

## PSYCHOLOGY 140 - DEVELOPMENTAL PSYCHOLOGY

Instructor: TBD  
Office Hours: TBD

GSI's:

TBD

Texts: Siegler, De Loache and Eisenberg, How Children Develop – Fifth Edition

A. Gopnik, A. Meltzoff, P. Kuhl, The Scientist in the Crib Harper Collins.

Material: The material in the lectures and sections will not simply follow the textbook. A podcast and screencast will be available a week after the lecture.

Evaluation:

Ten in-section quizzes - 10%

TBD - Midterm exam (Multiple-choice and essay) 25%.

TBD - First draft of project: 10% of the project grade

TBD - Final draft of project: An analysis of a videotape of spontaneous child behavior. 5-7 pgs. (Details later) 35%

TBD - Final exam (Multiple-choice and essay) 25%

RPP Pool Participation 5%

In order to learn how to create an RPP account and start participating in experiments, please go to the following link: <http://psychology.berkeley.edu/undergraduate-program/research-participation-program> and click on "Important Information for Students." If you have any questions, you can contact RPP at [rpp@berkeley.edu](mailto:rpp@berkeley.edu).

Course Outline:

We will generally follow the outline of the textbook, one chapter per week. But we will not do Chapters 8 and 16 and we will combine Chapters 12 and 13

Week	Topic
TBD	Orientation & Introduction
TBD	Introduction - Chapter 1 – Scientist, Chapter 1
TBD	Birth and Prenatal Development - Chapter 2
TBD	Biology and Behavior - Chapter 3 – Scientist, Chapter 6
TBD	Theories of Cognitive Development - Chapter 4 – Scientist, Chapter 5
TBD	Seeing, Thinking and Doing in Infancy - Chapter 5 – Scientist, Chapter 3
TBD	Development of Language and Symbol Use - Chapter 6 - Scientist, Chap. 4
TBD	Conceptual Development - Chapter 7 –Scientist, Chapter 2
TBD	Midterm Exam & Theories of Social Development - Chapter 9
TBD	Emotional Development - Chapter 10
TBD	Spring Break
TBD	Attachment and the Self - Chapter 11
TBD	The Family and Peers – Chapter 12 and 13 13
TBD	Moral Development – Chapter 14

Learning Goals

**PSYCHOLOGY MAJOR PROGRAM LEARNING GOALS**

Through a mixture of course lectures, readings, section exercises and discussions, as well as exams, this course aims to address facets of each of the seven program learning goals of the Psychology Major at UC Berkeley, with particular emphasis on Program Learning Goals #1-4 and #7.

Understand basic concepts that characterize psychology as a field of scientific inquiry, and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines (lectures, readings, and discussion sections)

Develop an understanding of the central questions/issues in contemporary psychology as well as a historical perspective of psychological theories and key empirical data (lectures, readings, and discussion sections)

Develop a thorough understanding of one of the major content areas of psychology (i.e., Social/Personality, Developmental, Clinical, Cognitive, Biological) (lectures, readings, discussion sections, section exercises, exams)

Develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media (readings and section exercises)

Become familiar with research methods used in psychological research, and become proficient in basic concepts of statistical analyses and familiar with more advanced methods in data analyses and modeling (lectures, section exercises, project, RPP participation)

Learn to develop, articulate, and communicate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature (section exercises, project and exams)

Apply a psychological principle to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues (lectures, section exercises, project, exams)