

## **Psychology 2332: Developmental Psychology**

May Term 2019

Location: TBD

Time: TBD

Instructor: Dr. Chrystyna Kouros

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Office Hours: 30 minutes after class and by appointment

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### **Course Overview**

This course surveys basic concepts and issues in the field of developmental psychology, including theory, research, and applications in the study of child development (prenatally through adolescence.) At the beginning of the course, we will cover theories of development, how we measure child development, and prenatal development. Next, three key areas of development will be covered: physical and motor development, cognitive and language development, and social and emotional development. We will also discuss the role of the family and neighborhood context in children's development. This course will also cover scientific literacy in developmental psychology.

### **Required Text**

Online Text for: Kail, R. V. (2010). *Children and their development* (6th ed.). Upper Saddle River, NJ: Prentice Hall. (Available through Pearson's REVEL platform integrated with Canvas.)

Additional readings are available on the course Canvas site.

### **Course Prerequisites**

None

### **Student Learning Outcomes**

This course meets the student learning outcomes for level one of the University *Curriculum's Institutions, Individuals and Cultures* Pillar requirement:

1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences. (Level 1)
2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences. (Level 1)

### **Course-specific Student Learning Objectives**

At the end of the course, students will be able to:

1. Explain key developmental themes, terms, and theories as well as identify important theorists by name.
2. Describe the course and process by which typical development unfolds. At the end of the course, students should be able to answer the questions: What develops when? How?
3. Demonstrate knowledge of current research directions in the area of developmental psychology, including gaps in our current knowledge of children's development.

4. Demonstrate psychology information literacy, including reading and analyzing an empirical psychology article and applying knowledge of the scientific method to evaluate media reports of psychological research.
5. List and apply practical “take-home” messages about best practices for optimal child development that can be incorporated into their own life.
6. Integrate knowledge learned in each chapter across different domains of development. For example, students should be able to discuss how aspects of social development directly impact cognitive development.

## **Course Requirements and Grading**

### **Reading Check Quizzes**

At the beginning of class (beginning May 17), there will be a 10-minute quiz on the material from the previous class. Students must be in class to take the quiz (i.e., if you show up late after the quiz is completed, you will receive a 0 for the quiz that day).

### **Reflection Assignments**

There will be three graded reflection assignments. The purpose of these assignments is to reflect on the course material and discuss “take-home” messages from the course that you can apply to your own life. Detailed instructions for these assignments are available at the end of the syllabus

Reflection Assignment #1: Pregnancy Interview

Reflection Assignment #2: Product Review: Evaluating Infant Toys

Reflection Assignment #3: Defining Decade

### **Speed Dating with the Theorists**

To help learn about some of the influential theorists in developmental psychology, we’ll be putting them on dates! In small groups, you will be assigned a theorist. To help you get to know your “eligible bachelor” better, I will lecture on the theorist and then groups will research their theorist in more depth and answer a series of questions about their theorist (handout given in class). Next, your group will write a short “dating profile” based on these questions—a few paragraphs that, in the spirit of speed dating, would quickly convey to an interested suitor what the theorist has to offer. Each profile is required to have an accompanying sentence that is highly memorable to use as a “hook” or “pick-up line.” You will be given time in class to work on your profile; however, you may also need to work outside of class to finish this assignment.

On May 20, the speed dating will begin! Each group will read their speed dating paragraphs aloud. We will then use a series of pre-prepared Venn diagrams to discuss pairs of two theorists in terms of why they may “date” or why they would not make a good “couple.”

### **In-class Activities**

Some reflection assignments will be completed in class; these will be graded. These assignments will be handed out during class. You must be in class to complete and receive credit for these activities.

### **Cumulative Final Exam**

There will be one cumulative exam at the end of the term on **May 31, 2019**. The exam may consist of multiple-choice, fill-in the blank, or short-essay questions. The exam may cover material from the textbook, assigned readings, quizzes, lectures, videos, and class activities/discussion. Students will be given the opportunity to submit potential exam questions during class—if your question is

selected, you will receive a bonus point on the exam. Students are allowed to bring two pages of notes to the exam.

### **Final Project**

Your final project in this course is to evaluate a media report of a developmental psychology research finding, based on the research findings from empirical articles and content areas of the course. The 10-minute presentation should demonstrate your knowledge of child development and be fact-based. A handout on this assignment with more details and the grading criteria will be provided on Canvas.

### **Grading**

Grading is based on the mastery of key ideas and concepts covered in the course. For example, a grade of A represents that the student has mastered at least 90% of the course content. This course offers several ways for students to demonstrate mastery of concepts, including exams, writing assignments, class activities, and small group presentations.

<u>Class Assignment</u>	<u>Points</u>	<u>Approx. % of Grade</u>
Quizzes	90	20%
3 Reflection Assignments	100	23%
Speed Dating with Theorists	20	4%
In-class Activities	30	7%
Cumulative Final Exam	100	23%
Final Project	100	23%
TOTAL		440 points

<u>Grade in Course</u>					
A	100-93%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	≤ 59 %

**NOTE 1. Grades are rounded up based on the third decimal place.**

**NOTE 2. I cannot accept extra credit that is not part of the course or make any special arrangements regarding grades, or adjust grades due to special circumstances of any kind. Please do NOT ask for any adjustments to your grade (other than for errors in grading).**

## **Class Preparation & Attendance**

Class attendance is required; a sign-in sheet will be provided during each class period. It is the student's responsibility to make sure he/she has signed in. Attendance is a critical component for learning in this course. Classes will consist of lectures, including material that may not be in the textbook, group activities, discussions, demonstrations, and videos. It is very difficult to make up the material missed from videos, class discussions, and group activities. *Note: Signing in a classmate who is not in class is a violation of the Honor Code* (see section on Academic Integrity).

## **Classroom Etiquette**

It is expected that each student is an active participant in class. This is demonstrated by paying attention, asking questions, participating in class discussions and activities, and completing assignments. Please turn off/silence and put away your cell phone while in class. Text messaging; snapchatting; checking email, FaceBook or other websites; completing work for another class; taking and/or posting selfies; etc. are not acceptable during class time. You may use a laptop for note taking; however, this policy will be revisited if students are using their laptops for other purposes.

*Note on cell phones/smart watches: Cell phones must be turned off and put away during exams. If students use their cell phone during an exam, this will be considered cheating and a violation of the Honor Code* (see section on Academic Integrity).

## **University Policies**

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Academic Integrity:** Cheating and/or plagiarism will not be tolerated in this course and will be dealt with according to the University's Honor Code. As stated by the Honor Council, "Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in preparation of work to be submitted are directly contrary to the honest process of learning." A violation of the Code will result in an F for the course. In addition, the student may also be taken before the Honor Council. If you are unclear about this please see the instructor immediately.

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).

**Campus Carry Law:** “In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy).”

**Journal Articles for Class Reading (available on Canvas):**

Baillargeon, R. (1987). Object permanence in 3 ½ and 4 ½- month-old infants. *Developmental Psychology*, 23, 655-664.

Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Short report: Evidence for infants’ internal working models of attachment. *Psychological Science*, 18, 501-502.

Hindman, A. H., Wasik B. A., & Snell, E. K. (2016). Closing the 30 million word gap: Next steps in designing research to inform practice. *Child Development Perspectives*, 10, 134-139.

Kidd, C., Palmeri, H., & Aslin, R. N. (2013). Rational snacking: Young children’s decision-making on the marshmallow task is moderated by beliefs about environmental reliability. *Cognition*, 126, 109-114.

### Course Schedule

We may make adjustments to the schedule, but I will let you know ahead of time.

Date	Topic	Reading	Assignment Due
5/16	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Science of Child Development</li> </ul>	Chapters 1	In class: Is Psychology a Science Activity
5/17	<ul style="list-style-type: none"> <li>• Prenatal Development</li> <li>• Growth and Health</li> <li>• Behavioral Genetics</li> <li>• Research Theorist</li> </ul>	Chapter 3 Chapter 4, Module 1 & Chapter 2, Module 2.2	In class: Psychological Research Methods Activity
5/20	<ul style="list-style-type: none"> <li>• Speed Dating with the Theorists!</li> <li>• Perceptual and Motor Development</li> <li>• Orientation to an Empirical Journal Article</li> </ul>	Chapter 5	Speed Dating with Theorists Profile  In class: Orientation to an Empirical Journal Article Activity  Reflection Assignment #1 (due on Canvas)
5/21	<ul style="list-style-type: none"> <li>• Cognitive Development</li> <li>• How to Find and Read a Research Article</li> </ul>	Chapter 6; Baillargeon (1987)	In class: Finding Credible Sources Activity
5/22	<ul style="list-style-type: none"> <li>• Emotional Development: Emotions, Temperament, &amp; Attachment</li> <li>• Evaluating Media Reports of Psychological Research</li> </ul>	Chapter 10; Johnson et al. (2007)	Reflection Assignment #2 (due on Canvas)  In-class: Practice Evaluating Media Reports
5/23	<ul style="list-style-type: none"> <li>• Family Relationships</li> </ul>	Chapter 14	
5/24	<ul style="list-style-type: none"> <li>• Catch up on Material</li> <li>• Work on class presentation</li> </ul>		By end of class: Summary of research topic and articles for final project
5/27	<i>Memorial Day—No Class</i>		
5/28	<ul style="list-style-type: none"> <li>• Language &amp; Communication</li> <li>• Understanding the Self</li> </ul>	Chapter 9; Hindman et al. (2016); Chapter 11	In-class Activities
5/29	<ul style="list-style-type: none"> <li>• Neighborhood &amp; Media Influences on CD</li> </ul>	Chapter 15	In class: Children's TV Programming Activity
5/30	<ul style="list-style-type: none"> <li>• Moral Development</li> <li>• Defining Decade</li> </ul>	Chapter 12; Kidd et al. (2013)	
5/31	<ul style="list-style-type: none"> <li>• Cumulative Final</li> <li>• Final Project Presentations</li> </ul>		Reflection Assignment #3: Defining Decade (due on Canvas)

**Reflection Assignment #1: Pregnancy Interview**  
**Due May 20 (Turned in on Canvas using TurnItIn)**

**Points: 40**

After reading Chapter 3 in your textbook (Kail, 2015), talk with someone who has been pregnant in the past (e.g., a mother, aunt, grandmother, sister, friend). This does not have to be an in- person interview but it should be a conversation, not an email (call them!).

From your reading and prior to your conversation, develop a list of questions you want to ask. Here are some questions you can use, but you can add your own!

- Tell me about what it was like to be pregnant.
- What information was available to you about prenatal development (e.g., what did the doctor tell her to avoid or what she should do)?
- What diagnostic testing was available to you (e.g., did she have an ultrasound or an amniocentesis and what was that experience like)?
- Were there any myths or “old wives tales” common at the time (e.g., how to determine the sex of the baby)?
- Did you attend any childbirth classes? Was that helpful?
- What was labor and delivery like?

After your interview, write up (1) what you learned from your interview, and (2) do your interviewees’ experiences and the information she had at the time match the information in the textbook? Your write-up should do things like compare/contrast what you learned from your interview with information available today. Part of your write up might include your reaction to what you learned, or additional information that you researched about what you learned (you are not required to, but if you do go to other sources, be sure to cite them).

The write-up should be typed, approximately 1-2 pages, double-spaced (35 points). Chose 2-3 of the most interesting things you learned from this assignment to present to the class (5 points).

Some tips:

1. Be creative in developing your own questions, but ***base the information you are seeking on what you have learned*** from the reading or in class.
2. Also, remember to ***BE SENSITIVE*** when asking questions and/or sharing your knowledge. What is known about prenatal development and teratogens, as well as the recommendations doctors gave, may have changed considerably over the years.
3. This assignment can be very interesting when you interview someone who might have had a different experience than what is described in your text (e.g., had a baby longer than a generation ago such as a grandmother, or someone who gave birth in another county or culture).
4. On the other hand, many students enjoy interviewing their own mothers.
5. An “in person” interview is not necessary, but it should be a conversation, rather than an email so that you are able to ask follow-up questions.

## **Reflection Assignment #2: Product Review: Evaluating Infant Toys**

**Due May 22 (Turned in on Canvas using TurnItIn)**

**Points: 40**

In the US, parents spend approximately \$280 per year on children's toys. Most toys geared toward infants and young children are marketed as promoting developmental skills. But do they work? And are they worth the cost?

Choose and evaluate a toy that is marketed for infants (birth to 18 months). You can either go to a toy store (e.g., Target) or you can look at websites to choose the toy. Write a short (1 page, 12 point font) review of the toy, including:

1. What is the name of the toy you chose and who makes this product? How much does it cost? Include a picture of the toy (if you went to a store) or a link to the website (if you searched online).
2. What senses is the toy designed to stimulate?
3. If applicable, what motor skills (locomotor or fine-motor skills) is the toy supposed to facilitate or challenge, and how does it accomplish this?
4. Are there ways in which the toy can be improved to better enhance perceptual development and/or motor development?
5. Would you recommend this toy? Upon what evidence are you basing your recommendation?

You will turn in your paper (30 points) and give a 2-3 minute presentation on your review to the class (10 points) on May 22.



### **Reflection Assignment #3: Defining Decade**

**Due May 31 (Turned in on Canvas using TurnItIn)**

**Points: 20**

Directions: In Dr. Meg Jay's Ted Talk "Why 30 is not the new 20"\* , she argues that our 20s are a critical period for adult development. For this reflection assignment, please reflect on the idea that emerging adulthood and your 20s are a foundational period for successful adulthood and apply this idea to your own goals.

To do this:

1. Explain three goals that you would like to accomplish or have made significant progress toward by your early 30s.
2. For each goal, brainstorm at least two concrete plans you can make in your 20s to ensure that you are preparing to meet these goals.
3. In what ways will your knowledge of developmental psychology help you achieve or make progress toward these goals?
4. What is your overall impression of/opinion about/reaction to Dr. Jay's Ted Talk and the points that she makes?

Please type your paper and aim for 1-2 pages (single spaced, 12 pt. font, 1 inch margins).

\*If you'd like to re-watch the video, Dr. Jay's Ted Talk can be found at:

[https://www.ted.com/talks/meg\\_jay\\_why\\_30\\_is\\_not\\_the\\_new\\_20?language=en](https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en)

Student Information Sheet

Please complete the following form and return to Dr. Kouros by **Friday, May 17**.

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Major: \_\_\_\_\_

Minor (if applicable): \_\_\_\_\_

Please list any previous psychology courses you have taken. (Not a prerequisite for this course).

What are your goals for the course?

Any experience with babies or young children?

Future career goals? This can be general--it's ok if you don't have a concrete plan yet.

Please sign below to indicate that you have reviewed the syllabus and understand the class policies (in particular, make sure you understand the policy regarding late assignments, missing class, rescheduling exams, and completing the research participation requirement):

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date