



THE UNIVERSITY OF CHICAGO SUMMER SESSION

Developmental Psychology: Theories and Techniques PSYC 21650

A three-week in-person immersion course

Syllabus for Summer Course

Note: we keep a flexible schedule in this summer course – aspects of the syllabus or schedule may change but we will keep you posted of all changes!

Instructor

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Teaching Assistants:

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Course Goals

- Gain a general understanding of theories and broad topic knowledge in the domain of Developmental Psychology
- Develop critical reading skills particularly for academic journal research articles
- Understand the difference between evidence and claims
- Learn how to formulate problem-focused research questions that speak to broad issues
- Learn developmental psychology research methods & gain hands-on experience with them
- Design and execute a research project on some aspect of human development

General Course Structure & Location

This class will be **in person in Cobb 112 on the University of Chicago campus**.

Morning sessions will take place from 9am-11:30am; Afternoon sessions will take place from 1pm-3pm.

Some small group meetings for our research projects may take place on Zoom, but research group meeting format (in-person or Zoom) will be clearly communicated to students. All course materials and communication will be through the online course management system, Canvas. Graded assignments including response papers will also be completed via Canvas.



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Grading (class is worth 100 points)

- 15 pts class participation (detailed below)
- 10 pts writing assignments
- 30 pts quizzes
- 40 pts Weekly paper sections (Introduction, Methods, Results & Discussion)
- 5 pts Final research presentation (created as a group, detailed below)

Textbook & Readings

Textbook: Siegler, R., Deloache, J., Eisenberg, N., & Saffran, J. (2014). How Children Develop. New York: Worth Publishers. (Note – any edition is fine; **online rentals are fine – no need to purchase a hard copy of the book**)

Readings: available as PDFs via Canvas

Class Participation (15 pts)

During class, all students are required to participate by answering questions, engaging in class discussions, and working in small groups. Please arrive for all classes and meetings alert and ready to actively participate to earn your participation points (be sure to **get plenty of sleep!**) Participation grades will be negatively affected if students are consistently late, falling asleep in class, clearly engaged in other activities during lectures, etc. Also, if a student needs to miss a class meeting due to illness or other emergencies; you must email the instructor in advance for an excused absence. **We turn attendance into the summer session office within 15 minutes of class starting and RAs are notified to check on students who are absent.**

One key aspect of course engagement is attending to any in-class video materials. Often, we will provide worksheets for you to complete as you are watching to draw your attention to key aspects of the video. Completion of these worksheets goes towards your participation grade.

Writing Assignments (10 pts)

After some readings, movies or lectures you will be asked to write a 2-3 paragraph response for homework. You should choose 1 -2 key ideas to write about. Strong responses will go beyond simply summarizing a topic or stating what you “liked” about the course content to more analysis/critique: generate new questions for future research, make connections to other topics, etc. These are either in-class or homework assignments - you will upload your response to Canvas. To submit these assignments, you should click on the Assignments link on Canvas.

Content Quizzes (30 pts)

Three times during the course there will be a quiz that you will take covering all the reading and lectures up until that point. These questions will be short answer and multiple choice.



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Research Project, Paper, and Presentation (45 pts total)

In small groups (typically 3 - 4 students per group), you will design and perform a small research study. This research project is an opportunity to gain experience conducting research on child development. Doing this project well will require forethought, planning and the full effort of all group members. Your groups will be meeting with the instructor and TA to discuss this project the first week of class.

Groups will pick a topic from the list (or an approved alternative topic) and develop their project in consultation with the instructor. Data collection for these research projects will take place online (either watching videos of children from data libraries or conducting survey research); you **may not** collect data outside of what has been approved by the professor.

Final papers should be approximately 8-10 double-spaced pages in length with standard margins and fonts. Papers will be due in parts (Introduction, Methods, Results) as noted on the syllabus. The complete **final paper will be due on Thursday of Week 3** (the final day of class) and should include the sections written previously as well as a Discussion section. Papers should be written in APA style. These papers will **require** outside research and reading.

Additionally, each group will make a **Presentation** of their findings to the class on **Thursday of Week 3 (the last day of class!)**. Every member of the group should be an active participant in this presentation, both in its planning and execution.

Some Final Words: Plagiarism, Cheating, & Ethics

It's an unfortunate fact that on occasion, students either intentionally or unintentionally claim the work of others as their own. We will provide you with detailed information on what constitutes plagiarism, as well as the APA citation style we will be using in this course. All students are responsible for reading these materials and asking whatever clarification questions are necessary to ensure that they are correctly citing the ideas they borrow from other sources.

In this course, we will be developing skills and knowledge that are important to discover and practice on your own. Because use of AI tools inhibits development of these skills and knowledge, **students are not allowed to use any AI tools, such as ChatGPT**, in this course. Students are expected to present work that is their own without assistance from others, including automated tools. If you are unclear if something is an AI tool, please check with your instructor. Using AI tools for any purposes in this course will violate the University's academic integrity policy and earn a 0 on that assignment.

Additionally, unless otherwise explicitly indicated on the assignment, students should assume that they should work on assignments independently without the assistance of their peers.



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Disability Statement

If you have any kind of disability that requires special accommodations to complete this course (such as extra time on quizzes), please talk to the instructor or TA as soon as possible. We are more than happy to provide any necessary accommodations that will help you succeed in this class.

REPRESENTATIVE SYLLABUS



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Course Outline

WEEK 1

Monday

MORNING:

- Welcome + Introductions; Go over syllabus + research project assignment
- Lecture: Why & How we study Child Development

AFTERNOON:

- Lecture: How to read APA (American Psychological Association)-style papers
- Activity: Read Kelly et al. article + do "research breakdown"
- Research project: Choose & rank top 3 research project topics

HOMEWORK:

- *SKIM*: CH1: An Introduction to Child Development
- *READ*: CH5: Seeing, Thinking & Doing in Infancy

Tuesday

MORNING:

- Lecture: Prenatal & Birth; Newborns & Infants

AFTERNOON:

- Lecture: How to Write APA-style research papers; plagiarism activity
- **Research project meetings**: Begin brainstorming specific questions related to your topic; Begin looking for research articles related to your topic

HOMEWORK:

- CH 3: Brain Development section only

Wednesday

MORNING:

- Lecture: Brain development
- Video: Secret Life of the Brain video + worksheet

AFTERNOON:

- Research project meetings: Finalize research questions + identify key words for finding academic journal articles for Introduction
 - Begin to read articles that could be used in your final paper; each **group** should have at least 3-4 articles (each member should find 1-2 papers and we will help you choose the best ones!)

HOMEWORK:

- CH 4: Theories of Cognitive Development
- **Study for Quiz 1**



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Thursday - NO CLASS – JUNETEENTH HOLIDAY

Friday

MORNING:

- Lecture: Cognitive Development: Piaget, Baillargeon & Beyond
- Activity: Try out Executive Function tasks – bring laptops!
- Video: What Babies Know (possibly on your own in afternoon)
- Take Quiz 1

AFTERNOON:

- Research project meetings: Work together to create outlines for Introduction sections

HOMEWORK:

- CH6: Development of Language Use, pp. 216-257
- **Research Project Assignment 1:** Write Introduction section (due Monday at 9:00pm CST to Canvas)

WEEK 2

Monday

MORNING:

- Lecture: Language development – Part One
- Activity: Kuhl reading + breakdown
- Video: Kuhl Ted Talk

AFTERNOON:

- Lecture: Language Development Part 2

HOMEWORK:

- READ: Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R.M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17, 159-163.
- **Research Project Assignment 1:** Upload your Research Paper Introduction to Canvas “Assignments” section by 9:00pm CST tonight.

Tuesday

MORNING:

- Lecture: Social Categories
- Activity: Research Breakdown: Bar-Haim et al. (2006)



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AFTERNOON:

- Research project meetings: Work together to create Methods for data collection

HOMEWORK (due Thursday):

- SKIM: CHS. 10 & 11 – choose sections that sound most interesting to you!

Wednesday

MORNING:

**** FIELD TRIP TO MUSEUM OF SCIENCE & INDUSTRY ****

AFTERNOON:

- Lecture: Social Cognition: Theory of Mind
- Video: The Human Spark

HOMEWORK:

- **Writing Assignment:** Writing response due tonight at 9:00pm.
- **Research Project Assignment 2:** Methods section write up due on Canvas tomorrow, Thurs. 6/26 @ 9:00pm.

Thursday

MORNING:

- Lecture: Emotions + Temperament

AFTERNOON:

- Lecture: Attachment
- Research Project: Finalize methods writeups + methods surveys

HOMEWORK:

- **Study for Quiz 2**
- **Research Project Assignment 2:** Methods section write up due on Canvas tonight @ 9:00pm.

Friday

MORNING:

- **TAKE QUIZ 2 on Week 2 (Monday -Thursday) content**
- Lecture: Family + Peers
- Video: Raising of America + worksheet* (if time allows)



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AFTERNOON:

- Research project: DATA COLLECTION (**ONLINE COLLECTION CAN CONTINUE OVER THE WEEKEND**)

HOMEWORK:

- CH 14: Moral Development

WEEK 3

Monday

MORNING:

- Lecture: Moral Development
- Go over Research Project: Results writeups, discussion section + power point for Thursday

AFTERNOON:

- Research project meetings: Begin to organize data & analyze results

HOMEWORK:

- READ: Fernald et al. article
- **Research Project Assignment 3:** Results section uploaded to Canvas tomorrow by 9:00pm CST

Tuesday

MORNING:

- Activity: Fernald et al. article breakdown
- Lecture: Individual differences: Socio-cultural: Poverty, chronic stress; atypical development (autism, dyslexia)
- Videos: Sesame Street videos

AFTERNOON:

- Research project meetings: Continue to analyze results sections if needed; results writeups due tonight
- Begin thinking about & writing Discussion section

HOMEWORK:

- **Research Project Assignment 3:** Results section due at 9:00pm CST tonight on Canvas



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- **Research Project Assignment 4:** Final paper including cover page, updated introduction, methods, results and discussion, and reference page; upload to Canvas by tomorrow at 9pm

WEDNESDAY

MORNING:

- Watch Babies documentary
- In class **Writing Assignment:** Write a 2-3 paragraph response about some aspect(s) of the Babies movie that you found especially interesting or unusual. Include a question/idea that you think is important for future research.

AFTERNOON:

- Student research group meetings: Meet to finalize + practice for your final presentations
- Write discussion sections on your own

HOMEWORK:

- **Research Project Assignment 4:** Final paper including cover page, updated introduction, methods, results and discussion, and reference page; upload to Canvas by tonight at 9pm
- Final presentation (Google Slide.); upload to Canvas by Wednesday at 9pm
- **Study for Quiz 3**

Thursday

- Quiz 3 (Monday - Wednesday content)
- Group presentations & goodbyes

REPRESENTATIVE SYLLABUS