Goals:
This class will introduce students to the basic principles of developmental psychology. As well as providing a more classic general overview, we will also look towards current methods and findings. Students will gain an appreciation of how developmental psychology as a science can be applied to their general understanding of children and the complicated process of growing into adults.

Readings:
The required text for this course is *How Children Develop, Third Edition* (2010) by Siegler, DeLoache, and Eisenberg. Additional readings will supplement this textbook and will be used for weekly discussions. These will be handed out in class and posted on CourseWork.

Requirements:
There will be four required components for this class:

1) an in-class midterm exam (35% of the total grade)

2) an in-class non-cumulative final exam (35% of the total grade)
   In-class exams will be based on the lectures and all readings.

3) reaction papers, participation in class discussion, group presentation (24% of the total grade)
   Five class sessions will include a group discussion (see schedule). Outside articles will be assigned for each section and students will prepare a short reaction paper based on the articles assigned. There will also be a group presentation due for Research Day (August 13). Guidelines for responses and the presentation will be provided.

4) suggestions for exam questions (6% of the total grade)
   Formulate two sets of six questions (multiple choice, fill-in-the-blank, or short answer) based on the lectures or readings. The first set is due by email to Ricardo, Taylor, AND Ali on July 18th by midnight. The second set is due on August 13th. You may see your own questions on the exams!
**Course Website:**
This syllabus, announcements, and some class materials will be available on our course website: [http://coursework.stanford.edu](http://coursework.stanford.edu). Please make sure that you check this site regularly, and let us know if you have trouble accessing it.

**Office Hours:**
You are encouraged to come meet with us as often as you want. There are no specific office hours set aside, so feel free to contact any one of us and we will set up an appointment. These meetings can be for you to ask questions and comment on lectures, readings, assignments, or grading. In addition, you are also welcome to talk to us or send us e-mail if you are interested in learning more about topics touched on in class, or further study in the field of developmental psychology in general. We LIKE to hear from you!

**Research Participation:**
You can obtain up to 3% extra credit for participation in psychology experiments throughout the summer (1 percentage point per hour of participation). More information on this will be provided at the beginning of the quarter.

**Honor Code**
Stanford University enforces a strict honor code to ensure academic integrity among students. Below is a relevant excerpt from the Stanford Honor Code, which we expect all students to abide by in this class. For more information on the honor code, please see: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)

The Honor Code is the University’s statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work: The Honor Code is an undertaking of the students, individually and collectively:

1) That they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;

2) That they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
Schedule of lecture topics

Tuesday, June 25  Intro to Research Methods and Views of Development: Taylor
      Readings: Ch. 1 & 4

Thursday, June 27  Prenatal Development: Taylor
      Readings: Ch. 2 & 3
      Discussion (in class)

Tuesday, July 2  Infancy I: Perceptual and Motor Development: Ali
      Readings: Ch. 5 (pp. 176-199)

Thursday, July 4  No Class

Tuesday, July 9  Infancy II: Learning and Cognition: Ali
      Readings: Ch. 5 (pp. 199-211)
      Discussion (Reaction paper 1 due)

Thursday, July 11  Personality Development I: Conception of the Self: Ali
      Readings: Ch 11 (pp. 436-443), Ch 15 (pp. 584-602), Ch 14 (544-556)

Tuesday, July 16  Personality Development II: Socio-cultural factors & the Family: Ali
      Readings: Ch. 9 (pp. 362-378) & Ch. 12
      Discussion (Reaction paper 2 due)

Thursday, July 18  Social Development I: Attachment: Taylor
      Readings: Ch 11 (pp. 424-436)
      Rank topics for Research Day presentation

Tuesday, July 23  MIDTERM EXAM

Thursday, July 25  Social Development II: Emotion and Temperament: Taylor
      Readings: Ch. 10
      Research Day groups assigned

Tuesday, July 30  Theory of Mind: Ricardo
      Readings: Ch. 7 (focus on pp. 266-272)
      Discussion (Reaction paper 3 due)

Thursday, Aug. 1  Core Domains of Knowledge: Objects, Space, Causality, Number: Ricardo
      Readings: Ch. 7
Tuesday, Aug. 6  Language Development I: Babbling, Gestures & Early Words: Ricardo
Readings: Ch. 6

Thursday, Aug. 8  Language Development II: Grammar & Pragmatics: Ricardo
Readings: Ch. 6
Discussion (Reaction paper 4 due)

Tuesday, Aug. 13  Research Day: In-Class Group Presentations

Thursday, Aug. 15  FINAL EXAM (non-cumulative)

Group Presentation Guidelines

On August 13, your group will present an original research idea to the class. Presentations should be 5 minutes long, and include sections for Introduction, Methods, Results, and Conclusion. The use of Powerpoint slides is optional. At the end of class, you will turn in either the 4 Powerpoint slides you used in your presentation OR a 1-page summary of your project.

On July 18, everyone will rank their topic preferences for:
- Infant Learning and Cognition
- Core Domains
- Theory of Mind
- Language Development
- Social Development

We will let you know your group assignment on July 25. Groups will be 3-4 people.

Your presentation should include:

Introduction: Imagine your reader is from a funding agency. Persuade her that your research is worth funding. Why is this topic important and interesting? What previous research has been done? What will your study add that hasn’t been done yet?

Methods: What are your independent and dependent variables? Is your study longitudinal or cross-sectional? Experimental or correlational? What is your procedure?

Results: What outcome do you expect?

Conclusion: What do your results mean? What are some strengths and weaknesses of your study? What future studies should be done?