1-2015

PSYX 540.01: Advanced Developmental Psychology

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PSYX 540-01: Advanced Developmental Psychology
Spring 2015

Course Information:
Course Day/Time: Tuesday, 10:40-12:00; Thursday, 11:10-12:30
Location: Skaggs 111

Instructor Information:
Instructor: Nicole McCray, PhD
Office: 203 Skaggs
Phone: 406.243.4527
Email: nicole.mccray@umontana.edu
Office Hours: Monday, Wednesday, Friday 11:00-1:00

Course Description:
Students in this class should have prior academic exposure to the field of Developmental Psychology, i.e., an undergraduate class, and be interested in an exploration of a variety of areas in human development in greater depth. The goal is to acquire greater understanding of factors influencing development, such as biological, historical, environmental, or cultural effects. In addition, we will also cover the historical beginnings of developmental psychology and theoretical perspectives that describe, explain and predict developmental changes in humans over the lifespan. Developmental Psychology covers an extensive literature that parallels the entire field of psychology. We will read a diverse set of articles —some are classic articles while others explore recent findings that challenge our thinking about factors that impact/influence development.

Course Objectives:
By the end of this course, students should have demonstrated the ability to:
• Explain theoretical perspectives and historical beginnings of developmental psychology.
• Describe selected research methodologies in developmental psychology.
• Evaluate current and classic research in targeted areas of development.
• Critically analyze and synthesize the topics in developmental psychology covered in the course syllabus.

During the semester, each student will be expected to:
• Participate in class discussions in an informed manner.
• Lead class discussion on assigned readings from the syllabus.
• Write a seminar paper that presents a comprehensive coverage of a developmental topic.
• Complete a take-home essay final exam.
For all written assignments, use the 6th edition of the APA Publication Manual.
Policies and Expectations:

**Dropping the class**
April 6 is the last day to drop classes on Cyberbear without an add/drop form. After that date, requests to drop the course will only be signed with a documentable reason.

**Academic Misconduct**
UM requires that the following statement be included on every course syllabus: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.” Presenting another person’s ideas, answers, or writings as your own is considered plagiarism, is unethical, and is a violation of the Student Conduct Code (this also applies to materials accessed from the Internet). Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

**Disability Modifications**
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

**Etiquette**
In the case of absence or documentable reasons for late assignments, you must contact me in advance to make alternative arrangements. Out of consideration for classmates and the instructor, please arrive for class on time and remain for the entire time; leaving early disrupts everyone -- if there is an unavoidable emergency, please try to inform me before class. Please put your phone away and do not be a distraction to others by having side conversations during class.

**Course Readings:**
**Required text:**
Additional required readings will be available through the Moodle Course Management System.

**Course Requirements:**
The syllabus, class materials, course notices, and grades will be posted on the Moodle Course Management System. You must access this system regularly and check your university e-mail for course messages. When you send me your class discussion notes, I will post them on Moodle.
This course will be conducted largely as a seminar with class discussions of assigned readings available on Moodle. You will need to read the assigned readings before each class and are expected to actively participate in related class discussions.

SEMINAR PAPER: (15-18 pages of text, double-spaced, APA style) This paper should review the scholarly literature on a developmental topic of your choice, but one with a narrower focus than those listed on the syllabus (e.g., you might want to concentrate on a specific age range within a topic, social policy, school or family implications, a particular developmental theory, etc.). It should end with an ‘implications’ section that focuses either on 1) applications of the area to real problems facing infants, children, adolescents or adults; or 2) suggestions for future research still needed in the area. Your topic should be discussed with me early in the term and approved before beginning work on the paper. Papers are to be submitted on or before April 7th.

DISCUSSION LEADERS: Each student will be assigned the responsibility of guiding discussion for specific readings. To guide discussion, identify 3 to 5 points of interest or questions for discussion, present them, and guide class discussion. The list of questions or topics should be in written form (with the reading full reference at the top and your name) and distributed to all class members. When you come to class, be prepared to actually discuss, answer, or give an opinion about each issue or question that you have listed.

Strategies for encouraging class discussion include the following: (1) Prepare questions to ask the class; (2) Ask class members, before your presentation, to think about a particular issue for discussion; (3) Ask class members to bring at least one related question or comment to class, based on the reading; (4) Do a demonstration, bring a video, or include a short group activity which invites discussion. This is not an elaborate Power-Point type presentation. It is more important that you demonstrate familiarity with the topic by being able to present the ideas coherently and involve your fellow students in discussion and critical thinking about the issues.

FINAL EXAM: There will be a final take-home exam with several discussion questions from which you will select a subset.

Course Grading:
SEMINAR PAPER: (100 pts)
--Style: APA style (especially accurate use of citations, references, etc.) and general writing style (clear, effective, technically correct--grammar, spelling, punctuation, etc.)
--Content: organization of ideas, including introductory statement & conclusions; demonstrated understanding of research & concepts; clear relatedness to developmental issues; overall quality, integration of ideas; adequate coverage and appropriate critique of literature
DISCUSSION LEADER: (120 pts-leading 4 discussions @ 30 points each)
--organization, effectiveness, clarity, engaging others in intellectual exchange (15 pts)
--discussion questions; abstract & critique of article (APA style) (15 pts)
FINAL EXAM: (100 pts)
TOTAL: 320 pts

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**Assigned Readings:**

**HISTORY AND THEORIES OF DEVELOPMENT:**

**RESEARCH METHODOLOGY AND CHANGE PROCESSES:**

**EVOLUTIONARY DEVELOPMENTAL PSYCHOLOGY:**

**GENETICS AND PRENATAL EXPERIENCE:**
Epigenetics—
Maternal Depression—


**EARLY PARENTING & ATTACHMENT:**


Parenting Infants—


Attachment--


**SELF, EMOTIONAL REGULATION AND THEORY OF MIND:**


COGNITIVE DEVELOPMENT:


LANGUAGE ACQUISITION:


CULTURAL PERSPECTIVES:


**RISK AND RESILIENCY:**


**INTERGENERATIONAL TRAUMA:**


SIBLINGS & PEERS:

ADOLESCENCE AND ADULT DEVELOPMENT:

CURRENT ISSUES/SPECIAL TOPICS:
***Topics/Readings will be chosen by the class. Examples: divorce, childcare, bullying, technology, modern parenting, sibling relationships, educational issues, self esteem….etc.


**Course Schedule:**

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<thead>
<tr>
<th>Date</th>
<th>Discussion and Study Topics</th>
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<tbody>
<tr>
<td>Jan. 27-29</td>
<td>Course Introduction; History and Theory</td>
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<tr>
<td>Feb. 3-5</td>
<td>Concepts of Change; Research Methods</td>
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<tr>
<td>Feb. 10-12</td>
<td>Evolutionary Developmental Psychology</td>
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<tr>
<td>Feb. 17-19</td>
<td>Genetics and Prenatal Development</td>
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<tr>
<td>Feb. 24-26</td>
<td>Early Parenting &amp; Attachment</td>
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<tr>
<td>March 3-5</td>
<td>Self, Emotional Regulation, Theory of Mind</td>
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<td>March 10-12</td>
<td>Cognitive Development</td>
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<td>March 17-19</td>
<td>Language Acquisition</td>
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<td>March 24-26</td>
<td>Cultural Influences</td>
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<td>March 30-April 3</td>
<td>SPRING BREAK</td>
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<td>April 7</td>
<td>Seminar Paper Due</td>
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<td>April 7-9</td>
<td>Risk and resiliency; Intergenerational Trauma</td>
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<td>April 14-16</td>
<td>Siblings and Peers</td>
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<td>April 21-23</td>
<td>Adolescence; Adult Development</td>
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<td>April 28-May 7</td>
<td>Special Topics/Current Issues</td>
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<td>May 13</td>
<td>Final Exam Due</td>
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