

Developmental Psychology
Psych W2280
Summer 2017

Professor

Nim Tottenham, Ph.D. (aka Delafield)

Office hours: **Tuesdays 12-1PM (355D Schermerhorn)**

Description & Course Goals

This course is designed to introduce students to the study of developmental psychology. The goal is to provide students with an understanding of human psychological development from birth through young adulthood. We will cover areas such as biological, motor, cognitive, emotional, and social domains from prenatal periods through young adulthood. Additionally, these processes will be described within a theoretical and empirical framework.

Prerequisite: Psychology W1001 or W1010. Enrollment may be limited.

Required text

Berk, L. E. (2013). *Child Development* (9th ed). Boston: Pearson/Allyn & Bacon Publishers. We will not be using the supplementary materials that sometimes accompany the textbook, so there is no need to purchase them. The only requirement is the textbook. There is also a copy on reserve at the library. Additional readings, generally journal articles, will be posted on the Courseworks website.

Attendance and Preparation

Lectures: You will not do well in the class if you don't attend lecture. Lectures may or may not involve reiteration or expansion of material in the textbook. Nevertheless, you are still responsible for reading and understanding each chapter as assigned. Feel free to ask questions during class or office hours if there are particular difficulties with material in the book. To ensure that you and the other students get the benefits of this class, you must complete the assigned readings prior to class and come prepared to actively contribute to class discussions.

Classroom Decorum. In order to maintain a classroom environment that is both respectful of others and conducive to learning we ask that you observe the following:

- Lectures start promptly, and we ask you to be in your seat by that time. Please do not disrupt the class by coming late or leaving early.
- Turn off your cell phone during class.
- You may use a laptop or other device for note taking. Do not use your electronic devices for non-course-related activities. Doing so is not only distracting to those around you but also broadcasts your disrespect for the class.

Evaluation:

1. (40%) Midterm Exam Grade
2. (60%) Final Exam

97-100 = A+ 93-96 = A 90-92 = A- 87-89 = B+ 83-86 = B 80-82 = B- 77-79 = C+ 73-76 = C 70-72 = C- 60-69 = D 59 or below = F

Evaluations will include one midterm during the semester and one final. Although exams will tend to focus more on the material covered in lecture, any and all material in the lectures and texts is fair game. The final will be cumulative, although it will focus more heavily on the material from the last 1/2 of the course. The teaching assistants will keep the exams and answer sheets. If you want to see your exam again or look at it for an extended period of time (and I strongly encourage you to do so), then you will want to visit one of the teaching assistants during office hours or make an appointment.

About showing up late for an exam: Do not be late for an exam. If you arrive after someone else has already finished the test and left the room, you will not be allowed to take the exam.

Courseworks: The syllabus and lectures will be available on the Courseworks website. The syllabus is subject to change, and I may post revised versions periodically. Course announcements will be posted also, as necessary.

Students with Special Needs

If you have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class, please let Prof. Tottenham know within the first two weeks of class. You should also visit the Office of Disability Services (ODS) on the 7th floor of Lerner Hall as soon as possible. ODS determines the specific needs of students with disabilities, and develops and implements programs and policies to meet those needs. The procedures for registering with ODS can be found at <http://health.columbia.edu/services/ods> or by calling ODS Phone (212) 854-2388 (Voice/TTY).

Improve your writing. If you would like to learn to write better, we encourage you to take advantage of the free individualized writing instruction available to all students at the Writing Center. Writing consultants will meet with you at any stage of the writing process. <http://www.college.columbia.edu/core/uwp/writing-center>

Statement on Academic Integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Because any academic integrity violation undermines our intellectual community, if you are found to have cheated, plagiarized, or committed any other act of academic dishonesty you will likely receive a zero for the work in question and may fail the class. You will also be referred to the Dean's Disciplinary Process, described here: www.college.columbia.edu/academics/disciplinaryprocess It is your responsibility to ensure that your work maintains expected standards. This requires that you understand what constitutes academic dishonesty on this campus and in this class. Some examples of academic dishonesty include:

- Plagiarism, cheating, or fabrication
- Receiving or providing unauthorized assistance
- Lying to an instructor, TA, or administrator
- Forging a document or signature of a medical professional, instructor, or administrator

Should you have any questions or concerns regarding our expectations of you, please ask Prof. Tottenham or one of the TAs, and refer to the Columbia University Undergraduate Guide to Academic Integrity: www.college.columbia.edu/academics/academicintegrity

Email. I **strongly discourage email** because I **highly encourage** visiting me at office hours (please come and talk to me or your TAs in person).

TA office hours. I encourage you to visit the TAs during office hours. Please email the TA at least one day in advance to let them know if you plan to attend their office hours.

Makeups. There are no provisions for making up exams. Please take a moment now to note the dates of exams.

Because of the size of this class, it will not be possible to schedule alternative exam times for students who have difficult examination schedules, travel plans, etc. An unexcused absence from any of the exams will result in a grade of F on that exam. To be excused from an exam you must personally notify Prof. Tottenham before the exam and must present some evidence certifying the legitimacy of your absence (e.g., doctor's note). Make-up exams will be composed of short answer and essay questions primarily, and will be completed no later than one week following the missed scheduled exam.

Reading and Lecture Schedule (subject to change)

Date	Topic	Readings
5/22/17	Developmental Theories & Methods	Ch. 1 & 2
5/24/17	Fundamentals in Neurobiological Development & Sensitive Periods in Development	Ch. 3, Ch. 5, pp 184-192, Tottenham paper (Courseworks website)
5/31/17	Physical/Motor Development/Perceptual Development/Early cognitive Development	Ch. 4; Ch. 5, pp 175-184; 192-223
6/5/17	Cognitive Development: Constructivism, Core Theories, & Sociocultural Theories	Ch. 6 & 7
6/7/17	Cognitive Development: Constructivism, Core Theories, & Sociocultural Theories	Ch. 6 & 7
6/12/17	MIDTERM & Language Development & High Level Perception: Face Processing	Ch. 9 & Scott & Nelson Chapter (Courseworks website)
6/14/17	Emotional Development: Temperament & Attachment Behaviors; Family Influences	Ch. 10, 14
6/19/17	Emotional Development: Temperament & Attachment Behaviors; Family Influences	Ch. 10, 14
6/21/17	Peers; Aggression; Moral Development & The media	Ch. 12; 15
6/26/17	Peers; Aggression; Moral Development & The media	Ch. 12; 15
6/28/17	FINAL EXAM	