

PSYC 240: DEVELOPMENTAL PSYCHOLOGY
Whitman College
Fall 2014: Tuesday & Thursday, 1-2:20pm
Room: Maxey 304

Professor: Melissa Clearfield
Office hours: Mon 11-12, Thu 2:30-4, or by appt
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Texts

Siegler, R., DeLoache, J. & Eisenberg, N. (2014). *How Children Develop, 4th Edition*. New York: Worth Publishers. Additional articles will be available on our CLEo site, see pp.5-6 of this syllabus for the list of articles.

Course goals

1. To acquire knowledge about human development
 - A. To understand the guiding principles of human development
 - B. To induce these principles from examples and research
2. To understand research methods and to interpret research findings
3. To acquire specific skills for doing developmental psychology:
 - A. Reading empirical journal articles
 - B. Compiling and interpreting data
 - C. Inferring consequences from data
 - D. Integrating and evaluating information from multiple sources and perspectives

High Tech

I will often distribute important announcements, reminders, and clarifications through e-mail. It is your responsibility to *check your Whitman account every day*.

I will maintain a CLEo site for this course. The syllabus, handouts, and additional readings will be provided on that site, along with a class list-serv address.

You will not need a computer during class time (unless I specify otherwise for a particular day), and I expect you to keep all electronic devices stowed throughout each class session (unless you have a documented disability, in which case you should talk with Juli Dunn in the Academic Resource Center). *Cell phones will be confiscated if used during class*.

Requirements and Grading

Participation (including homework assignments) (20%)

Much of the material is designed to increase your understanding of the important issues through discussion of the readings and homework with me and your peers. Thus, you are expected to contribute actively to class discussions and other activities. Clearly, attendance is the first step in participating. Students who attend class do much better on papers and learn a lot more. I won't need to penalize your grade further for missing class – it will be patently obvious from the quality of your work.

The second step in participating is being prepared. That means showing up to class with the reading done and homework assignments completed. Most of the homework assignments will involve coding data, where each member of your team has some different data set. Thus, your contribution is critical, and can't be made up for by your teammates. Your participation grade will be determined by your timely completion of the homework assignments, and your participation both within your small group and the larger class activities.

Homework will be graded on a pass-fail basis. Passing work means that the assignment was completed in good faith, with real effort, and was brought to class on time. I will not accept homework late. Because homework assignments are the basis of class discussion, completing it after the class has worked with it does not benefit

anyone. You will receive a zero for every missed homework assignment. You will also receive a zero if the homework was not completed in good faith. If you know you are going to miss class, you must make arrangements with me **AT LEAST 2 HOURS BEFORE CLASS BEGINS** to avoid any penalties.

2 Integrative papers (40%: 20% each)

There will be 2 short (4-6 page) integrative papers over the course of the semester (specific due dates are on the schedule). These papers are designed to make you reflect on the material covered in the prior few weeks and to pull it all together. The details for each paper will be handed out during each unit, along with my grading rubric. Papers must be double-spaced, in normal font, and turned in electronically to your CLEO dropbox by the due date.

2 Exams (a midterm and a final, 40%: 20% each)

There will be an in-class midterm and a final exam during the scheduled exam period. Both exams are cumulative, testing all material that came before (including homework assignments, papers and readings). More details on structure and how best to study will be provided in class.

Late Policy and Extensions: Papers are due on Fridays by 12pm. However, I recognize that you may be busier at some points in the semester than others, and I have built in some flexibility in when you may turn in papers. Specifically, each student will begin the semester with **1 weekend extension**, to be used as you see fit. This means that over the course of the semester, of the 2 papers due on Friday, you may turn in 1 of them the following Tuesday by 1pm (the start of class). There is no need to let me know in advance when you plan on using it – you may simply upload your paper on Tuesday. There are no extensions past Tuesday, and you may only do this once, out of the 2 papers, over the course of the semester. I will keep track of when you use your extension.

Once you use the extension, *late essays will not be accepted*. In that case, the paper will be averaged in as a zero. Exceptions will be made only if there is a genuine *catastrophe*, authorized by one of the Powers That Be (Dean of Students, Counseling Center, etc.). So, I recommend that you *use your extension very cautiously!*

There are no extensions for exams.

Academic dishonesty

All of the work that you submit in this course must be entirely your own. You may seek help in a variety of ways as you prepare your papers, including: consulting additional readings, searching for material on the internet, discussing your ideas with other students, exchanging notes with other students, or reading and discussing drafts of each other's papers. If you do use someone else's words or ideas in your written work, you *must* give proper acknowledgment. (APA format is preferred but any consistent accepted citation format is acceptable.)

Plagiarism will *not* be tolerated in any form. You have signed a statement indicating that you understand and will abide by the College policy on plagiarism. **Any student caught plagiarizing will automatically fail the assignment**, and will be reported to the Dean of Students, thus potentially facing more severe penalties from the College. (For more details, see the Student Handbook.)

Students with Disabilities

If you have a documented disability and will need accommodation in this course, please meet with Juli Dunn, Director of Academic Resources (dunnjl@whitman.edu) for assistance in developing a plan to address your academic needs. We will work together to come up with an appropriate plan. All information about disabilities is private; if I receive notification from ARC that you are eligible for accommodation, I will provide accommodation as discreetly as possible.

Date	Topic	Class Activity	Reading due	Assignment
Tuesday 9/2	Intro	What is development? and why study it?		
Thursday 9/4	Themes of Development	How to study? Generating hypotheses, & Using PsycInfo	Syllabus Ch. 1 to p.22	Themes homework
Tuesday 9/9	Research Design	Nuts & bolts of Research Methods Discuss articles	Finish Ch. 1 + Article on the Active Child	
Thursday 9/11	Prenatal Development	Discuss methods for prenatal research Intro to nature/nurture	Ch. 2 to p.66 + 1 article on prenatal dev't	Article Notes
Tuesday 9/16	Nature vs. Nurture	Role of genetics in similarity and difference	Ch. 3 pp.86-106 Twin rearing data	Twin graph homework
Thursday 9/18	Brain Development	Experience-dependent and Experience-expectant behaviors	Ch. 3 pp.106-118 Greenough paper	
Tuesday 9/23	Motor Development	How motor development happens	Ch. 5 pp.188-198 Adolph et al. 2012	
Thursday 9/25	Cognitive Dev't: Piaget and the object concept	How the motor links to the mental	Ch. 4	Paper #1 due on Friday at 12pm
Tuesday 9/30	MC GONE NO CLASS			
Thursday 10/2	Perceptual & Cognitive Dev't	Imitation: What, when and how?	Ch. 5 (not 188-98) Meltzoff & Moore (1977)	
Tuesday 10/7	Temperament & Parenting	Predict the future	Ch. 10 to p.414 Ch. 12 to p. 485 (skip boxes)	Temperament coding
Thursday 10/9	Attachment	Separation anxiety, Stages of attachment...	Ch. 11 to p.439	
Tuesday 10/14	NO CLASS FALL BREAK			
Thursday 10/16	Attachment and Policy	Daycare Debate	Ch. 12 498-506 Read 1 of 4 articles	Article notes
Tuesday 10/21	Language Development	Transcripts: normal language development Where did language come from?	Chapter 6 to p.252	Language HW
Thursday 10/23	Theories of Language	What is language? How does it develop?	Read 1 of 4 language articles	Article notes

Tuesday 10/28 MC gone	MIDTERM EXAM			
Thursday 10/30	Conceptual Development I	Who or What? Autism and Theory of Mind	Ch. 7 to p.278 Ch.10 pp.416-421 Grandin's article	
Tuesday 11/4	Conceptual Development II	Where, When, Why, and especially How Many?	Ch. 7 p.278-end	
Thursday 11/6	Poverty & Child Dev't	Why poverty is so bad for children	Read 1 of 4 poverty articles	Article notes
Tuesday 11/11	Social Cognition and Stereotypes	The Eye of the Storm	Ch. 9 pp.356-369 Clark & Clark (1950) OR Baron & Banaji (2014)	Article notes
Thursday 11/13	Early Gender Concepts	Student histories Sources of socialization	Ch. 15 to p.614	
Tuesday 11/18	Intelligence and Academic Achievement	What is intelligence? Does it matter?	Ch. 8 to p.322	
Thursday 11/20	Peers and Friendship	Hierarchies, sex and age differences	Ch. 13 to p.543	Paper #2 due on Friday at 12pm
	THANKSGIVING BREAK			
Tuesday 12/2	Moral Development	Piaget, Kohlberg & Gilligan	Ch. 14 to p.577	Prosocial homework
Thursday 12/4	Puberty	Coming of Age Rituals	Ch.15 from Berger (2000). <u>The Developing Person.</u>	
Tuesday 12/9	Identity in Adolescence	Who Am I?	Ch. 11 439-end	
Thursday 12/11	Wrap-Up	Revisiting the themes, exam review		
Tuesday 12/16 9- 11am	FINAL EXAM			

List of Articles (subject to change)

Prenatal Articles (choose 1):

DeCasper, A.J. & Spence, M.J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior & Development*, 9, 133-150.

Lee, C.T., Brown, C.A., Hains, S.M.J. & Kisilevsky, B.S. (2007). Fetal Development: Voice Processing in Normotensive and Hypertensive Pregnancies. *Biol Res Nurs* 2007 8: 272-82.

Fifer, W.P., Fingers, S.T., Youngman, M., Gomez-Gribben, E. & Myers, M.M. (2009). Effects of alcohol and smoking during pregnancy on infant autonomic control. *Developmental Psychobiology*, 51, 234-242.

DePietro, J.A., Hawkins, M., Hilton, S.C., Costigan, K.A. & Pressman, E.K. (2002). Maternal Stress and Affect Influence Fetal Neurobehavioral Development. *Developmental Psychology*, 38, 659-668.

Twin homework:

Clearfield, M.W., Feng, J., & Thelen, E. (2007). The development of reaching across the first year in twins of known placental type. *Motor Control*, 11(1), 29-53.

Brain Development:

Greenough, W.T., Black, J.E. & Wallace, C.S. (1987). Experience and brain development. *Child Development*, Vol. 58, 539-559.

Walking:

Adolph, K. E., Cole, W. G., Komati, M., Garciaguirre, J. S., Badaly, D., Lingeman, J. M., Chan, G. L. Y. , & Sotsky, R. B. (2012). How Do You Learn to Walk? Thousands of Steps and Dozens of Falls Per Day. *Psychological Science*, 23, 1387-1394.

Imitation:

Meltzoff, A.N. & Moore, M.K. (1977). Imitation of Facial and Manual Gestures by Human Neonates. *Science*, 198, 75-78.

Daycare Debate articles (choose 1):

Berger, L., Brooks-Gunn, J., Paxson, C., & Waldfogel, J. (2008). First-year maternal employment and child outcomes: Differences across racial and ethnic groups. *Children and Youth Services Review*, 30, 365-387.

Campbell, J.J., Lamb, M.E., & Hwang, C. P. (2000). Early child-care experience and children's social competence between 1.5 and 15 years of age. *Applied Developmental Science*, 4(3), 166-175.

Harrison, L.J. & Ungerer, J.A. (2002). Maternal employment and infant-mother attachment security at 12 months postpartum. *Developmental Psychology*, 38(5), 758-773.

Vermeer, H.J. & van IJzendoorn, M.H. (2006). Children's elevated cortisol levels at daycare: A review and meta-analysis. *Early Childhood Research Quarterly*, 21, 390-401.

Language articles (choose 1):

Iverson, J.M. & Goldin-Meadow, S. (2005) Gesture Paves the Way for Language Development. *Psychological Science*. Vol 16(5), 367-371.

Kuhl, P.K., Williams, K.A., Lacerda, F., Stevens, K.N., & Lindblom, B. (1992). Linguistic experience alters phonetic percepti in infants by 6 months of age. *Science*, 255, 606-608.

Saffran, J.R. (2003). Statistical language learning: Mechanisms and constraints. *Trends in Psychological Science, 12(4)*, 111-114.

Smith, L.B., Jones, S.S., Landau, B., Gershkoff-Stowe, L. & Samuelson, L. (2002). Object Name Learning Provides On-the-Job Training for Attention. *Psychological Science, 13*, 13-19.

Autism:

Grandin, T. (2000). My Experiences with Visual Thinking Sensory Problems and Communication Difficulties. www.autism.com.

Race (choose 1):

Clark, K.B. & Clark, M. P. (1950). Emotional Factors in Racial Identification and Preference in Negro Children. *The Journal of Negro Education, 19*, 341-350.

Baron, A.S. & Banaji, M.R. (2006). The Development of Implicit Attitudes: Evidence of Race Evaluations from Ages 6 and 10 and Adulthood. *Psychological Science, 17*, 53-58.

Poverty Readings (choose 1):

Clearfield, M.W., Bailey, L.S., Jenne, H. K., Stanger, S.B. & Tacke, N. (2014). SES affects oral and manual exploration across the first year. *Infant Mental Health Journal, 35 (1)*, 63-69.

Konstantopoulos, S. (2009). Effects of teachers on minority and disadvantaged students' achievement in the early grades. *The Elementary School Journal, 110(1)*, 92-113.

Stevens, C., Lauinger, B. & Neville, H. (2009). Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds: an event-related brain potential study. *Developmental Science, 1-13*.

Wachs, T.D. (1995). Relation of mild-to-moderate malnutrition to human development: Correlational studies. *Journal of Nutrition, 125(8)*, 2245S-2254S.