

Developmental Psychology
Psych W2280
Fall 2018

Professor

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Office hours: **TBA (370 Schermerhorn)**

TAs:

TBA

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 at 10:10 AM, 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. (35%) Highest Midterm Exam Grade (out of 2)
2. (50%) Final Exam
3. (15%) Writing Assignment
4. (1 points) Extra Credit

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

1 & 2. Examinations: Three exams are given, two midterms during the semester and one final. Your lower score on the **first two midterms tests will be dropped**. 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, and you **must take the Final Exam**, although it will focus more heavily on the

material from the last 1/3 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.

3. Writing assignment: There will be a brief writing assignment, which is **DUE MIDNIGHT 12/8/2017**.

Writing Assignment: There will be a brief writing assignment, which is **DUE NO LATER THAN 11:59 PM on 12/8/2017**. However you may complete and submit this assignment at anytime before that date. For this writing exercise, students will be required to write a brief, **one-page paper (about 2-3 paragraphs)** connecting a recent (published in 2014 or later) empirical article to at least one of the topics covered in lecture. Throughout the course, when you find a topic that is really compelling/interesting/intriguing/etc, start looking for a recent article that will extend your knowledge of the concept discussed in class.

Guidelines:

- **Length:** maximum of 1 page for the paper itself, plus additional pages for references and the abstract of your chosen article only (see below for details). In about 2-3 paragraphs, describe how the article you selected relates to and expands on what you have learned about the topic from lecture.
- **Formatting:** Please use Times New Roman 12-pt font, 1-inch margins, and single spacing.
- **Article Selection:** Please select an article that interests you and relates to at least one concept discussed in lecture. This article must be an empirical paper (e.g., one that describes a study or experiment, as opposed to a review or theoretical paper summarizing several lines of research) published in 2014 or later. To find appropriate articles¹, take note of papers cited in lecture or in your textbook. You can also find interesting papers by visiting www.scholar.google.com and entering your search terms. Some examples of good journals to look through include:
 - *Psychological Science*
 - *Developmental Psychology*
 - *Child Development*
 - *Development and Psychopathology*
- **References:** In addition to the article you select, you must also incorporate two additional references (for a total of 3). Note that the textbook and lecture slides **do not** count as references, but may point you to helpful references. The two additional references must be empirical papers, and there is no restriction on publication dates for these references.
- **APA Format:** You must provide in-line citation and a separate references section for your articles using APA format. For examples of how to format APA citations and references, see this helpful webpage: <https://owl.english.purdue.edu/owl/resource/560/01/>. There is also an example of proper APA in-line citations and references provided on the next page. Note that you must provide a separate references section, as described above, displaying the full citation information. You should put your references section on a separate page; this page does **not** count towards the page limit.
- **Article Abstract:** On a separate page, please paste in the title, authors, and abstract of your chosen article. The abstract is the brief summary that appears at the start of the article. This information must be included, but does **not** count towards the 1-page limit.

Please upload your paper as a WORD document to the "Assignments" section on Courseworks/Canvas. Please name your file as follows: LastName_FirstName_WA. For example: Doe_Jane_WA.

You may write this paper anytime during the semester, but the final due date is 12/8/17 at 11:59 pm.

The writing assignment accounts for 15% of your grade.

APA Formatting Example:

¹ Note that most articles are available for free to university students! As long as you are connected to a Columbia University network, you should be able to access journal articles for free. If you are connecting off campus, you can log into the Columbia University system by visiting:

<http://www.columbia.edu/cgi-bin/cul/resolve?clio5119262>

From there, you will be able to log in with your UNI and password, perform Google Scholar searches, and access articles free of charge. If you have questions, please contact your TAs.

Prior research has examined the role of receiving autonomy support, which respects the child's independence, provides appropriate amounts of scaffolding, and conveys that help is available should the child need it. Maternal autonomy support for challenging tasks predicted delay of gratification wait times and executive functioning, above and beyond factors such as maternal education and perspective taking (Bernier, Carlson, & Whipple, 2010).

References

Bernier, A., Carlson, S. M., & Whipple, N. (2010). From external regulation to self-regulation: Early parenting precursors of young children's executive functioning. *Child Development, 81*(1), 326–339.

4. Extra Credit: If you take and pass both **midterm** exams, you will receive an extra point towards your final grade.

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**, because the opportunity to miss one midterm with no penalty is built into the grading system. Please take a moment now to note the dates of exams and in-class review sessions (when three class assignments are due).

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
9/4/18	Introduction	Ch. 1
9/6/18	Developmental Theories	Ch. 1
9/11/18	Developmental Methods	Ch. 2
9/13/18	Fundamentals in Neurobiological Development	Ch. 3, Ch. 5, pp 184-192
9/18/18	Sensitive Periods and Early Experiences	Tottenham paper (Courseworks website)
9/20/18	Physical/Motor Development	Ch. 4, pp 129-139; 147-152; Ch. 5, pp 175-184; 192-223
9/25/18	Early Perceptual Development	Ch. 4, pp 139-146; 164-168
9/27/18	Early Cognitive Development	Ch. 4, pp 152-174
10/2/18	Cognitive Development: Constructivism, Part 1	Ch. 6
10/4/18	**REVIEW	
10/9/18	EXAM 1	
10/11/18	Cognitive Development: Constructivism, Part 2 & Core	Ch. 6
10/16/18	Cognitive Development: Sociocultural Theories	Ch. 6
10/18/18	Cognitive Development: Information Processing Theories	Ch. 7
10/23/18	Language Development	Ch. 9
10/25/18	High Level Perception: Face Processing	Scott & Nelson Chapter (Courseworks website)
10/30/18	Emotional Development: Temperament & Affective Neurodevelopment	Ch. 10, pp 400-427
11/1/18	** REVIEW	
11/6/18	NO CLASSES HELD	
11/8/18	EXAM 2	
11/13/18	Emotional Development: Attachment Behaviors	Ch.10, pp 428-445
11/15/18	Family Influences	Ch. 14
11/20/18	Social Behaviors	Ch. 15, pp 607-629
11/27/18	Aggression	Ch. 12
11/29/18	Developmental Psychopathology (Guest lecture: Bridget Callaghan)	Rutter paper (Courseworks website)
12/4/18	Moral Development	Ch. 12
12/6/18	The Media & School/ **REVIEW	Ch. 15, pp 629-652
TBD	FINAL EXAM	December 14, 2018 to Friday, December 21, 2018