

PSYC 1777: Developmental Psychology

School of Arts & Sciences, University of Pennsylvania

Instructor

Dr. Hannah-Lise Schofield

Email

schofieldh@chop.edu

Office Hours

F 3:30-4:30pm

Zoom (link in Canvas)

Course Location

Annenberg 110

Tu/Th 5:15pm-6:45pm

Course Overview

The course is designed to introduce students to the field of Developmental Psychology. Developmental Psychology is the study of changes that occur with age and experience, including changes in physical development, cognitive functioning, socioemotional functioning, and other key areas. As we study how these areas develop from infancy to emerging adulthood, we will cover key theories of development and relevant research findings. Throughout the course, we will examine the impact of culture and social issues on early development. We will discuss research methods in the context of studying child and adolescent development, including some of the ethical issues and experimental design challenges that occur when completing developmental research.

Course Objectives

By the end of this course, students should be able to:

- Demonstrate their understanding of the course of childhood development (prenatal period to early adulthood)
- Describe the ways in which sociocultural context impacts childhood development
- Demonstrate knowledge of research design specific to the study of childhood development

Required Text

How Children Develop, Sixth Edition (2020)

Siegler, Saffran, Gershoff, & Eisenberg

Additional Materials

Canvas site: <https://canvas.upenn.edu/courses/1736102>

Teaching Assistants (TAs)

Alyssa Hernandez

Email: amhrndz@sas.upenn.edu

Office: Levin 461

Office Hours: Tuesday 11am-12pm

Samiha Islam

Email: samihai@sas.upenn.edu

Office: Levin 463

Office Hours: Thursdays 4-5pm

Course Assessment

Your final grade for this course will be determined based on the following required components:

- **Two non-cumulative section exams** (each worth 25% of your grade; 50% total)
- **Documentary assignment** (20% of total)
- **Research assignment** (25% of total)
- **Research participation requirement** (5% of total)

Section exams will be based on lecture material and assigned readings. These will be in-class, closed book examinations. The questions will be a mix of multiple choice and short answer. Most of the information covered in these questions will be covered by both lecture and readings, although a small percentage of the questions will be related to material from readings only or from lectures only. These exams are not cumulative. **You may not replace section exams with any other assignments, extra credit, or the optional final exam.**

The **documentary assignment** (due date: October 5, 2023) involves completion of a response paper about the documentary *Babies* (2010). We will watch the documentary in class on September 21. While watching the documentary, please take notes on one of the following concepts: a) language development or b) motor development. Your response paper should be no more than 4 double-spaced pages in length (font size 12). The paper should discuss the concept you selected, with specific reference to theories that we have discussed in class thus far (cite the textbook) and a particular emphasis on cross-cultural similarities and differences. Grading rubric will be provided in Canvas.

The **research assignment** will require you to develop a proposal for an empirical study on a specific question relevant to Developmental Psychology. There are two required parts to this assignment, each with a specific due date and associated points. Both required parts will be completed in Canvas, with specific grading rubrics for each part.

- Due October 26: Clearly state the specific empirical question you will be exploring. Upload and include citations for two peer-reviewed articles from scholarly journals that address this/these issues. You should pick something of reasonable scholarly quality (see Canvas assignment for details on this). Please consult your TAs at least 3 days before the due date if you want help figuring out what might be considered reasonable articles (10 points)
- Due November 16: Submit completed Canvas form with full proposal for empirical research study (15 points). Your proposal should include specific reference to theories that we have discussed in class (cite the textbook) and APA-style references to the two peer-reviewed scholarly articles.

For the **research participation requirement**, you have two options. The latest date to complete and turn in assignments for the research requirement is **[DATE TBD]**. You may pick either one to fulfill the requirement and count towards your maximum 5% score for this portion of your grade. You may not use a combination of these two options.

- Three hours of research participation through Sona, Penn's psychology subject pool
 - Access the Sona website ([click here](#))
 - Search for and sign up with studies through Sona

- After completion of your study participation, your research hours will be posted in the Sona system (usually takes around 1 week)
- Your research hours will be sent to me automatically at the end of the semester
- Please note: the Sona subject pool closes on December 14, 2022
- Three 1-page article summaries (choose from the 8-10 articles posted on Canvas, or send me a different option to review beforehand)
 - Describe the goal of the research
 - Describe the research methods used
 - Describe the conclusions reached by the authors

If you are not happy with your two required exam grades, you have the **option of taking a cumulative exam** during finals period (administered asynchronously through Canvas). This score can either improve your grade or have no impact on your grade, but it cannot lower your grade. You must take both section exams in order to have the option to take the optional cumulative exam during the finals period.

Extra credit may be offered at various points during the semester: keep your ears and eyes open during lectures! You may have the opportunity for extra credit when you participate in live polls.

Academic Honesty

Incidents of academic dishonesty will be handled according to Penn's Code of Academic Integrity (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity>).

Accessibility and Student Supports

If you have an Accommodations Plan through SDS, please ensure that Dr. Schofield has a copy of the plan. Please remember that we have shared responsibility in helping you to access your provided supports! For additional information about SDS, [please click here](#).

Weingarten Center

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Stouffer Commons, 3702 Spruce Street, Suite 300.

Academic Support

Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with undergraduate, graduate, and professional students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

Undergraduates can also take advantage of free on-campus tutoring for many Penn courses in both drop-in and weekly contract formats. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester.

If you are struggling academically and are missing multiple days of class, I recommend contacting the CaseNet Team as soon as possible. Please do not wait until the end of the semester to address missing assignments or low grades.

Disability Services

The University of Pennsylvania is committed to the accessibility of its programs and services. Students with a disability or medical condition can request reasonable accommodations through the Weingarten Center website. Disability Services determines accommodations on an individualized basis through an interactive process, including a meeting with the student and a review of their disability documentation. Students who have approved accommodations are encouraged to notify their faculty members and share their accommodation letters at the start of each semester. Students can contact Disability Services by calling 215-573-9235.

For information about Web Accessibility efforts at Penn, please click here.

Inclusion Statement

This course will address issues of sociocultural diversity throughout all lectures. If you have additional input that you would like to share regarding issues of inclusivity and diversity related to developmental psychology, please don't hesitate to speak to me during office hours.

Grading Scale

Grades (Range of Percentages)	
A+ (97% and above)	C+ (78-79.99%)
A (93-96.99%)	C (73-77.99%)
A- (90-92.99%)	C- (70-72.99%)
B+ (88-89.99%)	D+ (68-69.99%)
B (83-87.99%)	D (60-67.99%)
B- (80-82.99%)	F (59.99% and below)

Class Rules

Attendance

- I expect you to attend each lecture in person. PowerPoint slides from each class will be posted in the appropriate module in Canvas by the end of each week.
- I will upload PowerPoint slides from each lecture after class, but there will be information that is covered that will not be on the slides. If you miss class, you are responsible for contacting a classmate to review notes. Identify a few students in the class that you can contact for notes in case of absence.
- Participate in the polls during class. The polls will allow me to gauge your understanding of the concepts as we move through lectures. I will provide QR codes for polls. Some of these in-class questions may provide extra credit or give you a hint at upcoming questions for exams, so be sure to attend in-person lectures!
- At times, I may create virtual meetings to host guest speakers for our Careers in Developmental Psychology series. These virtual meetings are not to be used by students to attend class. Any student who joins lecture using these links will not be admitted to class.

In-Class Guidelines

- Penn no longer requires students to wear masks. However, if you prefer to wear a mask, I support you in that decision and will respect your choice. This guidance may change according to local public health guidance.
- If you are not feeling well, please follow recommended guidance regarding quarantine, mask-wearing, and testing. Please use the Course Action Notice system within Courses@Penn for prolonged absences due to illness (www.college.upenn.edu/attendance).
- Please reduce electronic distractions during lecture (e.g., ringer turned off on cell phones, laptop notifications turned off). You may use a laptop or iPad to take notes during class. If I notice that your electronic device is distracting other students, I may ask you to consider an alternative note-taking option.
- Do not bring food into the classroom. Drinks are permitted.

Exemptions and Extensions

- Make-up exams will only be given for *extreme circumstances*. You must submit your electronic request for a make-up exam before the scheduled exam has started. Post-exam requests will not be honored.

- Extensions for assignments will only be granted for *extreme circumstances*. Your assignments are generally available from the beginning of the semester. Waiting until the last minute to start an assignment is not an appropriate reason to ask for an extension.
- If you are experiencing chronic health problems that interfere with your ability to attend class regularly and complete required assignments on time, I strongly recommend that you pursue formal accommodations through Academic Support and Disabilities Services.
- Incidents of academic dishonesty (including dishonest requests for extensions or exemptions) will be handled according to Penn's Code of Academic Integrity (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity>).

Communication

- Use Canvas messages to get answers to your brief questions most efficiently!
- Any in-depth conversations will be held during listed office hours. I will offer one virtual office hour per week. Your TAs will hold in-person office hours each week. If you ask a lengthy question that cannot be answered in a sentence or two, I will ask you to attend office hours.
- Your TAs and I will answer brief questions about material via email until 5pm the night before the exam. In your Canvas message, be specific about the question and include an attempt to answer the question, so we can better understand your thought process and help you more effectively problem solve and gain clarity. Again, in-depth conversations will only be held during office hours.

Course Schedule:

Please see Canvas for assigned readings and required materials

Date	Subject
8/29/23	Introduction to Course: Main Themes
8/31/23	Research Methods
9/5/23	Prenatal Development
9/7/23	Biology & Behavior
9/12/23	Theories of Cognitive Development
9/14/23	Perception, Action & Learning
9/19/23	Language
9/21/23	Babies (2010): Documentary viewing in class
9/26/23	Conceptual Development
9/28/23	Intelligence
10/3/23	Academic Achievement
10/5/23	Exam Review/Case Conference
10/10/23	Exam 1: In class
10/12/23	FALL BREAK - No Class
10/17/23	Theories of Social Development 1
10/19/23	Theories of Social Development 2
10/24/23	Emotional Development 1
10/26/23	Emotional Development 2
10/31/23	HALLOWEEN - No Class
11/2/23	Attachment and Self
11/7/23	Family and Family Systems
11/9/23	Peer Relationships
11/14/23	Schools and Sociocultural Impact
11/16/23	Moral Development
11/21/23	Gender Development
11/23/23	THANKSGIVING BREAK - No class
11/28/23	Emerging Adulthood

Date	Subject
11/30/23	Exam Review/Case Conference
12/5/23	Exam 2: In class
12/7/23	Last day of class – Course review

Exam Schedule

Date	Subject
10/10/23	Section Exam 1 (required)
12/5/23	Section Exam 2 (required)
Finals Period	<i>Optional Final Exam: Asynchronous/Canvas</i>

Important Dates

10/9/23: Drop Deadline

11/6/23: Withdraw Deadline

10/5/23: Documentary Assignment due (Canvas upload)

10/26/23: Research Assignment due (part 1; Canvas form)

11/16/23: Research Assignment due (part 2; Canvas form)

12/15/23: Research Requirement due