

PSYC 350: DEVELOPMENTAL PSYCHOLOGY
SECTION 010: Monday/Wednesday/Friday 9:05AM – 9:55AM

****Note that this section in Fall 2018 is not a second writing course****

INSTRUCTOR INFORMATION

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 Office Hours: Mondays 1:30 PM – 4:00 PM
 Tuesdays 9:00 AM – 11:30 AM
 & By Appointment

-- Email is the best way to reach me. Please know that responding to emails promptly is a priority for me. However, in general, **please allow 24 hours on weekdays and at least 48 hours on the weekends for responses to your emails.** If you do not receive a reply within these time frames, it is safe to assume that I did not receive it and feel free to send me another email.

-- You do NOT need an appointment to attend my regular office hours. If you cannot make office hours and would like to schedule an appointment, please politely send an email with all of your availability (e.g., Monday before 3pm, Thursday after 11am).

TEACHING ASSISTANT INFORMATION

Name: Yuqi Liu
 Office: Wolf Hall 427
 Email: yliu@psych.udel.edu
 Office Hour: Wednesdays 2:00 PM – 3:00 PM

REQUIRED MATERIALS

1. There is no textbook for this course! Instead, you will be reading/watching/listening to material from a variety of sources.
 - You are required to print these readings or load them onto your device and bring them to class. I strongly suggest printing hard copies. If you need help with printing costs, let me know!
 - You will access reading materials through one of 3 methods:
 1. The [UD Library](#) (Use the Search feature on the first page)
 2. Our Canvas site > Modules
 3. URL links
2. A 3-ring binder to keep and organize course handouts and notes.

COURSE OVERVIEW

It's no question to me that everyone thinks about human development (whether they know it or not). At some point, people ask variations of these questions: "How have people become who they are?", "How and why do people change (or not) over time?", "How have I come to be the person I am today?", and "Who will I become?"

In short, developmental psychology is the scientific approach to describing, explaining, and optimizing development. This area of psychology is vast and quite frankly, unwieldy to think about! In this course, we will be using a life course and systems theoretical framework to understanding the complexity of the development of the body, the mind, and the person over the lifespan. *Ultimately, you'll come to understand a taste of how everything is intertwined with everything else to form who we were, are, and will become.*

COURSE OBJECTIVES

All readings and class activities are designed to help your learning of the following goals. By the end of the course, students will be able to:

1. Apply the principles life course and systems theories to understanding individuals and real-world situations.
2. Recognize and challenge assumptions about human development in yourself and others.
3. Identify the logic and methods behind the content of developmental psychology.
4. Engage in productive discussion with colleagues.

HOW DOES THIS COURSE FIT IN THE BIGGER PICTURE OF YOUR EDUCATION?

This developmental psychology course was designed in consideration of UD's General Education Goals for Success and the American Psychological Association (APA) Guidelines for the Psychology Major. I have highlighted the goals that are most tied to the specific course objectives stated above.

1. [UD General Education Goals](#)

1. **Read critically, analyze arguments and information, and engage in constructive ideation.**
2. **Communicate effectively in writing, orally,** and through creative expression.
3. Work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences.
4. Critically evaluate the ethical implications of what they say and do
5. **Reason** quantitatively, computationally, and **scientifically.**

2. [APA Guidelines for the Undergraduate Psychology Major](#)

1. **Knowledge Base in Psychology**
 2. **Scientific Inquiry and Critical Thinking**
 3. **Ethics & Social Responsibility in a Diverse World**
 4. **Communication**
 5. **Professional Development**
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EXPECTATIONS & MAXIMIZING YOUR LEARNING EXPERIENCE

HEADS UP!!

In the context of this course, we will be using and discussing content that can be difficult to process for a variety of reasons – dense material that’s complex to digest, it doesn’t align with our world view, it taps too much into your own lived experience, and the like.

The purposes of using some difficult content are to: (1) illustrate core concepts of human development, (2) to challenge some of the assumptions we may have of the world, and (3) to highlight the importance of developmental science in understanding real and timely issues. It is through some of these sensitive topics that I hope to promote your learning of course content and skills.

If you are all willing to work through it, then let’s work through it together. I hope that this class will be an engaging, challenging, and rewarding intellectual experience for you.

WHAT DOES IT MEAN FOR US TO HAVE A PRODUCTIVE DISCUSSION?

GROUND RULES FOR DISCUSSION

1. Be respectful even when disagreeing.
 - a. Respect means active listening, limiting distraction, being mindful about our body and verbal language, not monopolizing the conversation, and allowing others to share their voices too
2. Be prepared.
 - a. From the professor’s end, providing a list of key questions and concepts to guide discussion
 - b. From the student’s end, being prepared by reading and thinking before class and also being present (physically and emotionally)
3. Be open-minded.
 - a. Approach situations by listening fully and reflecting before responding
4. Listen and participate appropriately.
 - a. Have “educated debates” rather than “arguments” – justify and elaborate on claims
 - b. Follow the behaviors indicating respect (#1) and open-mindedness (#3)

In addition to the course ground rules above, below are some things that I expect of you and what you can do to make the best of our semester together.

- Check your email and Canvas regularly.
- Read the material on time, carefully, and thoughtfully.
- Regular attendance.
 - Bring your readings and notes with you in print (or on your device but preferably in print)
 - If you do miss a class period, take responsibility to proactively make alternative plans and contact a classmate for notes.
- Being present and engaged during class time.
 - If you're going to be here, be here!
 - Challenge yourself to participate in discussions. We often become aware of our strengths and weaknesses in understanding material when having to speak about them out loud.
 - We will practice being a participant and a mindful listener!
 - Take notes on our discussions to help you with weekly reflections.
- Prepare assignments carefully and thoughtfully.
- Focus on working on communication and listening processes.
- Use your time and recognize how to use resources wisely.

GRADING

You have many opportunities to grow and develop your knowledge and to earn points toward your final course grade. Please note that your final course grade will NOT be rounded up. The percentage you earn needs to cross the bottom threshold of each of the letter grades in the grading scale below (e.g., a 92.98% earns you an A-).

Participation & Assignments

- Recap Quizzes 5% ^ drop lowest 3 scores
- Reading Guide Completion & In-class Activities 5% ^ drop 3 scores
- Weekly Reflections 10% ^ drop lowest 2 scores
- Interview Paper 20%

Exams

- Exam #1 15%
- Semi-cumulative Exam #2 20%
- Cumulative Final Exam 25%

TOTAL: 100%

GRADING SCALE

A = 93.00-100%		A- = 90.00-92.99%	
B+ = 87.00-89.99%	B = 83.00-86.99%	B- = 80.00-82.99%	
C+ = 77.00-79.99%	C = 73.00-76.99%	C- = 70.00-72.99%	
D+ = 67.00-69.99%	D ≥ 63.00-66.99%	D- = 60.00-62.99%	
	F < 60%		

- **RECAP QUIZZES**

These quizzes are meant to be a form of retrieval practice! They are designed to encourage you to do the reading carefully and on time as well as re-engage with previously covered content. Completing the readings thoughtfully and carefully prior to class time helps us maximize our time together to discuss, extend, and digest the material. Quizzes will typically happen on days where a reading is due on the syllabus schedule, but not always. The lowest 3 scores will be dropped from your course grade.

- **READING GUIDE COMPLETION & IN-CLASS ACTIVITIES**

It is my goal that we will co-create an actively engaged and intellectually challenging class. Part of achieving this goal means that we all have to be prepared coming into class. Some of the more dense and difficult readings have reading guides. Please complete them and bring them to class and you will earn participation credit for having them done on time and with sincere effort. They will be graded as “satisfactory” or “unsatisfactory” and they cannot be made up unless you have made alternative arrangements with me *before* the deadline. Class discussion, recap quizzes, and exam questions will be based upon the reading guides. When readings are easier or shorter, there are no reading guides. You are strongly encouraged to engage just as much with these readings by taking notes, noting questions, and considering how they tie together with other readings and concepts.

This is an active learning class in which we will be working in small groups and discussing materials as a class most days. Throughout the semester, there will be a variety of in-class activities (e.g., expressive writing exercises, group activities, etc.). They will be graded as “satisfactory” or “unsatisfactory” and they cannot be made up for any reason since they require that you are actively participating during class time. Across all reading guides and in-class activities, 3 scores will be dropped from your course grade.

- **WEEKLY REFLECTIONS**

If I’m doing my job right, this course will encourage us to reflect on the people in our world and ourselves *through* developmental science. Additionally, you and your peers will make numerous contributions to class discussion which will help us all deepen our learning of the course material. Hence, you’ll be asked to write weekly online reflections using Canvas Discussions. These reflections will be visible to all of your classmates.

Every week, you’ll be responding to the same prompt:

Based on our discussion this week:

1. Describe the most important thing you learned
2. Describe the most surprising or unsettling idea you heard
3. Describe the contribution from a peer that most inspired or impressed you and discuss why

The weekly reflections will be graded based on: (1) timely completion, (2) the level and depth of connection to course concepts, (3) the inclusion of concrete examples of peer contributions. The lowest 2 scores will be dropped from the course grade.

- **EXAMS**

The exams provide regular check-in points of your mastery of course material and most importantly, your ability to engage in thinking using the life course and systems perspectives! There will be 3 exams (2 midterms and a final) that consist of short answer and essay questions, based upon readings, lecture, and discussions. **Note that because exam questions can be based on discussion, something discussed during class even if it does not appear in the readings or prepared lectures may appear on exams – so be prepared to take notes on discussions too.** If you'd like, you may bring one 4x6 card with notes for each exam.

MAKEUP EXAM POLICY

If you miss an exam due to serious illnesses, deaths, short-term military service, and other documentable reasons, obtain an [official excused absence by submitting documentation to your Assistant Dean's office](#). The dates of this official notice should include the exam date. If you contact me within a week, a makeup version of the exam will be scheduled for when you can return to classes.

If you do not notify me and provide documentation within the week or miss an exam for any other reason (e.g., mild illness, overslept, vacation), you may make-up ONE missed exam during the semester (not the final exam). This make-up exam will be given in a format of my discretion and scheduled at my convenience. Please note that you cannot re-take an exam that you have already taken.

- **INTERVIEW PAPER**

You will write one paper for this course in multiple stages, which will allow you to plan and revise it throughout the semester before turning in the final paper. This paper will ask you to interview an older adult (55+) and apply the life course and systems perspective and empirical evidence to understand this individual's development. The assignment details will be posted on Canvas > Modules > Interview Paper Details. Late papers will be accepted but they will go down 10% each day it is late. You may not turn in papers that you have worked on for another class.

OTHER POLICIES

GRADING DISPUTES:

On occasion, a student may believe that they should have received a higher grade on an assignment or may believe that there is more than one correct answer to graded question. If you believe that a review of grades is warranted, you must email me your argument in a typed, clearly written essay. Please thoroughly explain the problem you encountered and then provide evidence supporting your argument, referring to specific material in the assignment readings and/or course discussions. If you have such a problem with your grade, you must submit your argument within ONE WEEK of receiving the grade. If you properly submit this argument, your work will be re-graded – it may change in either direction. After one week, your grade cannot be disputed and is considered permanent.

ACCOMMODATIONS:

If you have a documented disability that may need certain accommodations, please contact the [Office of Disabilities Support Services \(DSS\)](#) as soon as possible. I will do what I can but certain requested accommodations (e.g., exams at the Testing Center) require advance registration with DSS. The DSS office is located at 119 Alison Hall, 240 Academy Street and you can call them at 302-831-4643.

DISCLOSURES OF INSTANCES OF SEXUAL MISCONDUCT:

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy – I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to: www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

ACADEMIC HONESTY:

All students at the University of Delaware are expected to be honest in their academic studies. You are presumably pursuing higher education in order to actually learn course content and demonstrate to both professors and yourself what you can do intellectually. Let me state the obvious: All work submitted in this course is to be your own. All work that you hand in and present should be in your own words and when the ideas come from a different source they must be appropriately cited [in APA style](#), using quotation marks and page numbers for direct quotes. **By committing acts such as plagiarizing the words or ideas of another, cheating on an exam or assignment, or allowing or helping another student to do these things, you are cheapening your own educational experience.**

You should familiarize yourself with the [Code of Conduct at the University of Delaware](#), which outlines the standards of student behavior, including guidelines regarding academic honesty. Because the expectation to read the [Code of Conduct](#) is explicitly written in this syllabus, pleading ignorance will not be a valid excuse. If you are caught committing an act of academic dishonesty, the incident will be reported to the Office of Student Conduct.

COURSE SCHEDULE & READINGS

Please note that this schedule and the above procedures may be subject to change in the event of extenuating circumstances.

^ = get from Canvas > Modules

* = get from [UD Library](#)

(RG) = reading guide; bring completed to class

WK	DATE	TOPIC	READ BEFORE CLASS	DUE
1	8/29	Course Introduction; What is Development?		
	8/31	Syllabus; The Life Course & Systems Theoretical Frameworks & Core Concepts		
2	9/3		~LABOR DAY HOLIDAY~	
	9/5	Core Concepts: Nature and Nurture	-- ^ (RG) Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. Washington, DC, US: National Academy Press. [Part of Ch. 2: Rethinking Nature and Nurture] -- Lombrozo, T. (2015, March 23). Don't be myopic about heritability. <i>National Public Radio</i> . Retrieved from https://n.pr/2omG90z	
	9/7	Core Concepts: Universality and Context- Specificity	-- ^ (RG) Rogoff, B. (2003). The cultural nature of human development. Oxford, UK: Oxford University Press. [Chapter 1]	
3	9/10	“Should I Be Worried?” Advice from Parenting.com	-- Day, N. (2010, May 3). Can your baby wield a machete?. <i>Slate Magazine</i> . Retrieved from https://bit.ly/2LJkf0G -- Wong, K. (2009). Crawling may be unnecessary for normal child development. <i>Scientific American</i> (online edition). Retrieved from https://bit.ly/2wu2TOV	
	9/12	-- Motor development -- The complexity of development	-- * (RG) Adolph, K.E., & Tamis-LeMonda, C.S. (2014). The costs and benefits of development: The transition from crawling to walking. <i>Child Development Perspectives</i> , 8, 187–192.	
	9/14		More on Adolph & Tamis-LeMonda (2014)	Weekly Reflection Sunday @ 9pm
4	9/17	“My Son is Traumatized” A Case of Forced Separation and Reunification	-- Fraley, R.C. (2018). Attachment through the life course. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from http://noba.to/s3kj9ufv	
	9/19	-- Attachment -- Trauma -- Intervention effects	-- Borelli, J. et al. (2018, June 23). Separation is never ending: Attachment is a human right. <i>Psychology Today</i> . Retrieved from https://bit.ly/2opGY8I -- Carey, B. (2018, June 22). Reuniting and detaining migrant families pose new mental health risks. <i>The New York Times</i> . Retrieved from https://nyti.ms/2ooaXOt	
	9/21		-- Nelson, C.A. (2018, June 26). How separating children from parents causes irreparable harm. <i>Spectrum News</i> . Retrieved from https://bit.ly/2C4ils4	Weekly Reflection Sunday @ 9pm
5	9/24		-- * (RG) Dozier, M., Zeanah, C.H., Wallin, A.R., & Shaffer, C. (2012). Institutional care for young children: review of literature and policy implications. <i>Social Issues and Policy Review</i> , 6, 1-25. [Read pgs. 1-11 only]	
	9/26		-- * (RG) More on Dozier, M., Zeanah, C.H., Wallin, A.R., & Shaffer, C. (2012). [Read remainder]	
	9/28	DISCUSS PAPER ASSIGNMENT	(no new reading)	Weekly Reflection Sunday @ 9pm

6	10/1	<p>“I Need to Protect My Kid” Excerpts from Black Mirror’s Arkangel</p> <p>-- Being a parent -- Helicopter parenting -- Resilience and coping</p>	<p>-- Diener, M. L. (2018). The developing parent. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from http://noba.to/hsv75d46</p> <p>-- English, R. (2016, May 25). From tiger to free-range parents-what research says about pros and cons of popular parenting styles. <i>The Conversation</i>. Retrieved from https://bit.ly/1WXIVXD</p>	
	10/3		<p>-- Haller, S. (2018, June 26). Helicopter parenting actually makes life harder for your kids, not easier. <i>USA Today</i>. Retrieved from https://usat.ly/2wsGB1C</p> <p>-- * (RG) Perry, N.B., Dollar, J.M., Calkins, S.D., Keane, S.P., & Shanahan, L. (2018). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. <i>Developmental Psychology</i>, 54, 1542-1554.</p>	
	10/5		<p>More on Perry, N.B., Dollar, J.M., Calkins, S.D., Keane, S.P., & Shanahan, L. (2018).</p>	<p>PAPER STAGE 1 @ 11:59PM Weekly Reflection Sunday @ 9pm</p>
7	10/8		<p>-- * Vohs, K.D., Aaker, J.L., & Catapano, R. (2019). It’s not going to be that fun: Negative experiences can add meaning to life. <i>Current Opinion in Psychology</i>, 26, 11-14.</p>	
	10/10		(no new reading)	
10/12		EXAM #1		
8	10/15	<p>“You Can Be Better” Video Excerpts of Ryan from Lifetime’s Child Genius</p> <p>-- Mindsets of intelligence -- Academic pressure -- “Tiger Parenting”</p>	<p>-- Aubrey, A. (2018). The perils of pushing kids too hard, and how parents can learn to back off. <i>National Public Radio</i>. Retrieved from https://n.pr/2BYJCvO [Listen to or Read Transcript]</p> <p>-- Dweck, C. (2014, November). The power of believing that you can improve. Retrieved from https://bit.ly/1sGo500</p> <p>-- Gross-Loh, C. (2016, December 16). How praise became a consolation prize. <i>The Atlantic</i>. Retrieved from https://bit.ly/2hFrqJC</p> <p>-- Chamberlin, J. (2013, September). ‘Tiger parenting’ doesn’t create child prodigies, finds new research. <i>Monitor on Psychology</i>. Retrieved from https://bit.ly/2N0G2pu</p>	
	10/17			
	10/19		<p>-- * (RG) Fu, A. S., & Markus, H. R. (2014). My mother and me: Why tiger mothers motivate Asian Americans but not European Americans. <i>Personality and Social Psychology Bulletin</i>, 40, 739-749. [Read Study 1 & 2 only]</p>	<p>Weekly Reflection Sunday @ 9pm</p>
9	10/22		<p>-- * (RG) More on Fu, A. S., & Markus, H. R. (2014). [Read remainder]</p>	
	10/24	<p>“Teens = Adults? Teen crimes = Adult Consequences?” Caught Podcast: “The Teenage Brain is Like a Sportscar”</p> <p>-- Adolescence -- Decision-making -- Influence of peers</p>	<p>-- Blakemore, S. J. (2012, June). The mysterious workings of the adolescent brain. Retrieved from https://bit.ly/1JeL1r1</p>	<p>PAPER STAGE 2 @ 11:59PM Weekly Reflection Sunday @ 9pm</p>
	10/26		<p>More on Blakemore, S.J. (2012, June).</p>	
10	10/29		<p>-- * (RG) Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making. <i>Current Directions in Psychological Science</i>, 22, 114-120.</p>	
	10/31		<p>More on Albert, D., Chein, J., & Steinberg, L. (2013).</p>	
	11/2		<p>-- Romer, D. (2017, October 29). Why it’s time to lay the stereotype of the ‘teen brain’ to rest. <i>The Conversation</i>. Retrieved from https://bit.ly/2PiNg5y</p>	<p>Weekly Reflection Sunday @ 9pm</p>

11	11/5	<p>“To a hikikomori, winter is painful because everything feels cold, frozen over, and lonely. To a hikikomori, spring is also painful because everyone is in a good mood and therefore enviable.” -Tatsuhiko Takimoto</p> <p>National Geographic: Pictures Reveal the Isolated Lives of Japan’s Social Recluses</p>	-- ^ (RG) Arnett, J.J., Žukauskienė, R., & Sugimura, K. (2014). The new life stage of emerging adulthood at ages 18–29 years: Implications for mental health. <i>Lancet Psychiatry</i> , 1, 569-576.	<p>PAPER STAGE 3 @ 11:59PM</p> <p>Weekly Reflection Sunday @ 9pm</p>
	11/7		More on Arnett, J.J., Žukauskienė, R., & Sugimura, K. (2014).	
	11/9		-- * (RG) Krieg, A., & Dickie, J. R. (2011). Attachment and hikikomori: A psychosocial developmental model. <i>International Journal of Social Psychiatry</i> , 59, 61-72.	
12	11/12	<p>-- Emerging adulthood</p> <p>-- Anxiety, depression</p> <p>-- Changing cultural context</p>	-- (RG) Loneliness is a serious public-health problem. (2018, August 30). <i>The Economist</i> . Retrieved from https://econ.st/2PSI4qq	
	11/14		(no new reading)	
	11/16		EXAM #2	
13	11/19		~THANKSGIVING HOLIDAY~	
	11/21		~THANKSGIVING HOLIDAY~	
	11/23		~THANKSGIVING HOLIDAY~	
14	11/26	<p>“The Struggle Is Real” New York Times: Kelly Marie Tran: I Won’t Be Marginalized by Online Harassment</p>	-- (RG) Beck, J. (2015, August 10). Life’s stories. The Atlantic. Retrieved from https://bit.ly/2qLHbSZ	<p>Weekly Reflection Sunday @ 9pm</p>
	11/28		-- * (RG) McAdams, D.P., & McLean, K.C. (2013). Narrative Identity. <i>Current Directions in Psychological Science</i> , 22, 233-238.	
	11/30		-- * (RG) Wang, Q. (2006). Culture and the Development of Self-Knowledge. <i>Current Directions in Psychological Science</i> , 15, 182-187.	
15	12/3	<p>-- Identity development</p> <p><i>Remember our 1st day? Names are important.</i></p>	-- * (RG) Umaña-Taylor, A. J. (2016). A post-racial society in which ethnic-racial discrimination still exists and has significant consequences for youths’ adjustment. <i>Current Directions in Psychological Science</i> , 25, 111-118.	<p>Weekly Reflection Sunday @ 9pm</p>
	12/5		More on Umaña-Taylor, A. J. (2016).	
	12/7	Let’s Wrap Up Our Course!		
<p>FINAL EXAMS WEEK: 12/10-12/15</p> <p>CLASS FINAL DAY/TIME DETERMINED BY REGISTRAR’S OFFICE</p> <p>(USUALLY IN UDSIS BY MID-SEMESTER)</p> <p>FINAL INTERVIEW PAPER DUE BY 12/15 @ 9PM</p>				