

PSY103

Developmental Psychology

INSTRUCTOR

Professor Shannon Dailey (she/her/hers)

Office: 102 Soc-Psy

Office Hours: <https://dailey-office-hours.youcanbook.me>

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CLASS MEETINGS

Tuesday & Thursday

10:00am-11:20am

130 Soc-Psy

COURSE OVERVIEW

Human infants are born almost completely helpless. They can barely see or hold their heads up, they don't yet smile, and they're entirely reliant on their caregivers. Yet within a few short years, these infants will learn to walk, feed themselves, say hundreds of words, understand other people's perspectives, and more.

How does this remarkable development happen? How do both nature and nurture shape development, and how do children shape their own development? To explore these and other questions, we will examine specific theories and research methods that philosophers, scientists, and psychologists have developed and used over the years. Your efforts in this class will help you understand children in new ways and prepare you to study development scientifically.

STUDENT LEARNING OBJECTIVES (adapted from Wilbourn, 2020)

Conceptual and theoretical foundations of developmental psychology

- Identify and describe the historical foundations and philosophical debates of developmental psychology
- Summarize and explain theories, perspectives, and research methods of developmental psychology
- Recognize and integrate concepts, theories, and terminology across topics, readings, and discussions

Critical thinking skills and scientific literacy

- Assess and critically analyze theories, research methods, and findings; generate and explain examples that demonstrate or test theories or concepts
- Apply theories and findings to real world situations and social problems
- Examine, evaluate, and integrate your own views, others' perspectives, and new information

COURSE MATERIALS

We will be using a textbook called *How Children Develop*, 6th edition. You may use any version of the textbook that you prefer (ebook, used, etc.); no access code is needed.

Siegler, R., Saffran, J. R., Gershoff, E., Eisenberg, N., & Leaper, C. (2019). *How Children Develop* (6th ed). Worth Publishers.

In addition, I will distribute a few select readings as PDFs via Sakai (see “Weekly Schedule”).

ASSESSMENTS

- Attendance & in-class participation: 10%
- Weekly blog posts: 10%
- Reflection paper: 15%
- Developmental Psychology in the News: 7.5% each; 15% total
- Midterm exams: 25% each; 50% total

Attendance & in-class participation — 10%

Regular class attendance is necessary for you to do well in this course. Students are expected to be on time and stay until class is done. Many lectures will include in-class activities which will give you opportunities to engage with and discuss the material with your classmates. Lecture outlines (but not lecture slides) will be available for each class.

Weekly blog posts — 10%

You will write short, informal blog posts once per week discussing that week’s course material. The purpose of this assignment is to help you think about each week’s readings and gain an appreciation of the relevance of developmental psychology to everyday life. Specifically, you will use this blog to analyze events from your own life or current events using a developmental psychological perspective. You may also include discussion questions prompted by the readings. Each submission is due before class each Tuesday and needs to be a minimum of 300 words, but there is no required format and this should be written creatively and informally. There are 13 blog post weeks this semester, and your 3 lowest scores will be dropped, for a total of 10 graded blog posts.

Reflection paper — 15%

Near the end of the semester, you will write a paper (2-3 pages, double-spaced) reflecting on an aspect of your personal development through the lens of developmental psychology. This is similar to your blog posts, but should be longer and more formal. For example, you may reflect on a specific conceptual change or compare/contrast an aspect of your development with a development we discussed in class. What did you used to believe, what did you come to believe, and what were the mechanisms of change? How did class influence the way you look back on an aspect of your own development? You are encouraged to visit my office hours to discuss your topic ideas. You will submit a few sentences about your topic by Friday, 11/19 so I can ensure you’re on the right track, and the reflection paper is due on the last day of class (12/2).

Developmental Psychology in the News — 7.5% each (adapted from Bergelson, 2018)

For this assignment, you will analyze a “pop science” article that reports about a developmental psychology study and assess how accurate their reporting is.

1. Find a news article from popular media (e.g. NY Times, CNN, HuffPost, etc.) about a developmental psychology concept, theory, or debate that we have discussed in class. The article must cite at least one scientific study.
2. Read the news article and *at least one* of the cited empirical articles (preferably more, if possible).
3. Write an essay (2-4 pages, double-spaced) that analyzes how well the pop piece did in representing the findings. To do this, you'll want to briefly summarize the study and discuss what the study found, how the news article described it, what got glossed over, misrepresented, or properly diffused for a casual audience.
4. Rate the pop piece according to PolitiFact's [Truth-o-Meter](#), which ranges from "True" to "Pants on Fire".

We will do Developmental Psychology in the News *twice* this semester. You will receive feedback on your first round paper (due 9/30) and should use that feedback to guide you as you write your second round paper (due 11/11).

Midterm exams — 25% each

We will have two in-class exams that will cover material from both your readings and the lectures. They will include multiple choice and short answer questions, which will ask you to recall information as well as apply theories and concepts to specific questions/situations.

Research participation — Required; ungraded

This course includes a research participation requirement. Participating in psychological research can allow you to gain insight into the field of psychology! You can choose to fulfill this requirement either by participating in research studies or by writing critical reviews of research papers. Please read over the [Participant Information document](#) carefully and begin your research option as soon as possible. You do not receive a grade for your research participation, but **if you fail to complete this requirement, you will receive an incomplete grade for the course.** Questions can be directed to Robin Dunn at robin.dunn@duke.edu.

COURSE POLICIES

Electronics: Electronics can be a major distraction during lectures. Cell phones must be on silent and put away for the duration of class (except for emergencies). While many students prefer to take notes on their laptops, **I highly encourage you to take written notes**, as written notes lead to better learning (Mueller & Oppenheimer, 2014) and in-class laptop use is associated with lower grades (Carter, Greenberg, & Walker, 2016). Most critically, **using laptops during class disrupts your classmates' learning** in addition to your own (Fried, 2008; Sana, Weston, & Cepeda, 2013). Therefore, if you need or prefer to use laptops in this class, it is vital that you have only your notes document open at all times during lecture. If your laptop usage is distracting to your classmates, I will revoke your laptop privileges.

Missed class: If you are unable to attend class or meet an assignment deadline due to a short-term illness or injury, please complete Duke's standard [Incapacitation Form](#) and

contact me as soon as possible, but no later than 48 hours after the missed class/deadline. **Please seek support from your academic dean** if you are experiencing long-term illness or a personal emergency; they will be able to guide you and ensure you're getting the support you need. See <http://trinity.duke.edu/undergraduate/academic-policies/illness> for more details on Duke's policy.

Late work/"Life Happens" policy: Late work will not be accepted. However, you will each have the option to use one "Life Happens" extension on any assignment this semester. This extension cannot be used on an exam. In order to use your "Life Happens" extension:

1. You must email me **before the assignment deadline** requesting an extension. You do NOT need to include the reason for your request.
2. Your email must **include a suggestion for a new due date**. I will respond to your email with a new due date (I may agree with your suggested date or decide on another date).
3. You must **submit the assignment by the new, extended due date** to receive credit.

Extra credit: No extra credit will be offered.

COURSE EXPECTATIONS

Respect for Diversity: In this course, I will strive to foster a learning environment that welcomes and supports students from all backgrounds and perspectives. The diversity that students bring to this class is a resource and a strength. It is critical that each of you respect the perspectives of your classmates. If you feel like your performance in this class is being impacted by your experiences inside or outside of class, please talk with me or bring it to my attention anonymously by completing this form [LINK]. Your suggestions on ways to improve this course are always welcome.

Office Hours: I highly encourage all of you to visit me for office hours at least once this semester. My door is open to discuss course material, personal interests in the field, and even academic and career goals.

Duke Community Standard: All students are expected to uphold the [Duke Community Standard](#) (Duke University, 2019). To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

ACCOMMODATIONS & RESOURCES

Academic Accommodations: Students who believe they may need accommodations in this class are encouraged to contact the [Student Disability Access Office \(SDAO\)](#) as soon as possible. SDAO provides and coordinates accommodations that enable students with disabilities to have equal access to all Duke University programs and activities.

Accommodations are provided to students with a variety of disabilities including sensory impairments, learning disabilities, psychological disorders, mobility, chronic health, and

more. Use their online portal to submit your request and **send me your accommodations letter as soon as possible** so I can ensure you get the appropriate accommodations for this course.

Phone: (919) 668-1267

Email: sdao@duke.edu

Online portal: <https://access.duke.edu/students/accommodate-student-portal>

The Academic Resource Center (ARC) provides a wide variety of services to help all Duke students reach their academic potential. ARC services include learning consultations, workshops, tutoring, study groups, and more, and some topics they cover are time management, test preparation, course strategies, and learning preferences. See their website for more information: <https://arc.duke.edu/>

HEALTH & WELL-BEING RESOURCES

DukeReach receives reports from students, faculty, parents, etc. about students in need, provides outreach services, and connects people to resources. If you are concerned about your physical or mental health, or about another student, please reach out:

<https://studentaffairs.duke.edu/dukereach1/reporting-concern>

Counseling and Psychological Services (CAPS) is an on-campus clinic that provides counseling and other care for students. Services include individual, group, and couples counseling, health coaching, psychiatric services, and more. To make an appointment or find out more, call (919) 660-1000.

GREEN CLASSROOM CERTIFICATION

This course has achieved Duke's Green Classroom Certification. The certification indicates that the faculty member teaching this course has taken significant steps to green the delivery of this course. Your faculty member has completed a checklist indicating their common practices in areas of this course that have an environmental impact, such as paper and energy consumption. Some common practices implemented by faculty to reduce the environmental impact of their course include allowing electronic submission of assignments, providing online readings and turning off lights and electronics in the classroom when they are not in use. The eco-friendly aspects of course delivery may vary by faculty member, by course, and throughout the semester. Learn more at <https://sustainability.duke.edu/action/certification/classroom>.



WEEKLY SCHEDULE

Tues, 8/24	Course Overview & Introductions	
Thurs, 8/26	History & Research Methods I	Read Chapter 1
Tues, 8/31	Issues in Psychological Research	Read Hu (2014) Write blog post
Thurs, 9/2	Prenatal Development & Newborns	Read Chapter 2
Tues, 9/7	Biology & Behavior I	Read Chapter 3 Write blog post
Thurs, 9/9	Biology & Behavior II	
Tues, 9/14	Theories of Cognitive Development I	Read Chapter 4 Write blog post
Thurs, 9/16	Theories of Cognitive Development II	
Tues, 9/21	Perception, Action, and Learning I	Read Chapter 5 Write blog post
Thurs, 9/23	Perception, Action, and Learning II	
Tues, 9/28	Language & Symbols	Read Chapter 6 Write blog post
Thurs, 9/30	Individual Differences in Language Development	DPN #1 due
Tues, 10/5	<i>No class: Fall break</i>	
Thurs, 10/7	Research Methods II & Contentious Issues	Read Hart & Risley (2003) and Kamenetz (2018)
Tues, 10/12	Conceptual Development	Read Chapter 7 Write blog post
Thurs, 10/14	Midterm Exam #1	
Tues, 10/19	Intelligence & Academic Achievement	Read Chapters 8 & 10 Write blog post
Thurs, 10/21	Emotional Development	
Tues, 10/26	Social Development I	Read Chapter 9 Write blog post
Thurs, 10/28	Social Development II	
Tues, 11/2	Parenting I: Attachment	Read Chapters 11 & 12 Write blog post
Thurs, 11/4	Parenting II: The Family	
Tues, 11/9	Peer Relationships	Read Chapter 13 Write blog post
Thurs, 11/11	Self-Identity	DPN #2 due
Tues, 11/16	Gender Development	Read Chapters 14 & 15 Write blog post
Thurs, 11/18	Moral Development	Reflection paper topic due Friday 11/19
Tues, 11/23	Visit from a baby!	Write blog post
Thurs, 11/25	<i>No class: Thanksgiving break</i>	
Tues, 11/30	Contentious Issues & Parenting Debates	Read papers [TBD] Write blog post
Thurs, 12/2	Conclusion/Wrap-Up	Reflection paper due
[TBD]	Midterm Exam #2	

References

- Bergelson, Erika. (Spring 2018). PSY690S: Language Development [Syllabus]. Durham, NC: Duke University.
- Carter, S. P., Greenberg, K., Walker, M. (2016). The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy. *Economics of Education Review*, 56,118-132.
- Duke University. (2019, August 16). *Duke Community Standard and Student Conduct*. <https://trinity.duke.edu/undergraduate/academic-policies/community-standard-student-conduct>
- Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1), 4-9.
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- Kamenetz, A. (2018). Let's Stop Talking about the 30 Million Word Gap. *National Public Radio*. Retrieved from <https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap>
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- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.
- Wilbourn, Makeba. (Fall 2020). PSY103: Developmental Psychology [Syllabus]. Durham, NC: Duke University.