

PSYC 10: Introduction to Developmental Psychology

"There can be no keener revelation of a society's soul than the way in which it treats its children."
- Nelson Mandela

This course is an introduction to human psychological development from the prenatal period through adolescence. It is an introduction to developmental science, which is the science of the physical, emotional, cognitive, and social growth of children from the prenatal period onward. The course introduces students to topics in developmental psychology from a "psychosocial" perspective: the perspective that physical and psychological development is intertwined with the context and culture in which children grow. Topics to be covered include neurophysiological growth, motor development, attachment, language development, socialization, learning, cognitive development, and the child's role in family and society. Although the course concentrates on developmental psychology, it is also concerned with the wide range of biological, familial, social, and cultural aspects of child development.

The **text and readings** discuss current fundamental ideas and research about development, particularly in its cultural context. The **lectures** review developmental trajectory across a broad range of important topics in child development, emphasizing analysis of context, transition, risk and resilience. Class **sections** are laboratories on the observation of child behavior; they will include training on observation tactics, data collection methods, analysis, the use of PsycInfo for developmental research, and report writing. **Assignments** (including quizzes, essays, and a paper) emphasize expository writing, critical thinking, and research reporting.

Instructor:

David A. "Tony" Hoffman email: thoffma@ucsc.edu phone: 831 247 5558
Office: room 352, Social Sciences Bldg. 2 (aka SS2) Office hours: Wednesdays and Fridays at noon

Course assistants:

Claudia Castaneda email: clcastan@ucsc.edu office: SS2 #201 office hours: 9:00AM Wednesdays
Graciela Solis email: gsolis2@ucsc.edu office: SS2 #201 office hours: noon on Mondays

Learning Assistant:

Arlene Chapeta email: achapeta@gmail.com office: tba tutoring hours: tba

The MSI program gives students the opportunity to learn together in small groups led by advanced Learning Assistants; this is guaranteed learning time facilitated by someone who has already been successful in the class. Attendance in tutoring sessions will earn extra credit points for students struggling in the course.

Class times and locations:

Lectures: 2:00PM - 3:10PM on Mondays, Wednesdays and Fridays, in Kresge 321

Sections: **note that section attendance is required to pass this course.**

Section A	Tuesdays	2:00PM-3:10PM	Oakes Acad 102	Graciela
Section B	Wednesdays	8:00AM-9:10AM	Soc Sci 2 rm 179	Graciela
Section C	Tuesdays	4:00PM-5:10PM	College Eight 242	Claudia
Section D	Fridays	9:30AM-10:40AM	Oakes Acad 102	Claudia

Enrollment:

Students who are enrolled in this class must attend the first two lectures, and the introduction to the observation project (date to be announced) to keep their enrollment. Missing any one of these will result in an automatic drop or a No Pass for the course. Students who have two or more unexcused absences from section will receive a No Pass for the course.

Course materials:

Textbook: Cole, M., Cole, S.R., & Lightfoot, C. (2013). *The Development of Children*, 7th Edition. NY: Worth. Available for sale at the BayTree Bookstore. Two copies are on reserve in the McHenry Library, and three are on reserve in the Science library. The text is also available as a CourseSmart ebook for about half the price of the printed copy. CourseSmart texts have search tools, browsing tools, links, readings, audio and video media, and more ... and they save paper! CourseSmart texts are available at <http://www.coursesmart.com/>

Web sites: Some readings, handouts, lecture notes, important links, and announcements are on Tony's instructional web site <http://www.tonyhoffmanucsc.net/> (username is "student" and the password is "development"). The text web site <http://worthpublishers.com/> (in the book companion site page) has some great activities, sample quizzes, flash cards, and other resources (highly recommended).

Films: An excellent set of films on various topics in child development are on reserve in the McHenry media library for viewing (most can be rented on NetFlix and/or viewed on HBO or PBS). The films (and their essay assignments) are listed below.

Assignments, evaluations and grades:

All grading and evaluation is criterion-based, which means that students are evaluated on objective criteria rather than on a curve. Thus all students have the opportunity to get an A in this class. There is to be no competition; collaborative and cooperative learning is expected. Students are strongly encouraged to form study groups. Evaluations of student progress will be based on:

- a "snap" quiz for 25 points
 - three quizzes, 100 points each, for a total value of 300 points
 - three film essays, 25 points each, for a total value of 75 points
 - a child observation project (participation and report): total value of 100 points
 - section attendance: 5 points per section, for a total value of 50 points
 - class attendance (taken randomly): 10 points per class for a total value of 50 points
- Total possible points: 600 points

Fifteen extra credit points can be earned with an extra film essay. There might be other opportunities to earn extra points, at Tony's discretion. Students referred for MSI learning assistance will get a learning plan to earn make-up points. This class is almost paperless! All assignments can and should be submitted on the class eCommons page, which can be accessed on student UCSC portals. Assignments are to be submitted as .doc or .docx files.

Film and paper due dates are fixed. Quizzes cannot be taken late, and assignments cannot be turned in late, without proof of a health problem or dire circumstances. Note that attendance is expected in class and sections, and is a factor in grading and evaluations. Helpful and productive class and group participation may be a factor in grading and evaluations.

A tentative grading breakdown: A+ = superior work on all assignments, consistent class attendance, consistent section attendance, and the fourth (extra) film essay. A>560, A->550, B+>540, B>530, B->510, C +>500, C>465. A total of 465 points or below will be graded according to Tony's discretion.

Veterans:

You are welcome and honored here. If you need any assistance, please talk to Tony or the teaching assistants.

Disability accommodations:

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Tony during his office hours or by appointment, preferably within the first week of the quarter. Contact DRC by phone at 831-459-2089, or by email at drc@ucsc.edu for more information.

This class is located in an academic honor zone:

This class is a community of learners. Students are asked to honor, respect, and facilitate the learning of all students. Students should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that students will engage in activities that help others learn. This includes the use of constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

Students are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. Cell phones, beepers and noisy electronics must be turned off in class. Students should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to read a book or newspaper, nor to listen to your iPod or MP3 player. If you will be taking notes using your laptop, do not use the laptop to answer email, use Facebook, or surf social media. We will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. All work for submission needs to be in ink. Tony assumes all students are familiar with UCSC's policy on academic honesty and integrity (available at: http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all UCSC classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. Students who have any questions about academic honesty issues as they pertain to this course should consult with Tony or a TA before completing any course requirements.

Save and back up your work in this class! As with all UCSC courses, students are responsible for archiving papers, exams, and other records documenting their progress in this course. It is expected that students will copy or back up all work on disk or hardcopy. If material is misplaced, students must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse a student from producing required work.

This course is dedicated to the memory of the Sandy Hook Elementary School children who died on December 14. Rest in peace Charlotte Bacon, Daniel Barden, Olivia Engel, Josephine Gay, Ana Marquez-Greene, Dylan Hockley, Madeleine Hsu, Catherine Hubbard, Chase Kowalski, Jesse Lewis, James Mattioli, Grace McDonnell, Emilie Parker, Jack Pinto, Noah Pozner, Caroline Previdi, Jessica Rekos, Avielle Richman, Benjamin Wheeler, and Allison Wyatt.

Our lives are forever changed without you.

Over 2,500 other American children and youth died from gunshot wounds in 2012.

Over half these deaths occurred in minority and lower-income communities.

Tentative Schedule of Lectures, Assignments, Due Dates and Quizzes

The week of January 7:

Lecture topics:

Introduction: the study of human development
Theories & perspectives, nature and nurture
Reading: chapters 1 & 2

The week of January 14:

Lecture topics:

Cultural foundations
Prenatal development and birth
Reading: chapter 3
"Snap" quiz Friday January 18

The week of January 21:

Monday January 21: no class (MLK holiday)

"Intelligence plus character - that is the goal of true education." - *Martin Luther King*

Film essay #1 due Wednesday January 23

Lecture topics:

The newborn and infant capacities
Infant physical and cognitive development
Object permanence and memory
Reading: chapters 4 & 5

The week of January 28:

Quiz #1 Monday January 28 (covers this segment's lectures and Chapters 1 - 5)

Lecture topics:

Early emotions, joint attention and attachment
Reading: chapter 6

The week of February 4:

Film essay #2 due Monday February 4

Lecture topics:

Language, learning, cognition and culture
Reading: chapters 7 & 8

The week of February 11:

Cabrillo observations begin Monday February 11

Lecture topics:

Play, aggression, and social development
Early identity development
The family
The apprenticeship in thinking
Reading: chapters 9 & 10

The week of February 18:

Monday Feb 18: no class (Presidents' Day)

"No man is so tall as when he stoops to help a child .."
- Abraham Lincoln

Quiz #2 Wednesday February 20 (covers this segment's lectures and Chapters 6 - 10)

Lecture topics:

Context, risk, and vulnerability
Child survival
Children in extreme circumstances
Reading: chapter 11

The week of February 25:

Film essay #3 due Monday February 25

Lecture topics:

Childhood disorders
Operational thought
Reading: chapter 12
Cabrillo observations end Friday March 1

The week of March 4:

Lecture topics:

Literacy and school
Moral development
Adolescent cognitive & neurocognitive change
Reading: chapters 13 & 14
Observation papers "due" Friday March 8
Extra credit film essay due Friday March 8

The week of March 11:

Lecture topics:

Adolescent social, emotional and identity development
Reading: chapter 15

Final examination week:

Quiz #3 Tuesday March 19 4:00–7:00 PM (covers this segment's lectures and Chapters 11 - 15)

Important due dates and deadlines for this class

Friday January 18: "Snap" quiz
Wednesday January 25: Film essay #1 due
Monday January 28: Quiz #1
Monday February 4: Film essay #2 due
Monday February 11: Cabrillo observations begin

Wednesday February 20: Quiz #2
Monday February 25: Film essay #3 due
Friday March 1: Cabrillo observations end
Friday March 8: Cabrillo observation papers "due"
Friday March 8: Extra credit film essay due
Tuesday March 19 4:00–7:00 PM: Quiz #3

Tentative Section Schedule

The week of January 7:

Introduction to sections and to writing assignments
Writing composition and critical analysis
The basics of APA style
Intro to developmental trajectories

The week of January 14:

More on APA style
Video: *Accessing and Viewing Articles in PsycInfo*
Basics of child observation: tactics and data collection
Help with write-up of first film essay

The week of January 21:

The Anti-Plagiarism Association
Observation techniques group activity
Review for quiz 1

The week of January 28:

Narrative analysis and data collection
Prepare for Cabrillo observations:
 Form observation groups and target interests
 Choosing what to observe
Review film clips of children

The week of February 4:

Note-taking, time-sampling and narrative analysis
More film clips of children: children in different
 cultures
Cabrillo group sign-ups and schedule

The week of February 11:

Cabrillo observations begin
First observers discuss and advise other students
More on note-taking analysis of observations
Paper guidelines and outline
Review for Quiz 2

The week of February 18:

Cabrillo observations continue
Data organization, presentation and critical analysis
Review of APA style (research format)
Paper guidelines and outline: writing topic sentences

The week of February 25:

Cabrillo observations end
Outlining final papers and APA style

The week of March 4:

Work on paper drafts
Volunteer group presentations

The week of March 11:

Presentations and discussion of observations
Review for final quiz