender |  |  | 5 |
| **16** | **Th** | **2-Mar** | Middle Childhood | Murray (2007) Morality; Diener (2014) Intelligence | RQ7 |  |  |
| **17** | **T** | **7-Mar** | Middle Childhood - Social Emotional Development | Bushman (2014) Aggression |  |  | 6 |
| **18** | **Th** | **9-Mar** | Middle Childhood - Social Emotional Development | Milich & Walters (2014) Behavior Disorders AND Pelphrey (2014) Autism | RQ8 | **Observation 2 Due** |  |
| **19** | **T** | **14-Mar** | **In Class Activity** - Playgrounds | Brussoni et al., (2012) Risky Play and Safety |  | **Exam 2 Opens** |  |
| **20** | **Th** | **16-Mar** | **Watch “Planet 12”** |  |  |  |  |
|  |  | **21-Mar** | Spring Break |  |  |  |  |
|  |  | **23-Mar** | Spring Break |  |  |  |  |
| **21** | **T** | **28-Mar** | Adolescence – Physical & Cognitive Development | Lansford (2014) Adolescent Development; Friedman (2014) |  |  | 7 |
| **22** | **Th** | **30-Mar** | Adolescence – Social Emotional Development | Brannan, D & Mohr (2014) Social Support | RQ9 |  |  |
| **23** | **T** | **4-Apr** | Adolescence Continued | Hoffman (2014); Hallfors (2005) |  |  | 8 |
| **24** | **Th** | **6-Apr** | **In Class Activity TBD** | TBD | RQ10 |  |  |
| **25** | **T** | **11-Apr** | Emerging Adulthood | Arnett (2014) |  | **Observation 3 due** |  |
| **26** | **Th** | **13-Apr** | Early Adulthood | Bianchi (2014) Entering Adulthood | RQ11 |  |  |
| **27** | **T** | **18-Apr** | Middle Adulthood | Diener, M. (2014) |  |  | 9 |
| **28** | **Th** | **20-Apr** | Middle Adulthood | Hooker & Pressman (2014) Healthy Life |  |  |  |
| **29** | **T** | **25-Apr** | Later Life | Queen & Smith (2014) *Aging* | RQ12 |  | 10 |
| **30** | **Th** | **27-Apr** | Course Summary and Review | Course Evaluation |  | **Exam 3 Opens** |  |

**The optional final exam for this class will occur during the week of May 1st , exact schedule TBD**