Psych 113S: Developmental Psychology (Summer 2016)

Time: Tuesdays & Thursdays, 11:30am - 1:20pm
Location: Building 200 (click here for a map), Room 107

Instructors:
- Kyle MacDonald
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  Office hours: by appointment (sign up here)
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  Office hours: by appointment (sign up here)

Come talk with us!
We’re happy to meet to discuss questions about the course or questions you have about developmental psychology, research, life as a graduate student, etc.

Course Overview & Learning Goals.
This class will introduce students to the excitement of studying developmental psychology. We will focus on how current methods in how developmental science help us to understand the complex process of how we grow into adults.

After taking this course students will be able to:
- Describe key concepts in developmental psychology and understand how research supports current theories of development
- Explain how theoretical and philosophical issues about development can be tested empirically
- Think and express themselves like a scientist as they read and evaluate scientific articles
- Apply their knowledge of child development to questions that they may face as parents, teachers, policy-makers, or voters

Course Structure.
Each class will consist of a combination of lecture, in-class activities, and small-group discussions.

Readings.
A short scientific article will be assigned as required reading for each class period. The article will describe a scientific study about one of the topics covered that week.

Assignments & Evaluation.
- Read research articles and complete short written responses 16% of final grade
- Participate in in-class activities and discussions (attendance is mandatory) 16% of final grade
- Complete two non-cumulative exams (open book and open notes):
  - Midterm, covering the first half of the course 24% of final grade
  - Final, covering the second half of the course 24% of final grade
- Write a brief report using evidence from the course (4 pages double-spaced):
  - Write about a theoretical question of interest (chosen earlier in the course) 20% of final grade
Attendance & Late Policies.
The above assignments have all been created to foster critical thinking and active participation throughout the course. For this reason, it is very important that you complete your assignments on time.

Missing Class:
- If you miss class without notifying us in advance, you will not receive participation credit for that class period.
- If you need to miss class due to extenuating circumstances that you know about in advance, PLEASE let us know at least 1 week before the day you will miss. We may ask you to complete a make-up assignment.

Late Assignments:
- If you turn in an assignment late without notifying us in advance, you will lose 1 point per day for the weekly responses.
- If you need an extension, PLEASE let us know at least 24 hours before the assignment is due. We’re happy to work with everyone to make sure that you get the most out of each assignment (even if that means taking a little bit more time), but it’s very important that you check in with us ahead of time.

Emergencies:
- If there is an emergency that comes up at the last minute that will prevent you from attending class or turning in an assignment, let us know as soon as possible. We may ask you to provide documentation from a doctor or a residence dean if you ask for multiple extensions or for a very long extension. This policy is designed both to hold you accountable and to make sure you are getting the support that you need if something has come up in your life.

Honor Code.
Exams in this class will be open-book and open-notes. You will be graded on your depth of thinking and your ability to express your thoughts, rather than your ability to memorize key terms and definitions. However, your responses must be your own, original work. Plagiarism (either of a published source, such as a book or article, or of another student’s work) is not permitted and is considered a violation of Stanford’s honor code.

Laptop Policy.
Laptop use is discouraged. You may bring your laptop to class to use for note-taking (though research shows that traditional, pencil & paper note-taking is more effective!) and for in-class writing activities, but we will ask you to close your laptops during discussions. If you use your laptop for non-course-related activities (e.g. Facebook, checking emails, etc.), you will not receive any participation credit for that class period.
# Course Schedule

All readings available [here](#), slides are available [here](#), our youtube playlist is [here](#).

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic (link to slides)</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jun 28</td>
<td>Perceiving the physical world (KW)</td>
<td>Wynn (1992)</td>
<td>Designing a habituation study</td>
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<td></td>
<td>Jun 30</td>
<td>Bonding with people &amp; perceiving the social world (KW)</td>
<td>Johnson, Dweck, &amp; Chen (2007)</td>
<td>Paper discussion</td>
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<tr>
<td>3</td>
<td>Jul 5</td>
<td>Causality (KW)</td>
<td>TBA</td>
<td>Thinking with causal models</td>
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<td></td>
<td>Jul 7</td>
<td>Exploration &amp; play (KM)</td>
<td>Gopnik (201)</td>
<td>Paper discussion</td>
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<tr>
<td>5</td>
<td>Jul 19</td>
<td>MIDTERM</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Jul 28</td>
<td>Race, gender, &amp; social groups (KW)</td>
<td>Shutts, Kinzler, Katz, Tredoux, &amp; Spelke (2011)</td>
<td>Paper discussion</td>
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<tr>
<td>7</td>
<td>Aug 2</td>
<td>Education, motivation, &amp; achievement (KM)</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td></td>
<td>Aug 4</td>
<td>How development shapes who we are (KM)</td>
<td>Nelson et al. (2007)</td>
<td>Paper discussion</td>
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<tr>
<td>8</td>
<td>Aug 9</td>
<td>What's going on in developmental psychology today (Guest speakers)</td>
<td>[none]</td>
<td>[none]</td>
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<tr>
<td></td>
<td>Aug 11</td>
<td>FINAL</td>
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