PSYCHOLOGY 250: Developmental Psychology
Spring 2013 – WR

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Office Hours: Mondays 3a; Wednesdays 5a; by appt - Come talk about course material/assignments or just to chat! Drop in any time my door is open.

Class Sessions in Olin 102:
April 1st - June 10th: Mondays/Wednesdays 12:30-1:40 and Fridays 1:10-2:10
No class on May 6th (Monday – midterm break!) or June 7th (Friday – reading day!)
Final Exam: June 10th Monday, 3:30-6pm

Course Description:
This course is devoted to the study of psychological development, with a particular focus on how human social and cognitive skills arise in infancy and childhood. This class will explore different theoretical accounts of development and examine a range of psychological phenomena including memory, language, social cognition, attachment, personality, and developmental disorders.

Developmental psychology is an exciting field, with an ever-increasing number of investigators benefitting from recent innovations in techniques and theoretical advances aimed at elucidating the steps of human development, the reasons underlying individual differences, and the ways in which biology and environment interact across childhood. My hope is that you will also join in this current excitement and find opportunities for challenge and learning.

Class sessions will be a combination of lecture, discussion, video, debate, and group activities. Please note that if you choose to bring a computer or other electronic device to class, it is a course rule that you restrict your use to course-related activity during class. You are expected to attend class. If you miss a class, it is your job to secure notes from a classmate and catch up on any missed material. While your textbook is excellent, it will not solely be adequate in preparing you for this course.

Course Objectives:
1. To understand the usefulness of a developmental approach to psychological issues
2. To understand where we come from and how we change developmentally over time
3. To enhance critical thinking and reading skills in terms of approaching research with a skeptical eye and constructing new lines of research
4. To enhance writing skills, in terms of formulating arguments, collecting and synthesizing evidence, responding to feedback, and giving feedback to others
5. To approach controversial developmental issues from both sides and construct thoughtful arguments around these issues

Textbook (complete Reading BEFORE class to ensure thoughtful discussion):

Moodle site:
The course Moodle site will be a critical source of information throughout the term. Slides to accompany lectures, handouts, reading materials, grades, and other helpful resources will be posted there. Any PowerPoint slides will be available directly after the class in which they were presented; please make sure you are able to view slides in .pdf format. I recommend checking Moodle at least once a week for materials and updates. I will post special announcements for particularly noteworthy additions (e.g., exam grades) so that you can be sure to check it out.
### Course Requirements:

Grades for the course will be based on:

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<tr>
<th>Requirement</th>
<th>Weighting</th>
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<tr>
<td>Three <strong>in-class exams</strong></td>
<td>(50% of final grade; 15% for Exam 1, 15% for Exam 2, 20% for Exam 3)</td>
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<tr>
<td>A <strong>research proposal</strong></td>
<td>(25% of final grade)</td>
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<tr>
<td>Two <strong>position presentations</strong></td>
<td>(25% of final grade)</td>
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Three **In-Class Exams** (50% of final grade: 15% for Exam 1, 15% for Exam 2, 20% for Exam 3)

**Dates:** April 19th Friday (week 3), May 17th Friday (week 7), June 10th Monday (final)

Exams will have three sections: short answer, long answer, and “write about the research.” The short answer questions will be answerable in 1-3 sentences. The long answer questions will be answerable in 6-8 sentences. The “write about the research” section will ask you to define a concept and explain a research experiment that we learned about that showcases this concept. Within each section, you will have options and will need to pick a certain number of questions to address (e.g. 3 out of 4 long answer questions).

These exams assess 1) your command of the course material (both class sessions and readings), and 2) your ability to observe common themes and make connections across the sub-disciplines. Plan to be in class on exam days. Make-up exams will only be given under extraordinary circumstances. Exam #1 will cover the material from weeks 1-3 of the course. Exam #2 will cover material from weeks 4-7. Exam #3 will primarily cover the material from weeks 8-10 (~75%), but will also test you on major ideas from the entire course (~25%).

A **Research Proposal** (25% of final grade – see handout/rubric for breakdown)

**Outline Due:** April 26th Friday (week 4)

**One Completed Section Due:** May 10th Friday (week 6)

**In-Class Peer Feedback Day:** May 31st Friday (week 9) – PLAN ON BEING IN CLASS!!

**Final Proposal Due:** June 3rd Monday (week 10)

The research proposal’s topic is your choosing, but needs to be directly relevant to developmental psychology. See the handout on the research proposal for more information and specific expectations/grading criteria. This assignment is designed in several stages to help you improve your writing and get much feedback along the way; this is a large component of fulfilling the “writing requirement.”

An example paper is available on our Moodle site. **Note that you must use APA style.** A copy of the APA manual is available in my office and the front psychology office if you need an excellent resource. I have also posted a one-page APA handout on Moodle to provide some concise APA aid. Late papers will have 15% deducted each day that they are late unless a doctor's note or similar documentation is given demonstrating why you were unable to write/turn in your paper. No paper will be accepted more than 3 days late.

Two **Position Presentations** (25% of final grade – see handout/rubric for breakdown)

**Dates:** some Fridays (your days will be assigned on Friday of week 1)

In groups, you will be assigned a position on two “hot topic” developmental issues. You’ll have two “on” weeks where your group will be required to write a 3-5-page statement of your position with relevant evidence as well as present your argument in debate form during class. See the handout on position presentations for more information and specific expectations/grading criteria. On your group’s “off” weeks, you will be tasked with the role of audience member – providing feedback to the presenters, asking questions, and voting on a winner. Keep in mind that since each group will present on two Fridays, I expect to see improvement between your two debates. I will provide detailed feedback after the first debate to facilitate this improvement.
Take advantage of resources at Carleton!

Gould Library:
Gould Library is full of resources for your research. You can use their online database system to locate relevant articles and books, and you can ask reference librarians if you need any help navigating the system. The Research/IT desk is staffed by reference librarians and Carl Techs who can help you with any problems or questions you have while doing research at the library. Stop by if you’re not sure how to go forward in your research, if you’re having trouble with a printer, etc. Telephone requests for research assistance can be made to the Research/IT Desk number at (507) 222-4264.

The Writing Center:
The Writing Center, located on the 2nd floor of Scoville, has peer-writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here: https://apps.carleton.edu/campus/asc/writingcenter/. You can reserve specific times for conferences by using their online system: https://writingcenter.carleton.edu/. Walk-ins are welcome, though writers with appts have priority.

Writing Assistance for Students Whose First Language Is Not English:
If you are a second language writer and believe you might benefit from working individually with a writing consultant, email Renata Fitzpatrick (rfitzpat@carleton.edu), Second-Language Writing Coordinator, call her at x5998, or stop by her office in 201 Scoville.

Public Speaking and Class Presentations:
The Speakeasy is designed to assist you with class presentations. Groups and individuals are welcome at either location: the Libe (room 314) and The IdeaLab (room 26 in the Weitz). A Speakeasy coach, Diana Fraser or Shavera Seneviratne, can also meet you at other mutually convenient times. Email: fraserd@carleton.edu or senevirs@carleton.edu. For hours, visit go.carleton.edu/speakeasy.

Academic Honesty:

The Academic Honesty Committee has recommended that the following statement be included in syllabi:

“All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero on the specific assignment to a F in this course.”

Accommodations:

Students who seek special or compensatory arrangements with respect to the course should contact me as early as possible. This includes students who are part of a travelling sports team and will be missing class as well as students with documented disabilities. If you have an arrangement with the Office of Disability Services, please let me know ASAP so we can make accommodations.

The Office of Disability Services for Students is located in the Lower Level of Davis Hall, in the same location as the Student Health and Counseling Center. For students with documented disabilities, they provide academic accommodations and other support services that include time management, assistive technology, and alternative testing rooms. Check them out: https://apps.carleton.edu/disabilityservices/
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<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>1</td>
<td>April 1st – 5th</td>
<td>Topic: Course Overview; Introduction to Developmental Psych</td>
<td>Topic: History, Themes, and Research Methods Read: Chapter 1</td>
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<td>3</td>
<td>April 15th – 19th</td>
<td>Topic: Infancy Read: Chapter 5</td>
<td>Topic: Finish up Infancy and Review!</td>
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<td>4</td>
<td>April 22nd – 26th</td>
<td>Topic: Language Development Read: Chapter 6</td>
<td>Topic: Lang Dev Day 2 and Baby Media Read: Article on Moodle</td>
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<td>5</td>
<td>Apr 29th – May 3rd</td>
<td>Topic: Conceptual Development Read: Chapter 7</td>
<td>Topic: Emotional Development Read: Chapter 10</td>
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<td>6</td>
<td>May 6th – 10th</td>
<td>No Class - Midterm Break</td>
<td>Topic: Intelligence and Academics Read: Chapter 8</td>
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<td>8</td>
<td>May 20th – 24th</td>
<td>Topic: Gender Development Read: Chapter 15</td>
<td>Topic: Moral Development Read: Chapter 14</td>
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<td>10</td>
<td>June 3rd – 7th</td>
<td>Topic: Developmental Disorders Read: DD Packet - Moodle</td>
<td>Topic: Finish DD and Review! Also - Closing Remarks and Class Evaluations</td>
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<tr>
<td>11</td>
<td>June 10th</td>
<td>Exam #3 3:30-6pm (Ch 12-15, DD, + big ideas)</td>
<td>(ALSO: Proposals Returned)</td>
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