

# Developmental Psychology

**PSYC355, Section 0101**

Edward St. John, Room 2204

Tuesday/Thursday, 11:00 am - 12:15 pm

**Instructor: Jonathan Beier, Ph.D.**

Office: BPS 2147E

Office Hours: Tuesdays, 1:30 – 2:30 pm (sign-up encouraged; email me) or by appointment

Email for non-course content questions: [jsbeier@umd.edu](mailto:jsbeier@umd.edu)

Pronouns: he / him / his

**Graduate Teaching Assistant: Kelsey Canada, M.S.**

Office: BPS 2109B

Office Hours: Wednesdays, 2:00 – 3:00 pm or by appointment

Email for non-course content questions: [kcanada@umd.edu](mailto:kcanada@umd.edu)

Pronouns: she / her / hers

**Undergraduate TAs:** Stacey Cabrera  
Sarah Knoll

Amanda Trujillo  
Adina Weinreb

Email: [psyc355fall19@umd.edu](mailto:psyc355fall19@umd.edu)

Office Hours & Location: By appointment in BPS 1107

*Please use the Discussion Board on ELMS for questions related to course content!  
And see [ter.ps/email](http://ter.ps/email) for helpful guidance on writing professional emails.*

**Course Description and Goals:** The primary goal of the course is to provide a broad overview of research and theory in developmental science, from conception to adolescence. To accomplish this goal, we will spend most of our class time learning about empirical research techniques and findings related to physiological, conceptual, and behavioral development, as well as the social and biological context in which these changes occur. We will also explore classic and modern theories of cognitive and social development and issues faced by current developmental researchers.

**Prerequisites:** PSYC100

**Learning Objectives:**

The course is designed to achieve the Department of Psychology's Learning Objectives:

- Content in Psychology – Gain a broad overview of the history, theories, and findings of developmental psychology.
- Research Methods in Psychology – Learn about research methods in developmental science, including their strengths and limitations for different questions and contexts.
- Critical Thinking Skills – Learn how to critically evaluate studies of developmental science. Apply knowledge learned from this course to defend, criticize, propose, or create real-world applications of developmental science.
- Communication – Enhance oral communication and interpersonal abilities through participation in class and partnered activities. Strengthen effective writing skills through written assignments.

Upon successful completion of this course you will be able to:

- Discuss what questions are of interest to developmental scientists and why
- Discuss classic and modern theories in developmental science
- Describe current research methodologies in developmental science
- Critically evaluate studies of developmental science
- Understand how findings from developmental science impact the field and society
- Apply knowledge of developmental science to inform “real-world” practices and policies
- Communicate effectively through oral and written expression

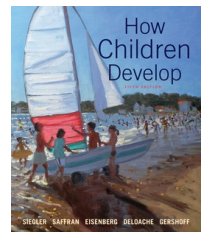
**Course Website:** <https://myelms.umd.edu>

This course will make use of Canvas, a web-based space for sharing information relevant to the course (e.g., important announcements, changes to the syllabus or schedule, and grades). As a student in this course, it is your responsibility to remain aware of all announcements and information posted on this website.

### **Textbook and required technology**

#### 1. Textbook:

Siegler, R.S., Saffran, J., Eisenberg, N., DeLoache, J.S., & Gershoff, E. (2017). *How children develop* (**5th ed.**). New York: Worth. ISBN-13: 978-1-319-01423-0



This textbook is written by top leaders in Developmental Psychology and provides a comprehensive and current summary of the field. The textbook is available at the UMD Bookstore and a copy is available on reserve at McKeldin Library. You can also purchase electronic only access at <https://store.macmillanlearning.com/us/> that will provide you with the same required reading as purchasing the book.

*For 10/15 and 11/26 you will read a scientific article in advance of lecture, rather than a textbook chapter. These will be available on ELMS.*

#### 2. Clicker keypad device or web-enabled device:

See <http://clickers.umd.edu/students/getting-started-students> for more information on purchasing and registering clickers on mobile devices. Clicker devices, laptops, or mobile phones are all suitable. However, *if students are found to be using laptops or mobile phones for non-class related activities then these devices will be banned from the class* and students will be required to bring a clicker device in order to achieve the participation points. Let's avoid this situation together.

### **Course Format:**

#### Lectures

During lecture, I will help you focus on elements of greatest significance—with respect to child development in general and the course exams in particular. In preparing for lectures, you should read the pertinent text assignments **before** the subject is discussed in class. Portions of the lecture slides will be posted on the course website <http://elms.umd.edu>. I will make every attempt to post these before class, but this is not guaranteed. You may find it helpful to print these slides and bring them with you. The purpose is to facilitate note taking in class. They should NOT be used as a substitute for attending class. Lecture slides for guest speakers may not be available online, although the material they present will be covered on exams.

## Attendance

I strongly encourage everyone to attend lectures but ultimately the choice is up to you. Attending lectures and paying attention to the material presented will help you do well in this course.

### **Your course grade will be determined as follows:**

- Mid-term exams = 100 points each, 200 points total (40% of final grade)
- Final exam = 110 points (22% of final grade)
- In-class activities = 50 points (10% of final grade)
- Online assignments = 90 points (18% of final grade)
- Applying Knowledge Assignment = 20 points (4% of final grade)
- Participation = 30 points (6% of final grade)

Total Points: **500**

*Mid-term exams:* There will be 2 mid-term exams worth 100 points each. These exams will primarily cover material presented in lectures and the textbook. Exams will consist of multiple choice questions, short answer, definition questions and/or essays. These exams are non-cumulative.

### ***Final exam: Wednesday, December 11th, 2019 from 8:00 - 10:00 am***

The final exam is worth 110 points and will be given during finals week. It will primarily cover material presented in lectures and the textbook, and it will consist of multiple-choice questions, short answer, definition questions and/or essays. It will be mostly non-cumulative, save for a cumulative essay question.

*Exam Taking Policies:* On exam day, students should arrive to class with a UM Student I.D., paper and pencil. Students will receive a zero on the exam if during the exam they are caught with anything more than a writing implement and paper during the exam (i.e., no books, no electronic devices). No student is allowed to take the exam if they arrive more than 30 minutes late. All missed exams will require a medical excuse from the Health Center or medical doctor.

*Exam make-ups:* Students with written, excused absences are entitled to a make-up exam at a time mutually convenient for the instructor or TA and student within 48 hours of the original exam time. Students must take responsibility for initiating the rescheduling before Monday, September 9, 2018, which is the last day to add/drop a class (i.e., end of schedule adjustment).

*In-class activities:* In-class activities will be worth 50 points. During the semester, 6 activities will be given to increase your participation in class and assess your knowledge of the recently presented lecture material. If you have done the assigned reading, followed the concepts discussed in-class and participated to the best of your ability, then you should not have to do anything else to prepare in advance. Each activity is worth 10 points. Your lowest score will be dropped.

*Online assignments:* Online assignments will be worth 90 points. During the semester, 11 online assignments will be given to assess your knowledge of course material, primarily of the readings. These will be posted on the course website ([www.myelms.umd.edu](http://www.myelms.umd.edu)). **These must be completed by 10:00 am on the morning of the class indicated on the syllabus.** Each assignment is worth 10 points. Your lowest 2 scores will be dropped.

*Applying Knowledge assignment:* This assignment will be worth 20 points. It will focus on applying knowledge learned from the course to a specific television episode (there will be a few options). Details regarding the assignment will be given in class and posted on ELMS. The assignment will be **due by 10:00 am on Thursday, 11/21/2019** via submission to ELMS.

*Participation:* Participation will be worth up to 30 points. Participation will be assessed through the use of clicker technology during lectures. Throughout the semester, students will be prompted to answer questions with clickers. Two points will be given to a student for that day if they answer >75% of the questions in the lecture. There will be 19 class periods (beginning after schedule adjustment) in which clicker responses will be graded. (There will not be clicker questions during exam days or guest lectures.) Thus, each student has 4 “pass” days in which clicker responses do not need to be recorded in order to receive points for that class. The goal of this buffer is to account for any absences *and* technological issues that may arise from clickers.

*Extra credit:* You will have the opportunity to earn up to 16 points of extra credit in total. This includes up to 12 points for extra-curricular activities and up to 4 points for completing anonymous course evaluations. Two options are available as extra-curricular activities: research participation or writing a paper about a scientific talk. Students may complete any combination of extra credit options, but **the maximum number of extra credit points that can be earned during the semester is 16.**

1) Research Participation: You can earn up to 12 extra credit points by participating in 3 hours of psychology experiments (i.e., a 1-hour experiment equals 4 points of credit for this course; max = 3 hours of experiments for 12 extra credit points). Sign up at: <http://umpypsychology.sona-systems.com> For more information see: <http://psychology.umd.edu/research/partinfo.html>  
**Research participation must be completed by the last day of classes: Monday, 12/9/2019.**

2) Attend a scientific talk related to developmental psychology and write a paper about it: You can earn up to 12 extra credit points by attending a scientific talk that is relevant to developmental psychology and writing a 3-page paper about it (double-spaced, 1-inch margins, size 12 Times New Roman font, grammatically correct, spell-checked). A list of approved talks for this semester is posted on Canvas and additional qualifying talks will be announced in class. If there is another talk on campus that you think is appropriate you may petition to attend that talk instead; however, approval must be obtained prior to the date of the talk. For the paper, you should summarize the major points from the talk (~1 page, 5 points), discuss how the material relates to information learned in this course (~1 page, 5 points), and then tell us your opinion on the subject matter and state which aspects were most persuasive/interesting, which were not persuasive/interesting, what you think about the issue and why (~2 points). The number of points earned will be determined by the quality and thoroughness of the presentation. Based on the current list of approved talks, **the last date to attend is Wednesday, 11/20/2018.** If this changes (i.e. a talk is added or cancelled), I will announce it in class and on ELMS. **Extra credit papers are due within 1 week of the talk.**

**Extra Credit assignment due dates:**

Research participation: Monday, 12/9/2019  
Papers: Due 1 week after the talk you attend

***Extra credit assignments will not be accepted if turned in late.***

### 3) Course Evaluations:

- One anonymous mid-course evaluation will be available on the course website, [www.myelms.umd.edu](http://www.myelms.umd.edu), **from 9/20 - 9/24**. Completing it will earn 2 extra credit points.
- At the end of the semester, an online course evaluation will be available via CourseEvalUM ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). You can earn 2 extra credit points by turning in the "Evaluations Dashboard" that indicates you completed the evaluation for this course. This page should NOT contain your responses to the questions. In order to ensure that you receive extra credit, the document **must** include: 1) your name, 2) your UMD ID and 3) the date and time of the evaluation. This document can be uploaded to CANVAS. Further instructions will be given in class.

Please take the time to complete these evaluations. Your feedback is confidential and important to the improvement of teaching and learning at the University, as well as to the tenure and promotion process. By completing all of your CourseEvalUM evaluations each semester, you will have the privilege of accessing online evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

*No additional extra credit opportunities will be given.*

### **How Do I Determine My Course Grade?**

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course. If earning a particular grade is important to you, please speak with us at the beginning of the semester so that we can offer some helpful suggestions for achieving your goal. All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email us to schedule a time for us to meet. We are happy to discuss any of your grades with you, and if we have made a mistake we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone we have to establish clear standards and apply them consistently. It would be **unethical** for us to make exceptions for some and not others.

#### **FINAL COURSE GRADE - TOTAL POINTS (% OF TOTAL POINTS)**

<b>GRADE</b>	<b>POINTS</b>	<b>GRADE</b>	<b>POINTS</b>	<b>GRADE</b>	<b>POINTS</b>	<b>GRADE</b>	<b>POINTS</b>
A+	487.5-500	B+	437.5-447	C+	387.5-397	D+	337.5-347
A	462.5-487	B	412.5-437	C	362.5-387	D	312.5-337
A-	447.5-462	B-	397.5-412	C-	347.5-362	D-	297.5-312
						F	≤ 297

## **Know Your Rights**

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, including: Academic integrity, Student and instructor conduct, Accessibility and accommodations, Attendance and excused absences, Grades and appeals, and Copyright and intellectual property. Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies.

## **Class Conduct**

All students are expected to conduct themselves professionally and with respect for the lectures and students who are giving their time for the class. Some topics discussed in class may strike a chord with you or a fellow classmate. Please be aware of and sensitive to these issues and be particularly considerate at these times.

Use of computers is strongly discouraged in this class. There are many valid arguments for using laptop and tablet computers in the classroom. However, the reality is that they present an irresistible distraction, detract from the cooperative learning environment and unfairly distract other students. Researchers have found that these distractions do in fact interfere with learning and active participation. If you choose to go against my advice and use a computer, please sit in the back rows so that distraction of other students is minimized.

I expect you to make the responsible and respectful decision to refrain from the temptation to use your cellphone in class. If you have critical communication to attend to, please excuse yourself from the room and return when you are finished. If I find myself or other students to be distracted by your behavior I will ask you to leave the room. Disruptions of any kind will not be tolerated.

## **Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive classroom environments. I invite you, if you wish, to tell us how you want to be referred to, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## **Inclusive Learning Environment**

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected at all times, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.



## **Help is available!**

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation. I encourage you to consider visiting <http://ter.ps/learn> and scheduling an appointment with an academic coach.



If you are concerned about your mental well-being, please make sure you are not facing your challenges alone. It is never too early to address any issues that might be concerning you. If you need someone to talk to, visit <http://www.counseling.umd.edu>.

If you are undocumented or part of a mixed-immigration-status family, I understand that these are particularly stressful times. Resources and a supportive campus community can be found at <http://undocumented.umd.edu/>

## **Accessibility and Disability**

I am committed to maintaining an inclusive learning environment for people of all abilities. If you have obtained an Accommodations Letter from Accessibility & Disability Service (ADS), please contact me during the first week of class so that we can develop a plan to ensure your full participation in the course. If you think it might be appropriate for you to obtain an ADS accommodation, I urge you to visit <https://www.counseling.umd.edu/ads>. Accommodations are an important way for students and the university to work toward our shared goals for your education.

## **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit [go.umd.edu/basic-needs](http://go.umd.edu/basic-needs) for information about resources the campus offers you and let me know if I can help in any way.

## **Inclement Weather or Campus Emergency Policy**

We will hold class unless there is an official closure or delay announced by the University. Because they can be completed online and in advance, online assignments will always be due on the due date indicated on the syllabus. However, in-class and out-of-class assignments due on a day the University is closed will be due the next class period (e.g., if the Thursday class is cancelled, assignments will be due the following Tuesday). In the event that the campus is closed for an extended time due to emergency, students will be notified by e-mail regarding how the course will be continued or completed. If this emergency causes an abrupt end to the semester (i.e., final exams cancelled), your grade will be based on work up until that point. Always ensure you have a current e-mail address listed with the University.

## **Copyright**

Class lectures and other course materials are copyrighted and may not be reproduced for anything other than your personal use without the permission of the course instructor. Course materials are the property of the course instructor – do not sell them, do not post them on a website. Be aware that copyright infringements may be referred to the Office of Student Conduct.

**Course Outline --** This is a tentative schedule. Changes will be announced **in class** and **on ELMS**.

Date		Topic	Reading (complete BEFORE class)	In-class assignment	Applying Knowledge Assignment (submit on ELMS)	Online assignment (due on ELMS by 10 am)	Clicker?
Tues	8/27/19	Syllabus + Overview					
Thurs	8/29/19	Themes & Methods	Chapter 1				
Tues	9/3/19	Prenatal Development	Chapter 2			Ch. 1 & 2	
Thurs	9/5/19	Newborn Infant	Chapter 2	1			
<i>NOTE: Monday, 9/9/2019, is the last day to add/drop a class (End of Schedule Adjustment)</i>							
Tues	9/10/19	Nature through Nurture	Chapter 3			Ch. 3	yes
Thurs	9/12/19	Brain development 1	Chapter 3				yes
Tues	9/17/19	Brain development 2 + Review	Chapter 3				yes
Thurs	9/19/19	<b>Midterm 1</b>					
Tues	9/24/19	Theories of Cognitive development 1	Chapter 4			Ch. 4	yes
Thurs	9/26/19	Theories of Cognitive development 2	Chapter 4				yes
Tues	10/1/19	Perception and Motor development	Chapter 5			Ch. 5	yes
Thurs	10/3/19	Learning and Infant Cognition	Chapter 5	2			yes
Tues	10/8/19	Language development	Chapter 6			Ch. 6 & 7	yes
Thurs	10/10/19	Conceptual development	Chapter 7				yes
Tues	10/15/19	Memory development	Santrock - on ELMS				
<b>Thurs</b>	<b>10/17/19</b>	<b>NO CLASS</b>					
Tues	10/22/19	Academic Achievement + Review	Chapter 8			Ch. 8	yes
Thurs	10/24/19	<b>Midterm 2</b>					
Tues	10/29/19	Theories of Social development 1	Chapter 9			Ch. 9	yes
Thurs	10/31/19	Theories of Social development 2	Chapter 9	3			yes
<i>NOTE: Monday, 11/4/2019, is the last day to drop a course with a "W"</i>							
Tues	11/5/19	Development of emotion	Chapter 10			Ch. 10 & 11	yes
Thurs	11/7/19	Attachment	Chapter 11	4			
Tues	11/12/19	Families	Chapter 12	5		Ch. 12 & 13	yes
Thurs	11/14/19	Peers	Chapter 13				yes
Tues	11/19/19	Moral development	Chapter 14			Ch. 14 & 15	yes
Thurs	11/21/19	Ethnicity and gender development	Chapter 15		<b><i>DUE BY 10 AM ON ELMS</i></b>		yes
Tues	11/26/19	Developmental Psychopathology	Sroufe 2013 - on ELMS				yes
<b>Thurs</b>	<b>11/28/19</b>	<b>NO CLASS (THANKSGIVING)</b>					
Tues	12/3/19	Autism	Chapter 16			Ch. 16	
Thurs	12/5/19	Conclusions	Chapter 16	6			yes
<b>Wed</b>	<b>12/11/19</b>	<b>Final Exam, 8 - 10 am</b>					