

University of California, Santa Cruz • Winter 2007
PSYC 10: Introduction to Developmental Psychology

Instructor:

Tony Hoffman, Ph.D. (thoffma@ucsc.edu) (phone: 459-4095)
Office: 378 Social Sciences Bldg. 2 Office hours: Thurs 9:30 - 11AM (or by appointment)

Teaching assistants:

Kim Radmacher (kar@ucsc.edu) Kestrel Homer <kestrelh@gmail.com>
Office: 202 Social Sciences 2 Office: 378 Social Sciences Bldg. 2
Office hours: Office hours:

Lectures:

Merrill 102 on Mondays, Wednesdays and Fridays, 11:00am to 12:10pm

Sections:

Tues	8:30AM-9:40AM	Oakes Acad 222	Thurs	4:00PM-5:10PM	Eight Acad 242
Weds	3:30PM-4:40PM	Crown Clsrm 208	Thurs	8:30AM-9:40AM	Eight Acad 242

Course description:

This course is an introduction to human psychological development from the prenatal period through adolescence. It introduces basic issues in developmental psychology, child psychology, and adolescence. The course is concerned with two main questions:

- How do children change or develop psychologically?
- How do they come to differ from one another?

Although the course concentrates on developmental psychology, it is also concerned with the wide range of biological, familial, social, and cultural aspects of early development. The text and readings discuss current fundamental ideas and research about development, particularly development in its cultural context. Lectures will explain and enhance this discussion, emphasizing issues of context, transition, risk and resilience. There will be some discussion devoted to development in extreme circumstances. Sections will be primarily devoted to a module on the observation of child behavior.

Prerequisite:

PSYC 1 (Introduction to Psychology).

Objectives:

It is hoped that each student will come to understand:

- fundamental aspects of biological, perceptual and cognitive processes in development,
- basic research on development in the contexts of the family, peers, schools, society, and culture,
- fundamental aspects of social, emotional, and personality development,
- the psychological impact of at least four social problems that affect children and adolescents,
- the importance of context, transition, risk, and resilience, and
- the importance of the study of development in extreme circumstances.

Textbook:

Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children*, 5th Edition. NY: Worth.
One copy is on reserve in McHenry Library.

Web sites:

Some study materials, announcements, etc. for the course are on Tony's instructional web site (<http://www.proper.com/tonyhoffman/>) (username: student)(password: development). Readings from this site might be used for make-up work (to be discussed in class).

The text web site (<http://bcs.worthpublishers.com/cole5e/default.asp>) has some great activities, sample quizzes, and other resources (highly recommended). Students who submit practice quiz scores from this site, using the instructor address of tonyhoffman@rattlebrain.com, will be recognized for their efforts (to be discussed in class).

Enrollment:

Even if you are already enrolled in the course, you must attend the first two lectures, the introduction to the observation project (tentatively set for January 31), AND the first section meeting to keep your enrollment in the class. Missing any one of these will result in losing your seat and a No Pass for the course, even if you were enrolled. If you are enrolled and decide to drop, please inform Tony so he can add another student as soon as possible.

Three student requirements:

1). Attendance and preparedness: In addition to the required attendance described above, you should attend all classes and sections. Come prepared for class by having completed the assigned reading before class. You are considered to not be attending if you sleep in class.

Attendance is required for all section meetings. Important material pertaining to class assignments will be covered in section. Failure to attend a required section meeting without having made prior arrangements with your TA to make up the missing material will result in a recorded warning; the second failure to do so will result in a No Pass.

2). Exams: There will be three exams (tentatively set for February 2, February 23, and finals week). These will be a combination of multiple choice and short answer questions. The exams are not cumulative. About half the exam material will be from lecture, half from the text.

Be prepared for exams: Please bring an 882E scantron and a #2 pencil to the exams. Scantrons can be purchased at the Bay Tree Bookstore.

NO alternate test times: No exams will be given at alternative times except for documented emergency.

Exam make-up policy: Make-up exams will only be given to students who have a substantiated excuse approved by Tony (e.g., signed note from a doctor saying you were too ill to be in class on that day at that time; not just a note that you were seen at the health center). Make-up exams will consist of a 10 to 12 page research paper on a topic that will encompass the material covered by the missed exam.

No early finals will be given.

3). Observation Assignment: Students will carry out two observations of toddlers and preschoolers at the Cabrillo College Children's Center (ECE), and will write a paper based on these observations. We will give you extensive instruction for this assignment in section. The assignment includes the following requirements:

Jan. 31 (tentative): Attend class for the Cabrillo presentation.

Jan. 22 to 26: Sign up for observation times in section during this week (bring your calendars/PDAs!)

Feb. 5 to 23: Carry out the observations at Cabrillo ECE at the times you signed up for.

Feb. 12-16: Bring at least your first observation to discuss in section during this week.

Feb. 26-March 2: Turn in your typed observations and bring your paper draft to section this week.

March 9: Turn in your final paper at the beginning of class (late papers will not be accepted).

Grading:

Each of the three exams will be worth 100 points, as will the observation assignment (includes attendance, participation, discussion, and observational paper). Grading is criterion-based (ask Tony what this means) on the following point distributions:

	A	94-100	A-	91-93	
B+	89-90	B	84-88	B-	81-83
C+	79-80	C	74-78	C-	70-78

Scores less than 70 will be graded D (= tried and consulted with Tony) or F (= showing little or no effort/interest).

Narrative evaluations:

This class values the narrative process at UCSC as an important tool for student feedback. Narrative evaluations will be based on grades, student participation, and student behavior.

Save and back up your work in this class!

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

This class is in an academic honor zone:

Students are asked to honor, respect, and facilitate the learning of the class as a whole. Students will be 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. Come to class prepared with assigned readings completed, avoid use of irrelevant or tangential questions, help other students voice their knowledge, help in the expression of ideas, and allow instruction without unnecessary delay. Don't come to class to sleep (you will be awakened and asked to leave). Help class routines and procedures run smoothly. It is expected that students will engage in activities that help others learn, including the use of constructive discussion and inquiry, sharing of learning materials, assistance in research, cooperative and collaborative work with others.

The fine print on academic integrity READ THIS:

Although group learning is encouraged, all work submitted in this course must be your own and produced exclusively for this course. The class will operate on the assumption that all students are familiar with UCSC's policy on academic dishonesty (available at: http://www.ucsc.edu/academics/academic_integrity/student_guide.html); this is a policy this class will strictly adhere to. As in all UCSC classes, 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; so 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 the teaching assistants before completing any course requirements.

Disability accommodations:

This class respects the needs of disabled students and will accommodate their needs as much as possible. All eligible students (i.e. registered with our DRC office) must give two weeks notice to the instructor to be accommodated for a special exam proctoring and/or other accommodations. Once you request accommodation, all of your exams for the current quarter will be scheduled under the DRC set-up. If you do not wish to use the accommodation for all exams, please advise Tony.

Psych 10 Section Schedule (tentative)

Week	dates		Important Reminders
1	1/8-1/12	Confirm enrollment; introduction to observation project	Enrollment will be taken
2	1/15-1/19	Learn observation techniques	Read handout before coming to next section
3	1/22-1/26	Practice observations	Sign up for observation times
4	1/29- 2/2	Exam review	Sign up for observation times
5	2/5-2/9	Video: <i>Preschool in Three Cultures</i>	Do your first observations at Cabrillo ECE
6	2/12-2/16	Student working groups	Bring your first observation to section
7	2/19-2/23	Student working groups	Discuss observations
8	2/26-3/2	Student working groups	Turn in your observations
9	3/5-3/9	Finalize your paper; get feedback	Observation paper due in class March 9
10	3/12-3/16	Presentations & review for final	

Psych 10 Lecture and Examination Schedule (tentative)

Date	day	Topic	Text reading
Jan. 5	F	Course introduction	Chapter 1
Jan. 8	M	The study of human development	Chapter 1
Jan. 10	W	Theories & perspectives	Chapter 2
Jan. 12	F	Nature and nurture: genetics and the environment	Chapter 2
Jan. 15	M	Martin Luther King Jr. holiday (no class)	
Jan. 17	W	Prenatal development and birth	Chapter 3
Jan. 19	F	Birth and the newborn	Chapter 3
Jan. 22	M	Infant capacities	Chapter 4
Jan. 24	W	Early emotions & temperament	Chapter 4
Jan. 26	F	The first year and object permanence	Chapter 5
Jan. 29	M	Joint attention; the apprenticeship in thinking	Chapter 5
Jan. 31	W	Introduction to observation project	
Feb. 2	F	First exam	
Feb. 5	M	Attachment and threats to attachment	Chapter 6
Feb. 7	W	Early experience & later life; vulnerability and resilience	Chapter 7
Feb. 9	F	An introduction to child psychopathology	Chapter 7
Feb. 12	M	Language development	Chapter 8
Feb. 14	W	Play and symbols	Chapter 9
Feb. 16	F	Social development in early childhood	Chapter 10
Feb. 19	M	President's Day holiday observed (no class)	
Feb. 21	W	Pretend play; review for exam 2	
Feb. 23	F	Second exam	
Feb. 26	M	Contexts and the family	Chapter 11
Feb. 28	W	Divorce & remarriage	Chapter 11
March 2	F	Child abuse and child protection *Optional: paper draft due in class	Chapter 12
March 5	M	Literacy and schooling	Chapter 13
March 7	W	Children living in extreme circumstances	Chapter 14
March 9	F	Adolescence *observation paper due in class	Chapter 15
March 12	M	Cognitive and neurocognitive change in adolescence	Chapter 15
March 14	W	Identity formation and peer relations	Chapter 16
Finals week	tba	Final exam	