SJSU SAN JOSÉ STATE UNIVERSITY

College of Social Sciences · Psychology

Seminar in Developmental Psychology Section 02

PSYC 204

Fall 2023   3 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/21/2023

👤 Contact Information

Class Days/Time: Tuesdays, 1:30pm – 2:45pm, and online asynchronous

Classroom: Clark Hall, Room 218

Canvas Course: https://sjsu.instructure.com/courses/1571688

Instructor: Dr. Desia Bacon

Email: desia.bacon@sjsu.edu
Office: Dudley Moorhead Hall, Room 323
Phone: 408-924-5640

Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

Office Hours

In Person Office Hours (DMH, 323): Tuesdays 10:00am-11:00am and by appointment

Online Office Hours (via Zoom): Wednesdays 1:45pm-2:45pm and by appointment

I am looking forward to working with each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by to say hi and grab a quick snack!

🖥 Course Description and Requisites

An examination of significant theories, perspectives, and research in developmental psychology.

Prerequisite: PSYC 102 (or equivalent).

Letter Graded

✳ Classroom Protocols

Contacting me

To help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-204 and the email topic in the subject line, i.e., "Psyc 204, response 2"
2. Please understand that I will do my best to reply to your communications (via email or Canvas message) within 24 hours Monday through Friday; however, I cannot guarantee a response on the weekend. That means that if you email me on Friday at 3 PM, you

may not get a response until Monday. Please make note of deadlines and plan accordingly.

Conflicts and special testing conditions

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications: (1) students must make requests to the instructor in writing by September 15, 2023; (2) reasonable limits will be set on the total number of days claimed by any one student.

Child Care

Parenting should not restrict your access to class. If there is an emergency that causes an immediate change to your childcare plans for that day, you are invited to bring your child to class, granted that the child does not prove a disruption to the others in the room. Please be prepared to step out with your child if your child begins to become a distraction.

Tips for success

1. I encourage you to attend and participate in every class. A classroom is a community of learners, and attendance and engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer.
2. Please complete the assigned readings before each class meeting, since we will be having discussions in the classroom and on Canvas. To help keep classroom discussions moving forward, it's helpful for you to come prepared with questions/concerns/criticisms of the readings.
3. Please use your best judgement when speaking in class. I encourage your questions and comments but try to monitor yourself if you find that you are commenting very frequently. We must work together to make sure that everyone who wants to speak gets a turn. You are always welcome to write down your questions for us to discuss during office hours, or take it to the Canvas discussion board!
4. Do your best to manage your time by getting started on your Response assignments and your PopScience Project early. Deadlines can sometimes sneak up on us, but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt.
5. Group study is encouraged and highly effective for this course.

▤ Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MA in Research and Experimental Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Advanced Knowledge Base in Research and Experimental Psychology. Students completing the Research and Experimental Psychology MA program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (e.g., Developmental, Social, Cognitive, and Physiological).
2. Research Skills and Scholarship. Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the Research and Experimental Psychology MA program are required to complete a thesis. The thesis will demonstrate:
    2.1 creative problem-solving in the design and implementation of empirical research.
    2.2 project management skills in the implementation of empirical research.
    2.3 advanced competency in the statistical analysis and interpretation of empirical
        research findings.
    2.4 communication (oral and written) of research findings at a professional level.
3. Career Enhancement. Students completing the Research and Experimental Psychology MA program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

ᜒ Course Learning Outcomes (CLOs)

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

1. summarize, integrate, and critique empirical articles about children's language and social development.
2. critically evaluate how empirical research is communicated in popular science pieces.
3. articulate multiple ways that socialization experiences impact how children, and later adults, navigate the world.
4. identify at least three methods used to investigate children's linguistic knowledge.
5. identify at least two methods used to investigate children's use of social categories.
6. articulate the role of cultural competency in conducting responsible research.

This course addresses all of the Psychology Department's Program Learning Outcomes (PLO) for the Research and Experimental Psychology MA program. The relationship between each of the Program Learning Outcomes and the course are explained below.

1. Advanced Knowledge Base in Research and Experimental Psychology.
    1. In this course, students will advance their understanding of research methods in developmental psychology, how different methodologies may be applied to understand different aspects of development, and how to critically evaluate developmental research.
2. Research Skills and Scholarship.
    1. Throughout this course, students will learn key skills for critically examining research, clearly communicating research findings to a wide breadth of audiences via a myriad of means, how to apply research to real-world situations relating to children and community, and working effectively as a team.
3. Career Enhancement.
    1. Students will gain additional marketable skills beyond research methods, including how to use tools for project management, communication, stimuli creation, and more - all of which will help broaden their skill-base for a continuing research career or role in industry.

☰ Course Requirements and Assignments

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Grades will be based on a welcome quiz (2 points), eleven weekly discussion board posts (9 points each), two separate Response assignments (100 points each), a PopScience Project (100 points), seven PopScience Critiques (14 points each), a mid-semester check-in (2 points), and a Final Response (200 points), for a total of 700 out of 700 points.

Discussion board posts

Given the hybrid nature of this course, and to help us be able to be the most productive with our in class time, you will have weekly discussion board posts wherein you respond to the post with thoughts/questions/criticisms of the week's readings, as well as respond to your classmates. This will help to set up discussions for in class, and allow us to continue discussions beyond the classroom.

- You must post at least one quality question (4 points) and a quality response to at least one classmate (5 points); however, you are free to post more! This includes weeks where you are presenting a PopScience Project.
- Feel free to post as many questions as needed to address any confusions brought on by the readings (i.e., "I don't understand what the authors meant by their point about X on pg. xx." or "Does eye-tracking work differently on adults and kids?"). We are going to read about many research methods in multiple areas, so it is understandable that there will be confusion about some concepts and terminology!
- At least one of your posted questions should go beyond requests for clarification or simply stating what the authors did/found. You should post at least one question that is thought provoking about the content of the paper and/or the findings. This could also include comparing or contrasting readings
    - High quality post: "The authors in Paper1 concluded that finding X means Y, but I interpreted it as also possibly meaning Z because Paper2 found Z using a similar method. Is there a reason that Z could not be a potential explaining factor for what

they found in Paper1?" or "This study was done with 5- to 10-year-olds in a predominately White area in Kansas, but would they have found this stability of race categorization the same in children of the same ages that have had more diverse school experiences, like maybe in New York City? Last week's papers really highlighted that the location of testing, even within the same country, can lead to different results due to environment diversity."

- ○ Low quality post: "The authors found X in 5-year-olds but not 10-year-olds. How did they use eye-tracking with these older kids?"
- <u>A thoughtful response to a classmate</u> should go beyond agreeing or disagreeing with your classmate's post
  - ○ High quality response: "Haley, I think you made a good point that this paper made the claim that children have a stable understanding of race by 5-years-old, but only included English speaking children. We read PaperX that said bilingual children may understand gender differently based on grammatical gender in one of their languages – do you think that extends to race too? Based on what we read in PaperY, it seems plausible that race may also have a different categorical meaning for a bilingual child based on their languages."
  - ○ Low quality response: "I agree. I don't believe the findings because they only included English speaking children like Paper X."
- Discussion posts are due by 11:59PM the day before class (due on Mondays). I encourage you to submit your postings well in advance of the 11:59PM deadline. Any postings made after the deadline, but before 9AM the day of class will receive <u>HALF</u> credit. Any posts made after 9AM will receive <u>no credit</u>.
- You'll notice that there are 14 regular discussion board posts on the the course schedule, but you only get points for 11 - this is intentional. You do not have to complete 3 out of the 14 over the course of the semester. Sometimes life gets busy and we need a break or forget to post. This is built in to this course so you will have a bit of breathing room. YOU get to pick which 3 posts you miss. There is no additional points for doing all 14 points. You can get the maximum points for 11 posts.
- There are 11 graded regular discussion board posts (distinct from popScience Project posts). Even if you forget to post or choose to skip that weeks post, please still come prepared to participate in class.

Responses

This course includes completing two Responses. Each Response has a prompt designed to allow you some freedom in your exact format of your response, while still having you integrate information we have discussed in class and read in empirical papers to address real-world situations you may encounter. This is an opportunity for you to write a paper OR to respond fully to the prompt in an alternative manner (e.g., podcast, YouTube video, Instagram carousel, pamphlet, etc.) that you feel would be helpful to you. I want you to be able to utilize the types of tools you may use in your future endeavors and become familiar with tools like those contained in the Adobe Creative Cloud. Though not everyone will want to study child development as a career, it is important that everyone learns how to integrate scientific information into their production of critiques and critical evaluation of media and policies designed for and/or geared towards children.

PopScience Project

During the first week of class, you will sign up for a popScience (popSci) topic to align with a specific week in the course. You and a partner will work together to select and critically evaluate a popSci article in relation to empirical paper(s) on that week's related topic. You and a partner will map out the article with brief, one- to three-sentence summaries to help you get a gist of your thoughts on the article.

Next, you and your partner will create an upgraded version of the popSci article based on your critiques and analyses you previously mapped out. To do so, you and your partner can choose to write a new article using Adobe InCopy, or make a short (10 mins or less) podcast episode using Adobe Audition, or create a newscast/video using Adobe Premiere (Pro or Rush). If you and your partner have another vision and another tool would better suit that, please discuss with me! Your upgraded popSci piece should be aimed at the same audience as the original popSci piece and should fully address your critiques of the original article.

The goal of this assignment is to help both you and your classmates think about developmental science, how it is communicated to different audiences, and how this science communication looks different across but can be improved for all the different audiences. Partners should participate equally in the article critique/mapping and the creation of the upgraded article. I understand that using new tools and software can feel daunting, but I am looking for effort and course content, not perfection with the tool! Please come to me with any issues and concerns, especially if the posted tutorials are not helping; I can connect you with people at the university that can help you based on your schedule.

Your popScience Project due date is based on the topic you sign up for. popScience Projects will be submitted on Canvas and will be due on a Wednesday by 11:59 PM so that classmates can provide feedback by 12:00 PM the following Tuesday. **You and your partner**

are responsible for ensuring one of you uploads the assignment submission to the assignment page in Canvas by your submission deadline. Désia is responsible for posting your submission to the Peer Review discussion board so your peers can provide feedback.

PopScience Critiques

On weeks that you are not responsible for creating the upgraded popSci piece (your PopScience Project), you are responsible for providing constructive critiques to your classmates (using the rubric provided on Canvas) on the discussion board by the following Tuesday at 12:00pm (noon). As both researchers and consumers of popSci articles, we need to be able to be able to understand the science well enough to communicate it clearly to the public, and use our background as researchers to help us be critical consumers of popSci communications. Additionally, throughout graduate training and your career, it is important to not only be able to receive and implement thoughtful critiques of work, but to also build the skill of providing thoughtful, helpful critiques of work.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

The final exam/evaluation for this course is your Final Response. As noted above with your other two Responses, the Final Response has a prompt designed to allow you some freedom in your exact format of your response, while still having you integrate information we have discussed in class and read in empirical papers to address real-world situations you may encounter. The Final Response prompt is less specific than the previous prompts, so you can focus on the areas of the course you were most interested in or feel are most relevant to the prompt. You are again able to write a paper OR respond fully to the prompt in an alternative manner (e.g., podcast, YouTube video, Instagram carousel, pamphlet, etc.) that you feel would be helpful to you. The Final Response is due by the end of our university assigned final exam time slot (due on Thursday 12/14, submitted on Canvas by 2:30pm PST), as noted on the course schedule later in this syllabus. **No extensions are permitted.**

✔ Grading Information

This course follows the "Minimum Grades Policy" for the Research and Experimental Psychology MA Program. Only courses passed with a grade of B- or better can be counted to fulfill requirements of the program. Required courses with grades of C+ or lower must be repeated.

Grades will be based on a welcome quiz (2 points), eleven weekly discussion board posts (9 points each), two separate Response assignments (100 points each), a PopScience Project (100 points), seven PopScience Critiques (14 points each), a mid-semester check-in (2 points), and a Final Response (200 points), for a total of 700 out of 700 points.

Rubrics for the two Responses, the PopScience Project, the PopScience Critiques, and the Final Response will be available on the course Canvas page.

Late work policy

An assignment is considered "late" anytime it is submitted after the assigned deadline. Submitting your Response #1 or Response #2 late (i.e., after 11:59PM but within 24 hours of the scheduled deadline) will result in an automatic deduction of 1/5 of the total value of the assignment (for example, 20 points will be deducted if an assignment is worth 100 points – if you would have earned an on time 100 out of 100, you will earn 80 out of 100). Each additional day your assignment is late (i.e., past 24 hours after the deadline, or more specifically, past 11:59PM the next day) will result in an additional 1/5th of the total value deduction. I have a 5-minute grace period for the initial submission deadline, since sometimes logging into your oneSJSU account and navigating to the submission page takes a couple minutes. That being said, any submission 5-minutes or more after the deadline is late (e.g., if your assignment is due at 11:59 PM, a 12:03 AM submission will be accepted without penalty, but a 12:05 AM submission will be considered late).

A Final Response submitted up to 24 hours late will get an automatic 50% total value deduction on the grade (can earn a max of 100 out of 200 points). **No submissions will be accepted 24 hours after the original deadline.**

Breakdown

Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers.

Grade	Points	Percentage
A plus	672 to 700	96 to 100%
A	651 to 671	93 to 95%
A minus	630 to 650	90 to 92%
B plus	602 to 629	86 to 89%
B	581 to 601	83 to 85%
B minus	560 to 580	80 to 82%
C plus	532 to 559	76 to 79%
C	511 to 531	73 to 75%
C minus	490 to 510	70 to 72%

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

The dates and readings are subject to change. Please attend class regularly and keep yourself informed of any changes.

Readings will be available in the corresponding week's module, as will the corresponding discussion boards for posting. Additionally, the full course reading list is available on the course Canvas page.

Semester Week/Day	Assignments/Deadlines/Due Dates for class	Required videos and readings in preparation for the class date they correspond w
Week 1: Introductions, what to expect in this course, & laying the groundwork		
T - 8/22		**Read all:** Syllabus Developmental Psychology's Weird Problem
Week 2: Language for non-linguists, culture & context in dev research		

T - 8/29	1. Sign up for a popScience Project topic 2. Getting to Know You quiz 3. Add to classroom ground rules doc 4. Discussion board post related to readings *All due by 11:59PM on 8/28*	**Watch:** [How language shapes the way we think	Lera Boroditsky](transcript availa website) (14 minutes) **Read 3 of 5:** Kidd et al., 2018 (11 pages) Keller (2017) (7 pages) Kline et al. (2018) (8 pages) Lucca and Wilbourn (2019) (18 pages) Cooperrider et al. 2018 (12 pages)

Week 3: The early days – infants and early language cognition

T - 9/5	1. Discussion board post related to readings *Due by 11:59PM on 9/4* 1. popScience Project feedback - Early language cognition *Due by 12:00 PM on 9/5*	**Watch:** Why talking to little kids matters	Anne Fernald (19 minutes, transcript av **Read all:** Johnson and White (2020) (11 pages) Kalia et al. (2019) (12 pages) Iannuccilli et al. (2021) (9 pages) **Optional popScience readings:** [Infants link language and cognition, whether the la sign language](#) [The Superior Social Skills of Bilinguals](#)

Week 4: Who we learn from and how we learn it

T - 9/12	1. Discussion board post related to readings *Due by 11:59PM on 9/11*	**Read 4 of 5:** Liberman et al. (2017) (14 pages) Waxman et al. (2016) (9 pages) Mari (2022) (10 pages) Westhoff et al. (2020) (12 pages) Sumner (2015) (2 pages) **Optional popScience readings:** [Young children show a positivity bias when judgin personality traits](#) [Overhearing negative claims about social groups may influence developr](#)

Week 5: Language and categorization

T - 9/19	1. Discussion board post related to readings *Due by 11:59PM on 9/18*	**Read all:** Powell and Spelke (2013) (8 pages) Rhodes and Baron (2019) (20 pages) **Optional popScience readings:** [Babies Learn What Words Mean before They Can U](#) [Don't be afraid to pass your first language, and accent, to your kids. It co](#) [What Do Social Categories Indicate to Children?](#)

Week 6: Accent

T - 9/26	1. Discussion board post related to readings *Due by 11:59PM on 9/25*	**Read all:** DeJesus et al., 2017 (12 pages) Souza et al., 2013 (5 pages) Weatherhead et al. (2018) (8 pages) Rett and White (2022) (10 pages) **Optional popScience readings:** [Why Does a Southern Drawl Sound Uneducated to](#) [Why Do Cartoon Villains Speak in Foreign Accents?](#) [What does your accent say about you?](#)
	Response 1 due by 11:59PM on Monday 10/2	
Week 7: Dialect		
T - 10/3	1. Discussion board post related to readings *Due by 11:59PM on 10/2* 1. popScience Project feedback - Accent *Due by 12:00 PM on 10/3*	**Read all:** Wagner et al. (2013) (21 pages) Myers-Burg and Behrend (2020) (11 pages) Imuta and Spence (2020) (5 pages) **Optional popScience readings:** [Commentary: Does it matter if your parent's dialec](#) [birth certificate?](#)
Week 8: Race and Ethnicity		
T - 10/10	1. Discussion board post related to readings *Due by 11:59PM on 10/9* 1. popScience Project feedback - Dialect *Due by 12:00 PM on 10/10*	**Read 3 of 5:** Singh et al. (2019) (9 pages) Hwang et al. (2020) (8 pages) Knust et al. (2022) (15 pages) Onyeador et al (2021) (6 pages) Daumeyer et al. (2019) (9 pages) **Optional popScience readings:** [Preschoolers already show signs of racial bias](#) [How young children can develop racial biases – and what that means](#) [White and black children biased toward lighter skin](#) [In Schools, Honest Talk about Racism Can Reduce Discrimination](#)
Week 9: Race and Ethnicity (continued)		

T - 10/17	1. Discussion board post related to readings 2. Complete Mid-Semester Check-in *Due by 11:59PM on 10/16* 1. popScience Project feedback - Race *Due by 12:00 PM on 10/17*	**Read the 2 you did not read yet:**Singh et al. (2019) (9 pages) Hwang et al. (2020) (8 pages) Knust et al. (2022) (15 pages) Onyeador et al (2021) (6 pages) Daumeyer et al. (2019) (9 pages) **Optional popScience readings:** <u>Preschoolers already show signs of racial bias</u> <u>How young children can develop racial biases – and what that means</u> <u>White and black children biased toward lighter skin</u> <u>In Schools, Honest Talk about Racism Can Reduce Discrimination</u>
Week 10: Gender		
T - 10/24	1. Discussion board post related to readings *Due by 11:59PM on 10/23*	**Read:** Bacon and Saffran, 2022 (8 pages) Conry-Murray et al., 2020 (18 pages) Ma and Woolley, 2013 (17 pages) **Optional popScience readings:** <u>The Gender Biases That Shape Our Brains</u> <u>Children found to change their views on gender stereotypes when read books that</u>
Week 11: Disability		
T - 10/31	1. Discussion board post related to readings *Due by 11:59PM on 10/30* 1. popScience Project feedback - Gender *Due by 12:00 PM on 10/31*	**Read all:** Babik and Gardner (2021) (16 pages) Harrison et al. (2016) (9 pages) Huckstadt and Shutts (2014) (10 pages) **Optional popScience readings:** <u>Diversity And Representation In Toys - Why The Pr</u> <u>5 Ableist Words a Parent Should Never, Ever Say in Front of Their Kid</u>
Response 2 due on Monday 11/6, submitted on Canvas by 11:59PM		
Week 12: Weight		
T - 11/7	1. Discussion board post related to readings *Due by 11:59PM on 11/6* 1. popScience Project feedback - Disability *Due by 12:00 PM on 11/7*	**Read all:** Skinner et al. (2017) (5 pages) Ata and Thompson (2010) (6 pages) Carvalho et al. (2021) (7 pages) **Optional popScience reading:** <u>Young kids may have mature biases against overwe</u>
Week 13: Wealth		

T - 11/14	1. Discussion board post related to readings *Due by 11:59PM on 11/13* 1. popScience Project feedback - Weight *Due by 12:00 PM on 11/14*	**Read 3 of 5:** Shutts et al. (2016) (17 pages) Baldus and Tribe (1978) (10 pages) Elenbaas (2019) (10 pages) Yang and Dunham (2022) (12 pages) Legaspi et al. (inPress) (32 pages) **Optional popScience readings:** Show kids the money? When money's tight, parents talk less to kids; could this explain the word gap?

Week 14: Integrating social categories

T - 11/21	1. Discussion board post related to readings *Due by 11:59PM on 11/20* 1. popScience Project feedback - Wealth *Due by 12:00 PM on 11/21*	**Read 3 of 6:** Borovsky and Creel (2014) (11 pages) Rakić et al. (2011) (12 pages) Kutlu et al. (2021) (20 pages) Burkholder et al. (2020) (14 pages) Mandalaywala et al. (2020) (25 pages) Cristia et al. (2023) (20 pages) **Optional popScience reading:** Children more willing to share with White than Black driven by racial stereotypes about wealth

Weeks 15 and 16: Wrap-Up/Catch-Up and Where the research is lacking

T - 11/28	1. Discussion board post related to readings *Due by 11:59PM on 11/27*	**Read the 3 you did not read yet:** Borovsky and Creel (2014) (11 pages) Rakić et al. (2011) (12 pages) Kutlu et al. (2021) (20 pages) Burkholder et al. (2020) (14 pages) Mandalaywala et al. (2020) (25 pages) Cristia et al. (2023) (20 pages)
T - 12/5	Please complete your SOTE to provide feedback about the course, and continue working on your Final Response.	

Final Response due Thursday 12/14, submitted on Canvas by 2:30pm PST