



Course Syllabus

Developmental Psychology

PSYC 355
Spring 2021

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.

Learning Outcomes:

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

- Explain what fundamental questions are addressed in developmental psychology and why they are important
- Compare and contrast classic and modern theories in developmental psychology
- Distinguish among current research methodologies in developmental psychology
- Critically evaluate findings and conclusions from empirical studies in developmental psychology
- Connect research findings in developmental psychology with 'real-world' practices and policies (e.g., parenting, education, law)

Learning Objectives:

The course is designed in alignment with 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 written communication and interpersonal abilities through participation in class activities (e.g., Discussion Boards). Strengthen effective writing skills through written assignments.

Prerequisites:

PSYC100

Instructor: Dr. Tracy Riggins
(she/her)

Grad TA: Tamara Allard
(she/her)

Undergraduate Teaching Assistants

Zharia Crisp (she/her)
Maura Johnston (she/her)
Gabrielle LaCoille (she/her)
Hannah Kuczmariski (she/her)
Grace McCormick (she/her)
Kyle Miller (he/him)
Isabelle Selko (she/her)
Natalie Sharbin (she/her)

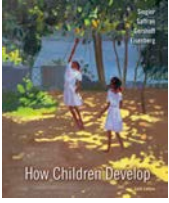
Got Questions?

Post all course-content related questions on the Discussion Board.

Email for personal/non-course content-related questions*:
psyc355spring21@umd.edu

Live office hours: Fridays 2:15-3:15pm via Zoom in ELMS *or* by appointment

Required Resources



How Children Develop

Siegler, R. S., Saffran, J., Eisenberg, N., DeLoache, J. S., Gershoff, E. & C. Leaper
Sixth edition (2020).

Hardcover: ISBN:9781319184568 E-book: ISBN:9781319269029

This book is written by leaders in the field of Developmental Psychology. I have intentionally selected an older version of the book to keep costs low. You should be able to find a used copy OR rent the e-book for less than \$65. Unfortunately, due to the pandemic we are unable to use UMD Course Reserves. *Please let us know asap if you have any trouble obtaining a copy of the book for any reason* (email: psyc355spring21@umd.edu).

WARNING! There is a lot of reading in this class. But, the good news is that we will make good use of this book - we will read most of it!

Optional Resources

Launchpad for *How Children Develop*, 6th edition available at:

https://store.macmillanlearning.com/us/product/How-Children-Develop/p/1319184561?gclid=CjwKCAiAuoqABhAsEiwAdSkVVPLCfCCXYZeKhHCcr3qPMCEXLVhV7iGLxy4_VBLVZuy0Zaowy_7UcBoCA6QQAvD_BwE

Course Communication

All Announcements will come via Announcements in ELMS.

Therefore, please ensure ELMS uses your preferred email address and you change the settings to alert you of new announcements (see: <https://ter.ps/elmsalerts>).

If you have a question related to course content, please post to the “Course questions” Discussion Board. If you have a personal question, please email psyc355spring21@umd.edu. We will strive to reply to you within 24 hours.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Of particular importance in this online course: All members of the University community-students, faculty, and staff share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

Code of Academic Integrity defines five major types of Academic Dishonesty:

- **CHEATING:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.
- **FABRICATION:** unauthorized falsification or invention of any information or citation in an academic course or exercise.
- **FACILITATING ACADEMIC DISHONESTY:** knowingly helping or attempting to help another to violate any provision of this Code.

- PLAGIARISM: representing the words or ideas of another as one's own in any academic course or exercise.
 - **Answers on all course assignments must ALWAYS be in your own words. Do NOT copy and paste material from the textbook for ANY assignments.**
- SELF-PLAGIARISM: the reuse of substantial identical or nearly identical portions of one's own work in multiple courses without prior permission from the current instructor or from each of the instructors if the work is being submitted for multiple courses in the same semester.

The Office of Student Conduct will contact you if you have been reported for a violation of the Code of Academic Integrity. Your course instructor may or may not mention the report to you. The instructor may not grade or record the grade of an assignment that is related to the report. Information about the resolution options are outlined in the University of Maryland Code of Academic Integrity. Note that the normal sanction for a violation is the grade of "XF" for the course.

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with us if you have questions.

Course-Specific Policies

Format and due dates

This course is asynchronous, meaning you will *not* have to log on during the scheduled course time. Instead, we have prepared modules that will introduce course material to you and promote your mastery of it. Each week you will complete **2 Modules**.

Each Module will typically contain:

- 1) Reading Assignment & Quiz,
- 2) "Lecture" including text, pre-recorded lectures, and videos,
- 3) Active Learning Assignments (e.g., Discussion Board Prompts or Written Assignments).

Each week (except exam days) the modules will open on Monday at 8am and close on Sunday at 11:59pm.

Reading quizzes and written assignments are due Sunday at 11:59pm when the Module closes, meaning you must finish by 11:59pm east coast time, not start at 11:59pm.

Often Discussion Board posts will require a post and responses to other students. In these cases, there will be a mid-week deadline for initial posts. Replies to others will be due Sunday by 11:59pm.

Since this is a Tuesday/Thursday class, each week we *strongly* recommend that you complete one Module on Tuesday and one Module on Thursday, but the decision is up to you.

Late assignments will NOT be accepted. If you require an extension to a deadline, you are required to email us in advance of the deadline to request a deadline extension. This policy is **FIRM**. We allow students to drop their lowest 2 Reading Quiz grades, 2 Discussion Board grades, and 1 Written Assignment grade (see details below). This flexibility is offered up front to all students. Given the size of the class and the number of assignments, this policy ensures all assignments are graded together to ensure the process is fair and equitable.

A special note about **excused absences** this semester. We will adhere to University guidelines (see link provided above). Per these guidelines, students are expected to take full responsibility for their own

academic work and progress. If you miss class or an assignment due date, collect documentation to support your absence – see details in the policy. Self-certified notes will serve as documentation for COVID-19-related absences or missed course expectations. In the event of extended absences, we may consider alternative assignments to provide academic accommodations for make-up work. We will do our best to work creatively and compassionately with students who have experienced extended excused absences to find ways to allow course completion. In the case this is not feasible, students should consult with an academic advisor to explore administrative options, including withdrawing from the course.

Class Conduct

A diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting your statements with research findings is strongly encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

Accommodations

Individuals with Accessibility and Disability Service (ADS) letter should share a digital copy of their accommodation letter with us by the end of the first week of the class. Students whose accommodations allow for extended time to complete assignments should still adhere to the posted deadlines. Allowing extensions beyond this may be requested, but will only be approved in rare circumstances as these students will then run the risk of falling behind in the course.

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.

Learning Assessments

The University of Maryland guidelines state that for every hour you spend in class per week, you should expect to spend an average of 2-3 hours on coursework outside of class. This is a 3-credit online course, which means that you should expect to spend 2.5 hours per week viewing online lectures/lecture material and 5-7.5 hours for reading, online quizzes, assignments and reviewing. **This is a total of 7.5 – 10 hours (on average) per week. Please plan now how you will allot sufficient time for these course activities in your calendar.** We calculated the course workload using an estimator recommended by UMD's Teaching and Learning Transformation Center. The workload is in line with the University of Maryland guidelines and will include the following:

- 1) Reading– We want to ensure you get your money's worth for that textbook! Most Modules require reading a full chapter. Details on what pages to read will be included in the Module. We will provide multiple choice quizzes on the reading to encourage and promote your understanding of the material ***and*** encourage you to keep up with it.
- 2) Lecture – using the Pages feature in ELMS, we will post videos, links to relevant online content, and pre-recorded lectures. Together this information will help you focus on elements of greatest significance— both with respect to child development in general and the course assessments. **Note, unless a video/link is clearly labeled “optional,” ALL videos are required material and will be included in assessments, including exams.**
- 3) Active Learning Assignments – Most Modules will have one active learning assessment to promote learning of the material. These are described in detail below and include Discussion Boards, Written Assignments, or a Paper.

Reading quizzes.

Most Modules will have a quiz primarily based on the textbook to promote your understanding and knowledge of the material. These are formative assessments that will allow you to take stock of your current understanding of the material. Although these are open book and open note, we **strongly recommend you do the reading first and then test your understanding via the quiz.** A total of 17 quizzes will be given. Each quiz will be worth 10 points. You **must work independently** on the quizzes. Your lowest 2 scores will be dropped.

Discussion Board.

Discussion Board posts will encourage you to actively engage with course material and apply it to your life/interests. At the beginning of the course, you will be assigned to a small Discussion group (approx. ~12 people). You will remain with this group for the duration of the course. We encourage you to develop community within your group. Specific prompts for each Discussion Board will be provided within the relevant Modules. Each Discussion Board assignment is worth 4 points. During the course, 13 Discussion Boards will be assigned. Your lowest 2 scores will be dropped.

Written assignments.

Written assignments/activities will be given to increase your engagement in course material, assess your knowledge, and encourage your critical thinking by applying the knowledge to new situations. Specific details for each assignment will be provided within the relevant Modules. If you have done the assigned reading and followed the concepts discussed in lecture (on Pages and online material), then you should not have to do anything else to prepare in advance. Because these assignments encourage you to apply your knowledge and go beyond what is presented, **you are encouraged to work with others in your Discussion Group** to complete these assignments. Please include the name of the student(s) you worked with on the assignment. You can reach out to each other on the message board, set up a Zoom call, etc. You may also email the instructional team (psyc355spring21@umd.edu) if you would like us to assign you a partner or group. However, each student **MUST** submit their **OWN** version of the assignment and use their own words. **Copied or duplicate assignments will NOT be accepted.** If identical assignments are turned in, each student will earn 0 points. During the course, 10 assignments will be given, each worth 10 points. Your lowest score (i.e., one score) will be dropped.

Exams

Important Details

All exams are open book and open note. However, students **must work independently.** All students will be required to attest to this via the UMD Honor Code for each exam. All missed exams will require a medical excuse from the Health Center or medical doctor and must be completed within 72 hours of the original deadline.

Answers must be supported by information from the textbook or lecture. We will not accept examples of material that are not from this course. BEWARE: often internet searches do not yield accurate information, do not use this as a way to search for information for exam answers. You will not receive credit for such responses.

Answers must ALWAYS be in your own words. Do NOT copy and paste material from the textbook for ANY assignments.

Mid-term Exams

There will be 2 midterm exams worth 62 points each. These exams will cover material presented in the textbook and lectures (including all information on Pages, recorded lectures, and online resources). Exams will consist of multiple-choice and short answer/essay questions. These exams are non-cumulative. Exams will be available from 8am-11:59pm on the date indicated on the syllabus. During this period, students will have **90 minutes to take the exam** (unless accommodations are made through official UMD ADS channels).

Final Exam

The final exam is worth 70 points. This exam will cover material presented in the textbook and lectures (including all information on Pages, recorded lectures, and online resources). The majority of the exam (60 points) will consist of multiple-choice and short answer/essay questions and cover material presented after Midterm 2; thus this portion is non-cumulative. However, there will be one cumulative essay question that will assess students' understanding of the major "Themes" in developmental psychology that are discussed throughout the course (introduced in Chapter 1/Module 1, reviewed in Chapter 16/Module 16). **The final exam will open at 8am and close at 11:59pm east coast time on the exam date indicated by the University and as reflected on the syllabus.** Students will have **120 minutes to take the final exam** (unless accommodations are made through official UMD ADS channels).

Your course grade will be determined as follows:

Learning Assessment	Total # Offered	# Dropped	Points Each	Category Total	Category Weight
Active Learning					
Reading quiz	17	2	10	150	30%
Discussion Board	13	2	4	44	9%
Written Assignments	12	1	10	110	22%
Exams					
Midterms	2	n/a	62	124	25%
Final	1	n/a	72	72	14%
Total Points:				500	100%

Extra Credit

Two options are available to earn up to 10 points of extra credit. Students may complete none of these extra credit opportunities, one of these, or both of these. Regardless, the maximum number of extra credit points for these two opportunities combined is 10 points. [An additional opportunity to earn 2 additional extra credit points will be given through completing a Learning Survey (more information provided below).] Therefore, the maximum extra credit that can be earned in the course is 12 points. **No additional extra credit opportunities will be given.**

1) Research Participation: You can earn up to 10 extra credit points by participating in 2 hours of psychology experiments (i.e., a 1-hour experiment equals 5 points of credit for this course, max = 2 hours of experiments for 10 extra credit points). Sign up at: <http://umpsychology.sona-systems.com> Within SONA, you may allocate credits to this class; after the last day of class, we will receive an email from SONA notifying us of your credits, at which point we will update the gradebook with your extra credit points. **Research participation must be completed by the last day of classes (Wednesday, May 11, 2021).**

Please note: There is a new single sign on feature. Participants can now sign into the SONA System using a Single Sign On Feature. Just click on the Directory ID Log In Tab. If your SONA account has

your umd.edu email address listed, it should log you in. If instead you are taken to the Request Account page, then the system can't find your account, probably because you don't have a umd.edu email address in SONA. Log in to SONA using the username/password box instead, go to My Profile, and set your email to your umd.edu email address.

--OR--

Post to the “Connecting to our Community” Discussion Boards.

We are experiencing unprecedented times. We feel strongly that developmental science can and should have a role in addressing some of society's most pressing issues. We'd like you to use what you learn in this class to analyze, interpret, and evaluate information you see in the world around you from the perspective of a developmental scientist. Therefore, we've created two different Discussion Boards where you can post material from the community (newspapers, websites, TV shows) on 1) social justice and 2) the COVID-19 global pandemic. Each post is worth 2 extra credit points and should include 1) a link and/or a description of the “real-world” material from a **reputable website** and 2) **respectful and thoughtful** comments on how it links to the course material.

Example: From the summer of 2020 (*note, you should choose something more current, that is happening now), a judge ordered detained immigrant children free because of COVID-19. If I was writing a post for extra credit, I would:

1. **Summarize** the material:

- *Today, a federal judge has ordered detained immigrant children free because of COVID-19; this order is meant to prevent the spread of COVID-19, but also may prevent children from being separated from their parents.*

2. **Include a link** to the article(s)

- <https://www.npr.org/sections/coronavirus-live-updates/2020/06/26/884186168/judge-orders-ice-to-free-detained-immigrant-children-because-of-covid-19>
- <https://thehill.com/latino/504821-judge-orders-release-of-migrant-children-from-ice-detention-centers>.

3. Then **write about how it relates to material in the course:**

- *In the lecture on emotional development, we read about separation anxiety, which does not appear until an infant is ~9 months of age. Separation anxiety is defined as distress due to separation from the parent who is the child's primary caregiver. Some amount of separation anxiety is both normal and adaptive, as it encourages infants to stay close to adults who can protect them and provide for their needs. Separation anxiety occurs across many cultures.*
- *In the lecture on attachment, we read about individual differences in young children's reactions to separations and reunions from parents. In fact, a research method developed by Mary Ainsworth called the “Strange Situation” was designed to study mother–infant interactions during infants' explorations and separations from their mother. Based on this procedure Ainsworth concluded that two key factors provide insight into the quality of the infant's attachment to the caregiver: 1) how much an infant uses the primary caregiver as a secure base, and 2) how the infant reacts to brief separations from, and reunions with, the caregiver.*
- *Both of these facts about child development are consistent with the notion that separation from parents can cause anxiety in children.*

Points given will be earned based on relevance to the course material and how well the course material is explained. Any offensive opinion posts will be deleted by the Instructor and no points will be given.

Please note, both of these Discussion Boards pertain to “hot topics” in our world today. Some of the information we see is controversial. For that reason, we are **not asking you to give your opinion**

outright; rather, we are hoping you can use information from this course to reflect intelligently on some of these potentially charged topics. Regardless, ALL posts must be respectful of the entire PSYC Terp community. All posts are due by the last day of classes 5/11/21 11:59pm.

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

Learning Survey

A mid-semester Learning Survey will be available on the course website after the first midterm. More information regarding this survey will be given online. Completing the Learning Survey will earn 2 extra credit points.

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. The Co-Instructors will be happy to discuss any of your grades with you; if we have made a mistake we will immediately correct it. Any formal grade disputes must be submitted in writing (email to psyc355spring21@umd.edu) 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, so please understand that being close to a cutoff is not the same as making the cut (89.44 \neq 90.00). It would be *unethical* for us to make exceptions for some and not others. For simplicity, points are not expanded out to the largest possible decimal place in the table below. We do not round grades (e.g., 487.4 = A not A+).

Final Grade Cutoffs									
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	F	≤ 297
A-	447.5-462	B-	397.5-412	C-	347.5-362	D-	297.5-312		

Course Evaluation

At the end of the semester, an online course evaluation will be available via CourseEvalUM (www.courseevalum.umd.edu) the last week of the semester. Please take the time to complete this evaluation. 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, at Testudo, evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Get Some Help!

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, so we encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. If you just need someone to talk to,



visit <http://www.counseling.umd.edu>. Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.

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 for information about resources the campus offers you and let us know if we can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. We 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 to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity, is your choice whether to disclose and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly, and we ask you to do the same for all of your fellow Terps.

Hate/Bias Reporting

Reporting Racism and Other Forms of Hate and Bias. If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or report the experience to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Course Schedule

This is an approximate schedule and may vary slightly over the semester.

Changes will be announced **on ELMS**.

Week	Day	Date	Topic	Reading	Reading Quiz	Discussion Board post	Written assignment
					10 points each	4 points each	10 points each
1	Tues	1/26/21	Syllabus		Syllabus quiz	yes	
1	Thurs	1/28/21	Themes & Methods	Chapter 1	Chapter 1		
2	Tues	2/2/21	Prenatal Development	Chapter 2	Chapter 2		
2	Thurs	2/4/21	Newborn Infant	Chapter 2			Chapter 2
		2/5/21	Last day to adjust schedule				
3	Tues	2/9/21	Nature through Nurture	Chapter 3	Chapter 3	yes	
3	Thurs	2/11/21	Brain development	Chapter 3			Chapter 3
4	Tues	2/16/21	Brain development in context	Chapter 3		yes	
4	Thurs	2/18/21	Theories of Cognitive development	Chapter 4	Chapter 4		Chapter 4
5	Tues	2/23/21	Review			yes	
5	Thurs	2/25/21	Midterm 1				
6	Tues	3/2/21	Perception and Motor development	Chapter 5	Chapter 5	yes	
6	Thurs	3/4/21	Learning and Infant Cognition	Chapter 5	Extra Credit Survey		Chapters 4&5
7	Tues	3/9/21	Language development	Chapter 6	Chapter 6		
7	Thurs	3/11/21	Conceptual development	Chapter 7	Chapter 7	yes	Chapter 6
		3/16/21	Spring Break				
		3/18/21	Spring Break				
8	Tues	3/23/21	Memory development	TBA		yes	
8	Thurs	3/25/21	Academic Achievement	Chapter 8 & Diamond on ELMS	Ch 8, Diamond		Chapter 8
9	Tues	3/30/21	Theories of Social development	Chapter 9	Chapter 9		Chapter 9
9	Thurs	4/1/21	Development of emotion	Chapter 10	Chapter 10	yes	
10	Tues	4/6/21	Review				
10	Thurs	4/8/21	Midterm 2				
		4/9/21	Last day to drop with "W"				
11	Tues	4/13/21	Attachment	Chapter 11	Chapter 11	yes	
11	Thurs	4/15/21	Identity development	Chapter 11			Chapter 11
12	Tues	4/20/21	Families	Chapter 12	Chapter 12	yes	
12	Thurs	4/22/21	Peers	Chapter 13	Chapter 13		Chapter 12
13	Tues	4/27/21	Prosocial & Antisocial behavior	Chapter 14	Chapter 14	yes	
13	Thurs	4/29/21	Developmental Psychopathology	Sroufe 2013 on ELMS	Sroufe & Ted talk	yes	
14	Tues	5/4/21	Autism	TBA			TV assignment
14	Thurs	5/6/21	Conclusions	Chapter 16	Chapter 16		Chapter 16
15	Tues	5/11/21	Review			yes	Article Summary
15	Thurs	5/13/21	Final Exam				

Notes:

1. Some sections from specific chapters may not be required. These will be posted in the relevant modules.
2. This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.