

Developmental Psychology
Psych W2280
Fall 2024

Professor

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TAs:

TBD

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. These processes will be described within a theoretical and empirical framework.

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

Required text

Robert S. Siegler; Jenny Saffran; Nancy Eisenberg; Elizabeth Gershoff (2020). *How Children Develop* (6th ed). Worth Publishers. ISBN: 978-1319184568 (e-book & kindle edition is fine too). 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. I do not recommend buying an older edition. A reserve copy will also be placed on hold. 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 4:10PM, 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 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 midterm 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 11:59 PM 12/9/2024**. However, you may complete and submit this assignment at any time before that date.

Guidelines:

- Assignment type: For this writing exercise, students will write a brief, **one-page paper (about 3-4 paragraphs)** regarding a recent (published in 2016 or later) empirical Developmental Psychology article. Choose an article that is really compelling/interesting/intriguing/etc to you. Describe how the article makes you think differently (for example about human behavior and/or human development), how it made you react (did you disagree with the interpretation or the approach?), and/or how it expanded on a topic that we covered in lecture. In other words, this writing assignment is meant to be akin to an 'intellectual journal entry' in your 'scientific diary' (if you kept a scientific diary).
- Length: maximum of 1 page for the paper itself (single spaced), plus additional pages for references and the abstract of your chosen article only (see below for details). In about 3-4 paragraphs,
- Formatting: Please use Times New Roman 12-pt font, 1-inch margins, and single spacing.
- Article Selection: 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 2016 or later related to human development. 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 or www.pubmed.gov 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://apastyle.apa.org/style-grammar-guidelines>. 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.
- Writing must be your own. You must use quotes if you're using exact text from a source.
- The writing must be clear and well organized.
- 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.

The professor and TAs cannot provide feedback on drafts of the writing assignment.

Upload to: "Writing Assignment" which can be found under the "Assignments" tab on the left side of Canvas. Upload your paper as a WORD document to Courseworks. 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 12/9/24 at 11:59 pm.

The writing assignment accounts for 15% of your grade. Grading for this assignment will be based on following all instructions carefully and clarity of writing.

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.

APA Formatting Example:

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.
<https://doi.org/10.1037/ppm0000185>

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.

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).

In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the [Columbia](#) and [Barnard](#) registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).

For this course, students registered with the Columbia DS office can refer to the "Courses that do not require professor signature" section of the DS [Testing Accommodations](#) page for more information about accessing their accommodations.

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. 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.

Reading and Lecture Schedule (subject to change)

Class#	Week Day	Date	Topic	Readings ²
1	Tuesday	9/3/24	Introduction	Ch. 1 (pg 1-7) <i>Ebook 1-7</i> <i>Kindle: "Themes" through "Understanding Human Nature"</i>
2 (virtual - prerecorded and on course works)	Thursday	9/5/22	Developmental Theories	Ch. 1 (pg 8-23) Ch. 4 (pg 149-153) Ch. 9 (318-324) <i>Ebook 9-23, 150-153, 319-324</i> <i>Kindle:</i> "Historical Foundations of the Study of Child Development" through "Box 1.2 Individual Differences" "Dynamic-Systems Theory" through "Box 4.5 Applications" "Psychoanalytic Theory" through "Social-Learning Theory"
3	Tuesday	9/10/22	Developmental Methods	Ch. 1 (pg 23-36), Ch 5 (pg 184-185) <i>Ebook 24-37; 185</i> <i>Kindle:</i>

² note: page #s are provided for either the Hardcopy, ebook, or Kindle versions.

				<p>“Methods for Studying Child Development” through “Ethical Issues in Child-Development Research”</p> <p>“Learning and Memory” through “Habituation”</p>
4	Thursday	9/12/24	Fundamentals in Neurobiological Development	<p>Ch. 3 (pg. 78-104)</p> <p><i>EBook 78-104</i></p> <p><i>Kindle:</i></p> <p>“Chapter 3 Biology and Behavior” through “Experience-Dependent Processes”</p>
5	Tuesday	9/17/24	Sensitive Periods and Early Experiences	<p>Tottenham paper (Courseworks website)</p> <p><u>AND</u></p> <p>Ch. 2 (44-46; pg. 53-63)</p> <p>Ch. 3 (pg. 102-104)</p> <p>Ch. 5 (pg. 167-169)</p> <p><i>EBook 44-46, 53-64, 102-104, 167-168</i></p> <p><i>Kindle</i></p> <p>“Box 2.2 Individual Differences” through “Early Development”</p> <p>“Hazards to Prenatal Development” through “The Birth Experience”</p> <p>“The Importance of Experience” through “Experience-Dependent Processes”</p> <p>“Depth Perception”</p>
6	Thursday	9/19/24	Physical/Motor Development	<p>Ch. 3 (pg 104-106),</p> <p>Ch.5 (pg 176-184)</p> <p><i>Ebook 105-106, 176-184</i></p> <p><i>Kindle</i></p> <p>“The Body: Physical Growth and Development” through “Infant Feeding”</p> <p>“Motor Development” through “Scale Errors”</p>
7	Tuesday	9/24/24	Early Perceptual Development (revisit paper topic)	<p>Ch. 2 (pg 66-74),</p> <p>Ch 5 (158-162,169-193)</p> <p><i>Ebook 66-73, 158-162, 169-192</i></p> <p><i>Kindle</i></p> <p>“The Newborn Infant” through “Multiple-Risk Models”</p> <p>“Chapter 5 Perception, Action and Learning in Infancy” through “Visual Scanning”</p> <p>“Auditory Perception” through “Memory”</p>
8	Thursday	9/26/24	Early Cognitive Development	<p>Ch. 5, pp 162-166</p> <p><i>Ebook 162-166</i></p> <p><i>Kindle</i></p> <p>“Box 5.1 A Closer Look” through “Object Perception”</p>
9	Tuesday	10/1/24	Cognitive Development: Constructivism, Part 1	<p>Ch. 4 (118-131; 142-143) Ch. 5 (166-167)</p> <p><i>Ebook 118-131, 141-143, 166-167</i></p> <p><i>Kindle</i></p> <p>“Chapter 4 Theories of Cognitive Development” through “Piaget’s Legacy”</p> <p>“Central Developmental Issue: Nativism Versus Constructivism” through “Constructivism”</p> <p>“Object Knowledge”</p>

10	Thursday	10/3/24	**REVIEW	
11	Tuesday	10/8/24	Exam 1	
12	Thursday	10/10/24	Cognitive Development: Constructivism, Part 2 & Core	Ch. 4 (140-143) <i>Ebook 140-143</i> <i>Kindle</i> "Core Knowledge Theories" through "Constructivism"
13	Tuesday	10/15/24	Cognitive Development: Sociocultural Theories	Ch. 4 (144-148) (131-139) <i>Ebook 144-148, 131-138</i> <i>Kindle</i> "Box 4.3 Applications" through "Box 4.4 Applications" "Information Processing Theories" through "Box 4.2 Applications"
14	Thursday	10/17/24	Cognitive Development: Information Processing Theories	
15	Tuesday	10/22/24	Language Development	Ch. 6 <i>Ebook 197-231</i> <i>Kindle</i> "Chapter 6 Development of Language and Symbol Use" through "Drawing and Writing"
16	Thursday	10/24/24	Language Development (cont)	Ch. 6; Ch. 5 (185-186) <i>Ebook 197-231, 185-186</i> <i>Kindle</i> "Chapter 6 Development of Language and Symbol Use" through "Drawing and Writing" "Statistical Learning" through "Classical Conditioning"
17	Tuesday	10/29/24	**Review	
18	Thursday	10/31/24	Exam 2	
19	Thursday	11/7/24	High Level Perception: Face Processing	Scott, Pascalis, & Nelson Chapter (Courseworks website) Ch. 5 (164-165) Ch. 10 (362-363) <i>Ebook 169, 362-363</i> <i>Kindle</i> "Box 5.1 A Closer Look" "Identifying the Emotions of Others"
20	Tuesday	11/12/24	Emotional Development: Temperament & Affective Neurodevelopment	Ch. 10, pp 366-386 <i>Ebook 367-386</i> <i>Kindle</i> "Emotion Regulation" through "Treatment of Internalizing Mental Disorders"
21	Thursday	11/14/24	Emotional Development: Attachment Behaviors	Ch.11 <i>Ebook 389-421</i>

				<i>Kindle</i> “Chapter 11 Attachment to Others and Development of the Self” through “Sexual Identity”
22	Tuesday	11/19/24	Family Influences	Ch. 12 <i>Ebook 424-453</i> <i>Kindle</i> “Chapter 12 The Family” through “Availability and Quality of Childcare”
23	Thursday	11/21/24	Aggression	Ch. 13 (470-473; 480-484); Ch. 14 (510-522); Ch. 15 (562-566); Ch. 9 (328-330) <i>Ebook 470-473, 480-483, 509-522, 562-566, 328-331</i> <i>Kindle</i> “The Possible Costs of Friendships and Negative Peer Interactions” through “Bullying and Victimization” “The Role of Parents in Children’s Peer Relationships” through “Quality of Ongoing Parent-Child Interactions and Peer Relationships” “Box 14.2 Applications” through “Box 14.4 Applications” “Aggressive Behavior” through “Other Cultural Influences” “Selman’s Stage Theory of Role Taking” through “Dweck’s Theory of Self-Attributions and Achievement Motivation”
24	Tuesday	11/26/24	Social Behaviors	Ch. 13 <i>Ebook 458-483</i> <i>Kindle</i> “Chapter 13 Peer Relationships” through “Quality of Ongoing Parent–Child Interactions and Peer Relationships”
25	Tuesday	12/3/24	Moral Development	Ch. 14 (488-509); Ch. 7 (242-248) <i>Ebook 488-509, 242-250</i> <i>Kindle</i> “Chapter 14 Moral Development” through “interventions” “Understanding Oneself and Other People” through “Explaining the development of theory of mind”
26	Thursday	12/5/24	The Media & School/ **REVIEW	Ch. 9 (340-348); (Box 9.1 on pg 326-327); Ch. 11 (414-416) <i>Ebook 324 (Box 9.1), 339-348, 414-416</i> <i>Kindle</i> “Box 9.1 A Closer Look” “Box 9.3 Individual Differences” through “Current Perspectives” “Ethnic and Racial Identity”
		12/9/22 11:59PM EST	Writing Assignment Due	
		TBD:	final exam	