Developmental Psychology: Theories and Techniques
PSYC 21650
A three-week immersion course on the Mind of the Child

Instructor
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Teaching Assistant

Course Location: TBD

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 the methods of child development research & 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 9:00-12:00):
- Lecture/discussion in class, with in-class demonstrations and videos
Afternoons (Typically 1:00-4:30):
- Additional lecture/discussion
- Observations of and experimentation with children
- Data collection/group meetings for projects

Grading
- 30% Class participation (detailed below)
- 15% Writing and homework assignments (always due the next day)
- 10% Content quizzes (3 short, unannounced multiple-choice and short answer quizzes)
- 15% Weekly final research paper sections (independently written parts of the final paper)
- 15% Final research project (written as a group, detailed below)
- 15% 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.

APA Style Resource: (in-class handout, available at http://www.dartmouth.edu/~writing/sources/)

Additional Online Resource: Using American Psychological Association (APA) Format
Purdue Online Writing Lab: http://owl.english.purdue.edu/handouts/research/r_apa.html

Readings: (available as library course reserves via Chalk):
Once you have logged in, click on this course “PSYC 22150 (Summer 14) Develop Psyc: Theories/Techniques”.
Click on Course Material and then click on the Readings folder. Readings are in the folder by author last name and year.
You will see a list of downloadable copies of all the readings listed by article title. If you don’t have access to Chalk, reserves can also be accessed via http://www.lib.uchicago.edu until your Chalk access issues are resolved – let me know if this is the case.

Class Participation (30%)
During class, all students are required to participate by answering questions, participating in class discussion, and working in small groups.

Homework Assignments (15%)
After some readings, you will choose from a set of questions to answer. You should answer these in paragraph form, using evidence from the readings. These are due by the beginning of class each day on chalk. In order to submit these assignments, you should post them on the discussion board with your last name and the date in the subject line.

Content Quizzes (10%)
Three times during the course there will be a short quiz over all the reading and lecture up until that point. These questions will be short answer and multiple choice.

Research Project, Paper, and Presentation (45% total)
In small groups (3-4 students per group), you will design and perform a small study on several infants/children of appropriate age (some possible topics are listed below). 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 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 and a possible timeline.
Groups will pick a paper topic from the list below (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 as noted on the syllabus. The complete final paper will be due on Friday of Week 3 (the final day of class) and should include the sections written previously as well as group-written Results and Discussion sections. The writing for the partial sections (Methods and Literature Review & References) should be done independently. 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 do research in the library.

Additionally, each group will make a 20-30 minute Presentation of their findings to the class on Friday of Week 3. Every member of the group should be an active participant in this presentation, both in its planning and execution.

**Paper Topics**

In addition to these brief descriptions, you are encouraged to read the relevant sections of your textbook to get a better idea of the phenomena of interest. An excellent source for additional child development textbooks is the Regenstein library (some additional examples of such textbooks include but are not limited to: Child Development (1998) by John Santrock, Child Development (2002) by Neil Salkind, Developmental Psychology: a student’s handbook (2002) by Margaret Harris, Developmental psychology an advanced textbook (1992) by Marc Bornstein). These alternate sources are intended as a way of getting oriented to the field so that you can develop an interesting question for your project. Beyond this, it is expected that you will have read the seminal works (typically 2 or 3 articles) in the particular area that you choose to address. These projects are intended to be your projects, which means that, with the help of the instructor, you will decide on a topic, do the library research, define a research question, and then carry out the actual research with children.

**Object Permanence (infants aged 6 months-18 months)**

Object Permanence is the concept that objects have permanent, enduring status, even when not perceptually accessible. Before about 8 months, infants behave as though objects that disappear from view continue to exist. Throughout the second half of the first year of life, infants begin to acquire some aspects of the concepts of object permanence, but these abilities do not emerge all at once. They can successfully do some aspects of these “classic” developmental tasks, but not others, until the age of about 18 months. In this study, students will create some variation on these tasks in order to explore the concept of object permanence.

**Language Development (children aged 1-5 years)**

Children’s language comprehension typically precedes their production abilities. Because of this, it is not always possible to simply examine children’s speech to understand what they know about language. In this study, students will explore the development of language syntax of children at different ages using a variety of elicitation techniques. For example, to determine if children understand the use of plurals in English, they are shown a picture of a single “wug” and subsequently shown a picture of two, and asked, “See here, here’s a wug. Oh, look, now there are two, there are two (child (orally) fills in blank)...” The possibilities are great here for exploring the acquisition and/or development of various grammatical features.
Theory of Mind, Perspective-taking and Intentionality (children aged 3-5 years)
Studies have shown that children acquire an understanding of others’ perspective at about the age of three. The classic study of this asks children to guess where a child will look for a candy bar that they put in one cabinet but which was moved to a different one while they were gone. Three year olds tend to assume that the child would look in the cabinet where the candy bar actually was rather than where the child originally placed it. Four year olds, in contrast, understand that the child will look where he left it. In this study, students will perform some variation on this test to see when or how children develop an understanding of perspective.

Conservation (children aged 5-7 years)
Conservation describes the “classic” developmental tasks in which a child demonstrates an understanding that the physical transformation of objects does not alter their quantity. For example, children under the age of six (roughly) do not understand that pouring liquid from a tall, thin glass into a short, wide glass does not change the quantity. In this study, students will develop and administer several conservation tasks to children developing this understanding in order to better characterize the development of conservation.

Moral Development (children aged 6-16 years)
Moral reasoning is the process of thinking and making judgments about the right course of action in a given situation. Kohlberg used short stories involving moral dilemmas to explore the development of morality in children and adolescents. His interpretations of “good” morality have been challenged by Gilligan. One way to approach this topic would be for the students to interview several children of different ages using moral dilemmas and analyze their level of moral development with respect to both Kohlberg and Gilligan’s frameworks.

Language Socialization (children aged 1-8 years)
Ochs and Schieffelin argue that the process of learning language is also a process of socializing children to the social world in which they must live. They use primarily examples of Tongan parents teaching children to use respect registers appropriately (“respect registers” refers to the way that a person speaks with adults vs. children). Thus, this study would look at the ways in which the acquisition of language is equally the acquisition of culture. Children receive a huge amount of information about language from parents and other caregivers, and the form and content of this information varies greatly across cultures. In some cultures, pre-linguistic infants are constantly spoken to by parents who teach them language in a very explicit fashion, whereas in other cultures children are not directly addressed by their parents until they learn to speak. For this project, students will observe young children and parents in public areas like a grocery store or museum (after receiving informed consent) to explore and analyze how parents socialize their children through language. An interview component would be welcome, but it is important to get “naturalistic” data.

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. Sources & Citation, handed out on the first day of class, is an excellent resource in explaining what is and is not plagiarism. 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 UChicago Immersion program.

**Disability Statement**
If you have any kind of disability, please talk to me immediately. I am 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 (or think you may have a 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 773-834-4469/TTY 773-795-1B6 or gmoorehead@uchicago.edu, or visit the website at disabilities.uchicago.edu.

Student Disability Services is located in Room 233 in the Administration Building located at 5801 S. Ellis Avenue.”
Course Outline

WEEK 1

Monday

Morning (9:00-12:00)
- Introduction to course content, expectations, assignments
- Research Ethics and Professionalism

Homework: Ethics & Professionalism Writing Assignment

Afternoon (1:00-3:00)
- Broad Overview of Developmental Psychology: Themes and Methods
- Discussion of Final Projects

Readings for Tuesday

How Children Develop (textbook), Chapter 1: An Introduction to Child Development
pp. 2-37 (pay close attention to p 25-36)
Sources & Citation (http://www.dartmouth.edu/~writing/sources/)
Watch the 20 minute “Basics of APA Tutorial”
(http://flash1r.apa.org/apastyle/basics/index.htm)

Tuesday

Morning (9:30-12:00)
- How Psychologists Communicate: APA style
- Parts of a Research Paper
- What is a Research Question?

Afternoon (1:00-2:30; group meetings 2:30-3:30)
- How to read an empirical article
- Video & Discussion: The Secret Life of the Brain- Wider than the Sky: The Baby’s Brain:
  https://www.youtube.com/watch?v=cfCffnJfo3w

Homework: Write 3-4 paragraphs (about 500-700 words) about some aspect(s) of the video that you found especially interesting or unusual. Post your reflection on the Chalk discussion board with your last name and today’s date in the subject line.
- Small group meetings with Instructor to discuss projects

Readings for Wednesday

How Children Develop (textbook), Chapter 4: Theories of Cognitive Development, pp. 129-167

Wednesday

Morning (9:00-12:00)
Theories of Development
Baillargeon
Woodward

Afternoon (2:30-4:00)
Introduction to Regenstein Library & Academic Research Methods (2:30-4)-
meet at library entrance prepared to discuss your previous approaches to research
(Regenstein Library, 1100 57th Street)
Special Guest Lecturer: Paul Belloni, Psychology Bibliographer
Tour of Regenstein Library
How psychologists do academic research in libraries
University resources available for research
Homework: Library Worksheet, answer one of the Critical Thinking Questions on p 213 in a 300-400 word post on chalk.

Readings for Thursday
How Children Develop (textbook), Chapter 5: Seeing, Thinking & Doing in Infancy, pp. 171-212

Thursday
Morning (9:30-12:00)
Physical and Cognitive Development in Infancy
Observe emergence of object permanence in several young infants
Afternoon (1:00-4:00)
Keen
Kinzler
Homework: Answer either question 1 or question 2 on page 465. The answer should be between 300-400 words. Post your responses on chalk.
Readings for Friday
How Children Develop (textbook), Chapter 10: Emotional Development (just pp. 383-394)
How Children Develop (textbook), Chapter 11: Attachment to Others (just pp. 425-434)
Friday

Morning (9:30-12:00)
Social Development in Infancy: Temperament and Attachment
Video: Experimental observations of Strange Situation

Afternoon (10:00-4:00)
Small group meetings with Instructor to discuss projects

DUE MONDAY (Week 2): INTRODUCTION & LITERATURE REVIEW OF FINAL PAPER

WEEK 2
Monday

INTRODUCTION & LITERATURE REVIEW SECTION OF FINAL PAPER DUE
Morning (9:30-12:00)
Discussion of Methods Section of Final Paper and tonight’s homework
Video & Discussion: Secret Life of the Brain- Syllable from Sound: The Child's Brain
Preparation for observation
Ethics & Professionalism revisited

Afternoon (10:00-4:30)
Observation: Child/Caretaker Reunion Behavior
Observe interactions of children and caretakers in public setting

Homework: HW Due Thursday @ 9:30am: Reunion Behavior Observation Lab Assignment
HW Due Tuesday *TOMORROW* @1:30pm: Project Materials/ Stimuli/ Consent

Readings for Tuesday

Tuesday

Morning (9:30-12:00)
Discussion of Reunion Behavior Observation: Expectations and Realizations
Lecture/Discussion: Typical and Atypical Language Development

Afternoon (10:00-4:00)
Project Materials/ Stimuli/ Consent Proposal
Small group meetings with Instructor to discuss projects

Homework: Answer 1of the Critical Thinking Questions on page 295. The answer should be between 300-400 words. Post to chalk.
Methods section of paper due TOMORROW AT 7PM

Readings for Wednesday

Wednesday
Morning (9:30-12:00)
Lecture/Discussion: Conceptual Development
Afternoon (1:00-4:00)
Lecture/Discussion: Language and Thought

***METHODS SECTION OF FINAL PAPER DUE TODAY BY EMAIL: BY 7PM***

Homework: Finish Reunion Behavior Observation Lab Assignment, due tomorrow
Answer 1 Critical Thinking Question on page 550 in 300-400 words. Post on chalk

Readings for Thursday

Thursday
Morning (9:30-12:00)
Homework Due: Reunion Behavior Observation Lab Assignment
Lecture/Discussion: Social Development in Early Childhood and Adolescence
Video & Discussion: Secret Life of the Brain - A World of Their Own: The Teenage Brain
Afternoon (1:00-4:00)
Data collection for projects (schedule TBD)

Homework: Answer 2 Critical Thinking Questions on page 591, 300-400 words each, and post them on chalk

Readings for Friday
How Children Develop (textbook). Chapter 14: Moral Development pp. 553-591

Friday
Morning (9:30-12:00)
Lecture/Discussion: Moral Development in Childhood & Adolescence
Afternoon (1:00-4:00)
Data collection for projects (schedule TBD)

No Readings for Monday: Work on Results and Discussion as much as you can

WEEK 3
Monday
It is possible that we may schedule some participants to come in for data collection, especially for groups who may have had trouble acquiring data so far – be prepared for this possibility (you will know ahead of time.)
Tuesday
Morning (9:30-12:00)
   Mind, Brain and Consciousness
   Neural Development
Afternoon (1:00-4:00)
   In-class group work on Results/Discussion Sections
***RESULTS/DISCUSSION DRAFT DUE TODAY BY EMAIL: BY 7PM***
Homework: Results and discussion section due TODAY BY 7 PM
Readings for Wednesday
   “The Americanization of Mental Illness”
   http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?_r=2&pagewanted=all

Wednesday
Morning (9:00-12:00)
   Americanization of Mental Illness
   Individual Differences
Afternoon (Schedule TBD)
   Work on Abstract and presentations
Readings for Thursday
   Short reading TBD by 9:30am on Wednesday

Thursday
Morning (9:00-12:00)
   Connecting Across the Lifespan
   Debunking Common Myths in Developmental Psychology
   Visit from IRB!
Afternoon off to work on papers and presentations! I will be available to consult.

Friday
FINAL PAPER DUE IN CLASS
Morning (9:30-12:00)
   Group Presentations (invite your friends!)
   Wrap-up, Discussion, Questions, Issues, Course Evaluations