

PSYCHOLOGY 308

DEVELOPMENTAL PSYCHOLOGY – SPRING 2023

CLASS & INSTRUCTOR INFORMATION

TUESDAY & THURSDAY from 10:00AM-11:20AM

In-person class location: Lawrence 177

Dr. Mariah Kornbluh

pronouns: she/her/hers

mkornbl2@uoregon.edu

Office Hours: **TUESDAY** and **THURSDAY** from **1:00-2:00PM** in **Straub 333**, or by appointment

You must sign up for office hours in advance through Canvas. A Zoom option is available

Netanel (Nate) Weinstein, Graduate Employee

netanelw@uoregon.edu

Office Hours: **TUESDAY** and **THURSDAY** from **12:00-1:00 PM** in **Straub 365**, or by appointment

Mallory Pennington, Graduate Employee

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Office Hours: By Appointment

COURSE DESCRIPTION

Welcome! This course offers an introduction, and overview to developmental psychology across the human lifespan. In this course, we will explore many aspects of development including theories, methods, debated topics, and notable milestones.

Some key frameworks that inform our understandings of developmental change include, but are not limited to:

- 1) that there is an interaction between biology and environment,
- 2) individuals are active agents in shaping their own development,
- 3) there are different cultures, contexts, and processes of development,
- 4) the historical origins of such research have implications for current scientific understanding as well as gaps.

Timely, rigorous, and vetted scientific research informs our class content. We will also explore how developmental findings can be used by parents, community members, educators, and institutions to promote and advocate human thriving for all.

General education group-satisfying Social Science elements of this course: It is important to note that this is a liberal arts course and not a pre-professional course. Together, we will explore a range of developmental theories and methods. As such, we will be emphasizing **breadth** of the field rather than an in-depth mastery surrounding one single area. You can expect to review diverse and at times competing theories, as well as gain an understanding of an array of scientific methods. Students are encouraged to pull from an array of diverse theories, methods, and views on human development as they form their own ideas surrounding the subject matter.

ACADEMIC DISRUPTION

In the event of a campus wide emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

CLASS COMMUNICATION

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.

I hold office hours each week on TUESDAYS and THURSDAYS from 1:00-2:00PM and also have a running discussion forum on our Canvas called "Class Questions and Answers."

LEARNING OBJECTIVES

By the end of this class, you will be able to...

1. Demonstrate knowledge of key changes in development during specific periods of the lifespan
2. Understand a variety of influences on human development, including biology/genetics, the environment, and cultural context
3. Compare and contrast diverging theories and perspectives
4. Develop skills in reading, assessing, synthesizing, and engaging in developmental psychology research
5. Recognize local and national efforts for promoting healthy development across the lifespan

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 3 hours spent in class each week 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), taking bi-monthly quizzes (10 Hours), class participation activities (20 Hours), completing writing assignments (about 20 hours), and creating your final advocacy infographic (around 20 hours).

TEXTBOOKS

Martha Lally & Suzanna Valentine-French (2019). Lifespan Development: A Psychological Perspective (Second Edition)

Open Source Text available for **free** download:

<https://open.umn.edu/opentextbooks/textbooks/540>

My Virtual Child 2nd Edition (need to subscribe):

<https://www.pearson.com/en-us/subject-catalog/p/myvirtualchild/P200000003019/9780205656059/> (\$54.99)

Class ID for My Virtual Child: **30407**

LECTURE AND READINGS

Lectures are strategically designed in conversation with the readings throughout the course. You are responsible for the material covered in the readings, My Virtual Child, and lecture. Some of the materials may only be covered in lecture, and some may only be covered in the readings. However, all of this information may be included in the quizzes. To do well in this class, you need to attend lectures, read the assigned materials, and complete My Virtual Child online modules.

CLASSROOM CONDUCT

The classroom is a space for learning and community. To help us all do our best in the course, please be respectful in the following ways:

Technology: Be present with us during class time! Research demonstrates that divided attention reduces learning. So please, don't use digital technology for non-lecture related purposes. It is also really distracting to me and your classmates.

Time: Please be on time! This is a large class and there is a lot of material to cover. Important announcements will be made at the beginning of each lecture (and copied to Canvas). It is your responsibility to stay up to date on these announcements if you miss or are late to class.

Inclusivity: We will create a learning environment that is accessible and welcoming. 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. At **no time** is it acceptable for anyone to mimic, embarrass, intimidate or treat another individual in any way that could harm student participation in later classes. My door (and email inbox) is always open to suggestions or concerns related to inclusivity. I am continually working to make the course more inclusive.

Discussion guidelines: I want to hear your thoughts and ideas in this class! You are very likely to have relevant experiences and perspectives on class topics, and class discussions are often students' favorite part of class. When engaging in class discussion please use the following guidelines..

1. speak from your own experience
2. be aware of cultural differences and don't make generalizations about groups of people.
3. be open and honest to the extent that you feel comfortable
4. be respectful
5. expect to learn something about yourself and others
6. engage each other by listening as well as speaking.

COURSE REQUIREMENTS

Your grade will be determined by your performance on:

1. participation in My Virtual Child activities
2. bi-monthly, open-book quizzes
3. a concise, developmental interview and critical essay on a topic in developmental psychology
4. a social policy advocacy infographic

PARTICIPATION IN MY VIRTUAL CHILD ACTIVITIES (5 TOTAL)

My Virtual Child activities provide you with an avenue to participate in the course and practice direct application of the learned material. Here, you will have the opportunity to apply key class concepts to an online virtual simulation. Reflections on My Virtual Child will be submitted through **Canvas by Sundays at 11:59pm. Your lowest score will be dropped, so NO make-up activities will be administered.**

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OPEN-BOOK QUIZZES (5 TOTAL)

Quizzes are intentionally created to help you pace your learn throughout the quarter and effectively test your application of the material. Quizzes will be administered via Canvas. **Every other week between 12:00 pm 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 over the past two weeks. **There will be one quiz every other week (5 total) - but your lowest score will be dropped, so NO make-up quizzes will be administered.**

Quiz Format:

- The quiz will consist of 20-questions.
- You will have 60-minutes to complete the quiz.
- You will be able to see your score (but not the correct answers) in Canvas after you submit. **About 48 hours after the quiz window closes, the answers will be released.**

Preparing for the Quiz:

- Studying: You can study with others for the quiz. You may even decide to share responsibilities for outlining the chapters and lectures, **however please do not take quizzes as a group or share/receive information about the quizzes inappropriately.**
- Taking the Quiz: You will need to take the quiz independently! Try to 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.
- Submitting the Quiz: 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).
- **Reviewing: You are encouraged to review your quiz answers.** Research in learning science indicates that reviewing your responses as soon as possible helps you learn more and retain such information longer.

Supporting your success! *If you have a documented learning accommodation, or non-documented need for adjustments to help you learn, it is very important that you connect with us about this at the beginning of the quarter so we can adapt your quizzes appropriately.*

DEVELOPMENTAL INTERVIEW AND CRITICAL ESSAY

A key objective of this course is to build your skills in field research, applying developmental theory to real-world encounters, and evaluating scholarly research. You will interview a person (a friend, colleague, sibling, child) regarding key developmental topic or debate within the literature. In order to have a fruitful conversation, make sure the interviewee is connected to this topic matter. Next, you will compare what you learned in the interview to the actual literature, finding at least one empirical article to discuss.

We will be discussing a range of developmental theories, methods, and topics throughout the course. Below are some suggested topics, but you are welcome to pursue other debates or topic areas.

*Attachment Styles

*Parenting Styles

*Imitation

*Risk-Taking

*Bilingualism

*Socio-Economic Word Gap

*Issues of Replication

Your paper should be no more than 2-4 pages double-spaced in length, and answer the following key questions:

1. What is your topic? How does it relate to developmental psychology? Why is it interesting, and an important area of inquiry?
2. What is the current state of this topic area? For instance, are there key debates within the field, unanswered questions, and/or contested findings?
3. Who did you interview, and why did you select them? What were their thoughts on this topic area?
4. What is one research study that addresses this debate or topic area? How was the study conducted, and what did the authors find? How did the findings differ or support information from your interview?
5. What were the limitations of both the study and interview? How might it be critiqued by others with differing views?
6. What are your thoughts on this topic matter? Did any of your ideas or opinions change based on the in-person interview, or literature? If so, how?

The paper will be worth 22% of your overall grade**. ***It is due on Thursday, May 11th at 11:59PM as an electronic copy submitted on Canvas.*** Late essays will be penalized one letter grade per day in fairness to students who submit their essays 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 Thursday, April 27th at 11:59PM. 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 3% of your overall grade.*****

SOCIAL POLICY ADVOCACY INFOGRAPHIC

A key objective of this course is to communicate effectively about psychological topics in new ways.

The goals of the social policy advocacy infographic are:

1. To provide an opportunity to focus on an important, and potentially controversial, social policy issue concerning human development that is of particular interest to you
2. To communicate with the public at large about your findings to help build our collective knowledge base on the topic
3. To build your skills for developing informative, persuasive, and cutting-edge dissemination materials

An exciting component of our class is exploring how and when developmental science can inform social policy.

For this project, you are tasked with creating a proposal for a particular development-related policy initiative. You will research the initiative and produce an infographic that a) makes the case for the initiative, b) outlines how best to proceed with the initiative, and c) explains why this initiative is especially deserving of support.

The infographic will be worth 22% of your overall grade. **It is due on Thursday, June 8th at 11:59PM as an electronic copy submitted on Canvas.** ***A short outline (1 page) is due online on Canvas Thursday May 25th at 11:59PM. The outline will be worth 3% of your overall grade.***

ACADEMIC HONESTY

All work submitted in this course must be your own and produced for this course. In other words, this means no resubmissions of papers produced for prior classes is allowed. Please note that no form of cheating or plagiarism will be tolerated!

What is Plagiarism? Plagiarism involves the inclusion of someone else's ideas, work, products, or information as your own. If you submit work that credits others' ideas, then that credit must be acknowledged with accurate and specific references.

How to Avoid Plagiarism?

- On written assignments, if specific sentences, words, or paragraphs are included, such statements must be enclosed in quotation marks ("").
- Avoid writing unauthorized papers in partnership with peers taking the class.
- Do not resubmit papers from previous courses.
- Do not submit work in which notable portions were produced by someone acting as a tutor or an editor.
- 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).

How I'm Checking for Plagiarism? Written work will be checked electronically for plagiarism using VeriCite; remaining in this course constitutes your consent to this process. 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

25% Bi-Monthly Quizzes (average of your best 4 quizzes out of 5)

25% Bi-Monthly Participation in My Virtual Child Activities (average of your best 4 out of 5)

- 3% Developmental Interview and Critical Essay outline
- 22% Developmental Interview and Critical Essay (2-4 pages)
- 3% Social Policy Advocacy Infographic outline
- 22% Social Policy Advocacy Infographic

If your total percentage is:

- 90-100%, your grade will be an A
- 88-89% your grade will be an B+
- 80-87%, your grade will be a B
- 78-79%, your grade will be a C+
- 70-77%, your grade will be a C
- 68-69%, your grade will be a D+
- 60-67%, 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

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 challenging and sometimes are not possible.

YOUR WELL-BEING

Life in college is multifaceted! Many students that I know can feel overwhelmed, stressed, anxious, depressed, struggle with personal relationships, or just need some advice navigating personal challenges and goals. I am invested in your success, and whole personhood. If I believe you need some support, I will share my concerns and rationale, and do my best to help connect you to needed resources. I do not need to know what specifically is bothering you (nor will I pry into such matters), and I respect your privacy. However, I do want you to know that I care about you, and that help is available.

Also, getting needed help is a courageous act. This is one way you can take care of yourself, and your loved ones.

Available Mental Health Services at UO:

- [University Health Services](#) help students cope with difficult emotions and life stressors.
- Duck Nest (located at the EMU ground floor) to get help from one of the specially trained Peer Wellness Advocates.
- University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

TIPS ON BEING SUCCESSFUL IN THIS CLASS

Below are some tips to help you succeed in this course!

Take notes from the lecture slides. Research shows that memory strategies such as rehearsal (aka, taking notes) can aid in your learning and memory of the material (Anderson & Armbruster, 1986; Armbruster, 2000). If you need more time, please raise your hand and ask me to slow down.

Do the reading assignments before class. Sometimes it will take several presentations of the material before it begins to sink in. My lectures will make a lot more sense if you have already reviewed the material because the readings go hand-in-hand with the lectures.

Review your notes every day after class. The more times you expose yourself to new information, the more likely it is that you will successfully encode that information into your memory. This may seem like a lot of work, but if you go over everything while it is still fresh in your memory, ultimately this will increase the likelihood that you will be successful in this course. Also, by reviewing your notes right away, you can identify any points that you feel may need clarification. If you find that you have follow up questions, write them down and ask them at the beginning of the next class or email them to me or the GEs.

Ask if you have questions. Your questions are always welcome in class. If you're confused, chances are other people are too. Questions are a good way for everyone to learn, and there is no such thing as a "bad question". If you feel uncomfortable asking questions in class, please come see me during office hours or feel free to email me or GEs the question.

Come see me if you are falling behind. The time to be concerned about your grade is not in the last week, but before that time. Come and see me or the GEs if you are concerned that you are falling behind. We can work together to facilitate your success in the course.

COURSE CALENDAR (READING ASSIGNMENTS & DUE DATES)

WEEK	DATE	TOPIC AND READING
Week 1-A	04/04/23	Course Overview (Syllabus Day!)
Week 1-B	04/06/23	Introduction to Lifespan Development: Theories Read Lally & Valentine-French, Chapter 1, pp. 9-23 My Virtual Child Activity # 1 Available (Due by 11:59 PM Sunday 4/09)
Week 2-1	04/11/23	Introduction to Lifespan Development: Methods Read Lally & Valentine-French, Chapter 1, pp. 24-33 Read Noba Chapter: Research Methods in Developmental Psychology
Week 2-B	04/13/23	Heredity, Prenatal Development, and Birth Read Lally & Valentine-French, Chapter 2, pp. 35-65 Quiz # 1 Available (Due by Midnight Sunday 4/16)
Week 3-A	04/18/23	Infancy & Toddlerhood part 1 Read Lally & Valentine-French, Chapter 3, pp. 71-97
Week 3-B	04/20/23	Guest Lecture: Netanel Weinstein Read: Weinstein and Baldwin article (2022) My Virtual Child Activity # 2 Available (Due by 11:59 PM Sunday 4/23)
Week 4-A	04/25/23	Infancy & Toddlerhood part 2 Read Lally & Valentine-French, Chapter 3, pp. 97-106
Week 4-B	04/27/23	Early Childhood part 1 Read Lally & Valentine-French, Chapter 4, pp. 115-134 Developmental Interview and Critical Essay Proposal (Due by TODAY 11:59PM) Quiz # 2 Available (Due by 11:59 PM Sunday 4/30)

Week 5-A	05/02/23	<p>Early Childhood part 2 Read Lally & Valentine-French, Chapter 4, pp. 135-155 Watch: How childhood trauma affects health across a lifetime</p>
Week 5-B	05/04/23	<p>Middle & Late Childhood part 1 Read Lally & Valentine-French, Chapter 5, pp. 164-183 My Virtual Child Activity # 3 Available (Due by 11:59PM Sunday 5/7)</p>
Week 6-A	05/09/23	<p>Middle & Late Childhood part 2 Read Lally & Valentine-French, Chapter 5, pp. 183-205</p>
Week 6-B	05/11/23	<p>Adolescence part 1 (the brain) Read Lally & Valentine-French, Chapter 6, pp. 215-219 (disregard the “Adolescent Brain” section) & 221-225 Mills & Anandakumar 2020: “The Adolescent Brain is Literally Awesome” Developmental Interview and Critical Essay Proposal (Due TODAY by 11:59 PM 5/11) Quiz # 3 Available (Due by 11:59 PM Sunday 5/14)</p>
Week 7-A	05/16/23	<p>Adolescence part 2 Read National Scientific Council on Adolescence Report</p>
Week 7-B	05/18/23	<p>Adolescence part 3 Read Lally & Valentine-French, Chapter 6, pp. 225-240 My Virtual Child Activity # 4 Available (Due by 11:59 PM Sunday 5/21)</p>
Week 8-A	05/23/23	<p>Emerging and Early Adulthood part 1 Read Lally & Valentine-French, Chapter 7, pp. 246-273 Read American Psychological Association: College Student Mental Health Crisis</p>
Week 8-B	05/25/23	<p>Emerging and Early Adulthood part 2 Read Lally & Valentine-French, Chapter 7, pp. 273-295 Social Advocacy Infographic Outline (Due TODAY by 11:59 PM) Quiz # 4 Available (Due by 11:59 PM Sunday 5/28)</p>

Week 9-A	05/30/23	Middle Adulthood Read Lally & Valentine-French, Chapter 8, pp. 307-358 Read Midlife Change
Week 9-B	06/01/23	Late Adulthood part 1 Read Lally & Valentine-French, Chapter 9, pp. 371-398 My Virtual Child Activity # 5 Available (Due by 11:59 PM Sunday 6/04)
Week 10-A	06/06/23	Late Adulthood part 2 Read Lally & Valentine-French, Chapter 9, pp. 398-425
Week 10-B	06/08/23	Death & Dying Read Lally & Valentine-French, Chapter 10, pp. 438-463 Social Advocacy Infographic (Due by 11:59 PM) Quiz # 5 Available (Due by 11:59 PM Sunday 6/11)

This syllabus was adapted from the syllabus of Dr. Kate Mills at the University of Oregon, Psychology Department.