



THE UNIVERSITY OF CHICAGO SUMMER SESSION

Sample Syllabi – Subject to Change

Developmental Psychology: Theories and Techniques PSYC 21650

Instructor

Kate O'Doherty, Ph.D.

Course Goals

- Gain a general understanding of theories and broad topic knowledge in the domain of Developmental Psychology
- Understand the contested nature of scientific “facts”; learn the difference between evidence and claims
- Learn how to formulate problem-focused research questions that speak to broad issues
- Learn developmental psychology research methods & gain hands-on experience with them
- Develop critical reading skills with respect to research in the field
- Design and execute a research project on some aspect of development

General Course Structure

Mornings (Typically 9:00-11:30am):

- Lecture/discussion in class, with in-class demonstrations and videos
- Group meetings for projects
- Data collection with child participants

Afternoons (Typically 1:00-3:00pm):

- Lecture/discussion with in-class demonstrations and videos
- Possible Data collection with child participants



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Grading (class is worth 100 points)

- 30 pts Class participation (detailed below)
- 15 pts Homework writing assignments
- 10 pts quizzes (3 short, unannounced multiple-choice and short answer quizzes)
- 15 pts Weekly paper sections (independently written parts of the paper)
- 15 pts Final research project (written as a group, detailed below)
- 15 pts Group research project presentation (detailed below)

Textbook & Readings

A vital component of the course is to do ALL the assigned readings in preparation for the lecture and discussions.

Textbook: Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). *How Children Develop*. New York: Worth Publishers. (Note – any edition is fine; online rentals are fine too)

Readings: available as PDFs via Canvas

Class Participation (30 pts)

During class, all students are required to participate by answering questions, participating in class discussion, and working in small groups. Please arrive for class alert and ready to actively participate in order to earn your participation points (be sure to eat a healthy breakfast and **get plenty of sleep!**) Participation grades will be negatively affected if students are late, falling asleep in class, and/or playing on their computers instead of focusing on the course content.

Homework Assignments (15 pts)

After some readings, movies or lectures you will be asked to write a brief response. You should answer these in paragraph form, using evidence from the readings/movie/lecture. These are typically due at **8pm** and you can upload your response to Canvas. In order to submit these assignments, you should click on the Assignments link on Canvas.

Content Quizzes (10 pts)

Three times during the course there will be a short quiz during class period over all the reading and lecture up until that point. These questions will be short answer and multiple choice.



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Research Project, Paper, and Presentation (45 pts total)

In small groups (3 -4 students per group), you will design and perform a small study on several children of appropriate age (some possible topics will be handed out on day 1 of class). This research project is an opportunity to observe children. Doing this project well will require forethought, planning and the full effort of all group members. Your groups will be meeting with the instructor and TA to discuss this project on the *second* day of class. In order to be prepared for this meeting, you should meet with your group after the first day to discuss ideas.

Groups will pick a topic from the list (or an approved alternative topic) and develop their project in consultation with the instructor. Data collection for these research projects is scheduled during class times; you **may not** collect data outside of these scheduled times and you **must be supervised** by the instructor or TA at all times when working with children and their families.

Final papers should be 10-15 double-spaced pages in length with standard margins and fonts. Papers will be due in parts (Introduction, Methods, Results) as noted on the syllabus. The complete **final paper will be due on THURSDAY of Week 3** (the final day of class) and should include the sections written previously as well as a Discussion section. Papers should be written in APA style. These papers will **require** outside research and reading. We will have a "field trip" to the library where we will be going over how to conduct research in the library.

Additionally, each group will make a 20 minute **Presentation** of their findings to the class on the **last day of Week 3**. Every member of the group should be an active participant in this presentation, both in its planning and execution. Guests are welcome to attend the presentations if you have nearby family you would like to invite.

Some Final Words: Plagiarism, Cheating, & Ethics

It's an unfortunate fact that on occasion, students either intentionally or unintentionally claim the work of others as their own. We will provide you with detailed information on what constitutes plagiarism on the first day of class, as well as the APA citation style we will be using in this course. All students are responsible for reading these materials and asking whatever clarification questions are necessary to ensure that they are correctly citing the ideas they borrow from other sources.

Additionally, unless otherwise explicitly indicated on the assignment, students should assume that they should work on assignments independently *without* the assistance of their peers.

Finally, students are expected to behave in a professional manner with research participants at all times. Failure to do so can lead to expulsion from the course and being asked to leave the program.



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Disability Statement

If you have any kind of disability, please talk to the instructor or TA immediately. We are more than happy to provide any kind of accommodation that will help you succeed in this class.

If you require any accommodations for this course, as soon as possible please provide us with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) so that you may discuss with us how your accommodations may be implemented in this course.

The University of Chicago is committed to ensuring the full participation of all students in its programs. If you have a documented disability and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the University's programs or services, you are encouraged to contact Student Disability Services as soon as possible. To receive reasonable accommodation, you must be appropriately registered with Student Disability Services.

Please contact the office at 773-702-6000 or email: disabilities@uchicago.edu or visit the website at disabilities.uchicago.edu.



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Course Outline

WEEK 1

Day 1

Morning (9-11:30am)

- Lecture: Introduction to course content, expectations, assignments
- Lecture: Broad Overview of Developmental Psychology: Themes and Methods

Afternoon (1:30-3)

- Lecture + Activity: APA (American Psychological Association)-style papers: *How to Read + Write research papers*
- Research: Discussion of Final Projects

Readings:

- **SKIM:** Chapter 1: An Introduction to Child Development
- **READ:** Chapter 5: Seeing, Thinking & Doing in Infancy

Homework: Choose your research project topic; nothing to turn in

Day 2

Morning (9 – 11:30am)

- Research: small group meetings with Instructor & TA to brainstorm research projects
- Lecture: Birth + Infancy

Afternoon (1-3pm)

- Video: Babies documentary

Readings:

- *How Children Develop* (textbook), Chapter 4: Theories of Cognitive Development

Homework: Write 2-3 paragraphs about some aspect(s) of the Babies movie that you found especially interesting or unusual. Include a question/idea that you think is important for future research. Post your reflection on the Canvas discussion board with your last name and today's date in the subject line. **Response due tonight.**



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Day 3

Morning (9 – 11:30am)

- Field Trip: Introduction to Regenstein Library & Academic Research Methods (9:15am)- **meet at library entrance: Regenstein Library, 1100 57th Street**
 - Tour of Regenstein Library
- Research: After the tour you will work in small groups on finding articles for your group project

Afternoon (1:00pm – 3:00pm)

- Lecture: Cognitive Development: Piaget, Baillargeon & Beyond

Readings

- Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R.M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17, 159-163.

Homework: Continue to read & summarize articles that could be used in your final paper literature review (note: nothing to turn in).

Day 4

Morning (9:00 - 11:30)

- Research: Small group meetings with Instructor & TA to discuss projects; goal: begin brainstorming methods for research project

Afternoon (1:00-3:00)

- Lecture: Social Cognition: Imitation; Face Processing; Theory of Mind
- Lecture: Social Cognition: Social categories/gender development

Readings

How Children Develop (textbook). Chapter 6: Development of Language Use, pp. 216-257

- Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences*, 100(15), 9096-9101.

Homework: Write 2-3 paragraphs about some aspect(s) of today's lecture or the readings that you found especially interesting or unusual. Include a question/idea that you think is important for future research.

Day 5

Morning (9:00-11:30)



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- Research: Small group meetings with Instructor & TA to discuss projects; goal: all groups to leave meetings with a clear outline of their paper introduction

Afternoon (1:00-3:00)

- Lecture: Language & symbolic development
- Video: Kuhl TED talk

Homework: RESEARCH PAPER: INTRODUCTION SECTION

WEEK 2

Day 6

Morning (9:00-11:30)

- Lectur: Academic Achievement, IQ, & Motivation

Afternoon (1:00-3:00)

- Field Trip to Museum of Science & Industry
- *pay attention to the design of the exhibits – how do they present information to kids at different developmental levels?*

Readings

- *How Children Develop* (textbook), Chapter 10: Emotional Development

Homework: Upload your Research Paper Introduction to Canvas.

Day 7

Morning (9:30-12:00)

- Research: Small group meetings - Methods sections finalized

Afternoon (1:00-4:00)

- Lecture: Social Development: Emotions, morality
- Video: NYT video of Hamlin, Wynn & Bloom study

Readings

Chapter 12: The Family

- Chapter 13: Peers

Homework: Response paper on moral development.



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Day 8

Morning (9:30-12:00)

- Research: Methods finalization – making sure all materials are in place, procedures practiced, ready to collect data.

Afternoon (1:00-3:00)

- Lecture: Family & Peers
- Video: *The Raising of America* documentary & discussion

Homework:

- Methods section write up (should be in APA format – look at sample paper on Canvas!)

Readings

- Chapter 3 – Brain Development section

Day 9

Morning (9:00 – 11:30)

- Lecture: Brain Development
- Video: *The Secret Life of the Brain*

Afternoon (1:00-3:00)

- Lecture: Adolescent Development (focus on the brain!)

Readings

- Sabbagh, Leslie (2006) – “The Teen Brain, Hard at Work, No Really” article from *Scientific American*
- Epstein, Robert (2007) – “The Myth of the Teen Brain” article from *Scientific American*

WEEK 3

Day 10

Morning (9:30 – 11:30)

- DATA COLLECTION

Afternoon (1:00 – 3:00)



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- DATA COLLECTION

Readings

Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. *Psychological science*, 24(11), 2143-2152.

Day 11

Morning (9:30-11:30)

- Possible: DATA COLLECTION IF NEEDED
- Research: Small group meetings to go over results sections

Afternoon (1:00 – 3:00)

- Lecture: Individual differences: Poverty, chronic stress
- Off early to continue work on results sections; begin discussion sections

Homework: ***RESULTS SECTION DUE***

Day 12

Morning (9:30-11:30)

- Lecture: Individual differences: atypical development (autism, dyslexia)
- Video: Sesame Street Autism videos

Afternoon (1:00 – 3:00)

- Research: Off to write discussion & finalize presentations

Homework:

- Final paper including: cover page, updated introduction, methods, results and discussion, and reference page - upload to Canvas
- Final presentation (power point) – upload to Canvas

Day 13

****FINAL PAPER INCLUDING DISCUSSION SECTION: UPLOADED TO CANVAS**

**** FINAL PRESENTATION: UPLOADED TO CANVAS**

Morning (9:00-11:30)

- Group Presentations