

PSY 6500/7500: Advanced Developmental Psychology
University of Toledo- Spring 2018
Tuesdays & Thursdays 9:35-10:55am

Instructor

Prof. Kami London, PhD

Office: University Hall 1880A
419-530-2352

Ofc hrs: Thursdays noon-3

Fridays noon-2 by appointment

Aim of the course

To provide you with a graduate-level introduction to developmental theories and empirical research, enabling you to converse in an informed way with colleagues about developmental issues and to understand the implications of developmental research for your own research, teaching, and practice.

Topics will include biological, cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussion.

Specific goals of the course

- Develop discipline-specific knowledge in the field of Developmental Psychology across the lifespan
- Explore key theories and principles of development
- Examine research methodologies employed specifically in developmental science
- Understand developmental trends in biological, cognitive, linguistic, social, affective, and personality development
- Integrate knowledge of developmental psychology with biological, affective, cognitive, and/or social aspects of behavior
- Critically analyze, evaluate, and have in- depth discussions of theoretical arguments and empirical findings
- Demonstrate graduate-level critical thinking and understanding through discussion, presentations, and writing

ASSIGNMENTS & EXPECTATIONS

READINGS

Readings are listed in the course schedule. You will be provided with a dropbox link for the course readings.

WHAT YOU CAN EXPECT FROM ME

I will be on time and prepared for class. I appreciate your time, and I am invested in your education. I am available to help you on your class assignments or would happily assist if I can assist you in your training outside of the class.

DISCUSSION PARTICIPATION (25%)

Students are expected to attend each meeting, having completed the readings and being prepared to discuss them. Students are expected to come to class with (a) at least 2 substantive discussion questions or comments and (b) to share their thoughts and questions on the readings each class. **Please email your questions/points to the presenter and instructor by 11:55pm the night before class.** You do not need to submit discussion questions/comments when you are the Discussion Leader. If you need to miss a class meeting for an approved reason, you can still receive credit if you submit your 2 discussion questions/comments on time.

The typed questions/ discussion points (*no more than 1 page*) should pertain to the day's reading and topic. The questions should be thoughtful and involve critiquing, synthesizing, or otherwise evaluating the material. The discussion papers will count towards your discussion participation points.

Please notify me in advance of missing a class (planned or otherwise). No cell phones or other electronic communication devices. Please turn them off (unless otherwise approved by me).

DISCUSSION LEADER (20%)

Each week a student will summarize the key points from the readings and facilitate a discussion on the topic. The number of class discussions each student will be responsible for will depend in part on the size of the class. This involves preparing a succinct review of the readings and raising a number of thought questions to foster discussion with the class.

RESPONSE PAPERS (20%)

Students will submit a **response paper** (500- 1000 words) for **two different topics** (i.e, discussion readings) for a total of two response papers. Your response paper topics should be different from the topic (set of readings) for which you are the Discussion

Leader. You may choose which readings (one or more) in that set of readings (topic) you would like to respond. There are two parts to the response papers— summary and critical analysis. The summary should provide a concise review of the issue at hand. For the critical analysis, I would like you to articulate the conceptual and/or methodological issues, raise questions provoked by the reading, suggest new directions for the research, and draw connections with other research. **Please submit your response paper to me via email by 11:55pm on the day before we will discuss those readings.** Note: You do not need to submit discussion points on the two days you turn in a response paper.

FINAL PAPER (35%)

The final paper will demonstrate the integration of knowledge of Developmental Psychology with biological, affective, cognitive, and/or social aspects of behavior. Unless otherwise specified, the final paper should be 8-10 double spaced pages (not including title page and references) in APA format. Project topics are appended to this syllabus. Students will present their topic to the class the last week of classes.

There will be 3 interim deadlines for aspects of the Final Paper: (1) topic selection paragraph, (2) annotated bibliography, (3) annotated outline. **The final paper should be emailed to me by 11:55pm on Friday, April 27, 2018.**

WHAT IF I SUBMIT AN ASSIGNMENT LATE?

Late assignments (response papers and final paper) will be accepted but will lose 20% from the grade per 24 hours, including weekends. For example, a late assignment submitted within 24 hours following the deadline will lose 20% (even if it is just 1 minute late), then an additional 20% 24 hours later, and so forth. I encourage you to submit your work on time so you don't needlessly lose points. Note that discussion questions/comments cannot be turned in late. However, if you are going to miss a class you may submit your questions/comments by the deadline for credit.

COURSE ADMINISTRATION

DISCIPLINE-SPECIFIC KNOWLEDGE

Knowledge of Developmental Psychology will be established by demonstrating minimal competency (B- or better) cumulatively through (A) discussion participation; (B) leading discussions; and (C) response papers.

ADVANCED INTEGRATIVE KNOWLEDGE

Advanced integrative knowledge will be established by demonstrating minimal competency (B- or better) on the Final Paper.

GRADING CRITERIA

<u>Assignment</u>	<u>Points</u>	<u>% Grade</u>
Discussion participation	25 points	25%
Discussion leader	20 points	20%
Response papers	20 points	20%
Final Project	35 points	35%
TOTAL	100 points	

Course grades are determined using the following standard system:

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner

violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Changes to Syllabus

The information in this syllabus (including the attached pages) is subject to change. The schedule will change according to our pace. Changes will be announced in class. You are responsible for all class announcements even if you are absent.

Project Formats

1. Annotated bibliography-- In a selected interest area within developmental psychology, write a one-page (single-spaced) description/critique of each of 10 articles describing original empirical research. The difficult part of this assignment is to not plagiarize, so I will also ask you to submit a copy of each article. Your one-page summary of each article should include (1) a brief description of the article, (2) a critique of the strengths and weaknesses of the study(ies), and (3) a brief reminder to yourself about how this article ties in with your particular research/study interests. This assignment may be especially useful if you plan to include developmental interests relevant in your theses or comprehensive exam preparation.

2. Teaching preparation portfolio-- Create preparations for 3 lectures in different content areas of an undergraduate course on developmental psychology (e.g., language development, research methods, perceptual dev.). Assume each of the three class periods would last 50 minutes. Submit all of your written preparations, including lecture scripts/outlines, overhead/Power Point visual materials, ideas for reading assignments (find and cite textbooks, for example) and/or videos, etc. The aim of this project is to allow you to apply the general

understanding of developmental psychology provided in this course to the practical need to teach to others.

3. Reviews--Select 4 published empirical reports representing one or two areas in developmental psychology and write reviews of each of them as if you had been requested to act as a reviewer for a journal. (You may wish to consult me on selecting articles that will allow for good exercise.) Your reviews should be approximately 3 double-spaced pages each. See me for more explicit instructions and examples. The aim of this project is to allow you to exercise your critical thinking about developmental psychology on a task genuinely required of professional psychologists.

4. Relate your area to developmental psychology--Write a paper describing the relationship of developmental psychology to your non-developmental area of research. This should be a review paper, 10 double-spaced pages long. The aim of this project is to integrate your understanding of developmental psychology with some other area of research.

5. Child Development essay-- In accord with the format provided by *Child Development Perspectives*, write an essay on a topic of your choice. Although relatively short, the essay should be deeply thoughtful, well-researched, and well-argued. Ten pages max.

6. Research proposal--Write a 10 page proposal for research that involves a question related to developmental psychology. See me for more information on research proposal format. This should NOT be your master's or doctoral thesis.

Other project topics can be discussed and allowed with instructor approval.

Tentative Schedule

Week 1

T Jan 16 Introduction and course overview

R Jan 18 History 1
Cairns, 1992; White, 1992

Week 2

T Jan 23 History 2
Thelen & Adolph, 1992; Adolph & Robinson, 2008; Kagan, 2008

R Jan 25 Theories 1
Miller, 2006; Bronfenbrenner, 2005

Week 3

T Jan 30 Theories 2

Ceci & Williams, 2009; Crain, 2011

R Feb 1 Design, measurement, and analysis in developmental research
Hartmann et al. (2011)

Week 4

T Feb 6 Biological foundations 1
Davies, 2010; Stiles, 2006

R Feb 8 Biological foundations 2
Gottlieb, 2007; Mason, 2009

Week 5

T Feb 13 Physical and nervous system development 1
Bornstein et al., 2013
Special topic: Co-sleeping & SIDS
Find something from outside of class (either a scientific article or website, a video, a popular parenting site or magazine, etc) that addresses co-sleeping

R Feb 15 Physical and nervous system development 2
Walvoord, 2010; Harada et al. 2013

Week 6

T Feb 20 Cognitive Development: Theories
Piaget, 1983; Vygotsky, 1978; Lourenc, 2012

- R Feb 22** **Cognitive Dev 2**
Birney & Sternberg, 2011
- Week 7
T Feb 27 **Cognitive Dev 3: Social Cognition**
Harris, 2006; Wellman, 2002
- R Mar 1** **Cognitive Dev 4: Executive Functioning**
Zelazo & Frye, 1998; Carlson & Moses, 2001; Eigsti et al., 2006;
Diamond, 2012
- Week 8
March 5-9 **Spring Break!**
- Week 9
T Mar 13 **Cognitive Dev 5: Aging**
Harada et al., 2013
Find an outside source and bring it in to share with the class
- R Mar 15** **Emotion, temperament, & personality overview**
Goodvin et al., 2015
- Week 10
T Mar 20 **Attachment 1**
Davies, 2006
- R Mar 22** **Attachment 2**
Cicchetti, et al., 2006; Baumrind et al., 2010
- Week 11
T Mar 27 **Attachment 3: Adulthood**
Simpson et al. 2007; Waters et al., 2000; Waldinger et al. 2016
- R Mar 29** **Parenting**
Lamb & Lewis, 2015; MacKenzie et al. 2011; Special topic: spanking
- Week 12
T Apr 3 **Parenting**
Baumrind et al., 2010; Lindblad-Goldberg, 2006
- R Apr 5** Special topic: non-traditional parents- find one scientific article to share
with the class

Week 13

T Apr 10 Temperament 1
Kagan et al. 1999

R Apr 12 Temperament 2

Rothbart, 2007; Caspi et al. 2003

Week 14

T Apr 17 Middle adulthood
TBA

R Apr 19 Aging and dying
Freund & Riediger, 2003; Carstensen & Lockenhoff, 2004

Week 15

T Apr 24 Presentations

R Apr 26 Presentations