PSYX 540.01: Advanced Developmental Psychology

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PSYX 540: ADVANCED DEVELOPMENTAL PSYCHOLOGY
University of Montana
Spring 2019 (3 credits)

COURSE INFORMATION
- **Day:** Wednesday
- **Time:** 12:30-3:20pm
- **Location:** LA 103B
- **Website:** Moodle (https://moodle.umt.edu)

INSTRUCTOR
**Prof. Rachel Severson, Ph.D.**
- **Email:** rachel.severson@umontana.edu
- **Office:** Skaggs 371
- **Office hours:** Wednesday 9:30-11am and Thursday 1:30-3:00pm, and by appointment.

WHAT IS THIS COURSE ABOUT?
This 3-credit course provides graduate-level knowledge of the discipline of Developmental Psychology. The course will focus on theories and research relevant to the field of Developmental Psychology, including major theories, methodologies, principles, and topics in across the lifespan. 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).

MATERIALS: WHAT DO YOU NEED?
Course readings—comprised of primary source materials (chapters & articles)—are available on the course Moodle website and/or via online library databases.

WHAT ARE THE PREREQUISITES?
Undergraduate course in Developmental Psychology; or instructor permission.

WHAT ARE WE TRYING TO ACHIEVE?
- 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 related to biological, cognitive, and social aspects of development.
- 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.

EVALUATION OF KNOWLEDGE
Knowledge of Developmental Psychology will be established by demonstrating minimal competency (B- or better) cumulatively through (A) class participation; (B) response papers; and (C) mid-term and final exams.

COURSE REQUIREMENTS
CLASS PARTICIPATION (10%)  
Students are expected to attend each meeting and actively participate in the discussion and/or activities. Please come talk with me if you have any concern about your participation. You will not lose any class participation points if you miss a class for an approved reason (e.g., medical or family emergencies, university-related activities, conference attendance, etc.).

RESPONSE PAPERS (50%)  
Over the course of this class, you will write four short response papers (400-800 words). Each response paper is equally weighted. The goal of response papers is to practice summarizing and analyzing the course readings. There are two parts to the response papers—summary and analysis—although they do not necessarily need to be given equal space in your paper. You may choose which readings (one or more) in that set of readings (topic) you would like to respond to. Please submit your response paper to Moodle by noon on the date listed in the schedule. For more details, see “Guidelines for Response Papers” on Moodle > Response Papers.

It is critical that draft response papers are submitted on time in order for your peers and the Sidecar tutors to have time to provide feedback prior to the Sidecar session. Late papers (drafts or final) will be accepted but will lose 20% per 24 hours late.

MIDTERM AND FINAL EXAMS (40%)  
We will have two take-home exams comprised of essay questions related to the material (lecture and readings) up to that exam. The mid-term exam (20% of final grade) will be handed out during Week 7 and the final exam (20% of final grade) will be handed out during Week 14. You will have one week to submit your responses to Moodle > Midterm and Final Exams.

COURSE ADMINISTRATION

MOODLE
Announcements, readings, assignments, and grades will be posted on the course Moodle (https://moodle.umt.edu) site. The course schedule is subject to change. Changes will be announced in class and posted on Moodle.

ACADEMIC ACCOMMODATION
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (umont.edu/dss). 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.

GRADING SCALE
Final grades are based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
<td>C-</td>
<td>70-72.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>D+</td>
<td>67-69.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
<td>D</td>
<td>63-66.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>F</td>
<td>59.9% &amp; less</td>
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INCOMPLETES
Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

PASS/NO PASS
For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.
A FINAL NOTE ON ETHICAL CONDUCT

Don’t Cheat. Don’t Plagiarize. It’s Not Worth It.

ACADEMIC MISCONDUCT is taken seriously and is unacceptable. Please review the UM Student Conduct Code (http://www.umt.edu/vpsa/policies/student_conduct.php). “The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community.”

This code and procedures apply to this course. All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- **Plagiarism**: representing someone else’s work (words, ideas, data, materials) as your own.
- **Misconduct during an examination or academic exercise**: Copying from another student’s paper/exam, giving information to another student, consulting unauthorized materials.
- **Submitting false information**: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

The consequences are more severe than you may think…

Academic misconduct will result in a zero for that assignment and the incident will be reported to the Dean of the Graduate School and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. It is your responsibility to know the Student Conduct Code.

ASSIGNED READINGS

1. **Historical Foundations**

2. **Theories of Cognitive Development**

3. **Infant Cognition**

4. **Language Development**
5. Social Cognition I
British Journal of Developmental Psychology, 9, 7-31.
Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? Behavioral and 
Brain Sciences, 1, 515-526.
Harris, P. L. (2006). Social cognition. In D. Kuhn et al. (Eds), Handbook of child psychology: 
Wiley & Sons Inc.

6. Social Cognition II
Harris, P. L. (2006). Social cognition. In D. Kuhn et al. (Eds), Handbook of child psychology: 
Wiley & Sons Inc.

7. Attachment
Bowlby, J. (1958). The nature of the child’s tie to his mother. International Journal of 
Psychoanalysis, 39, 350-373.

8. Temperament & Emotions
self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), Developmental Science: An 
Psychological Science, 16, 207-212.

9. Executive Function
Executive Function in Childhood. Current Directions in Psychological Science, 7, 121-126.
theory of mind. Child Development, 72, 1032-1053.
Directions in Psychological Science, 21, 335-341.

10. Moral Development
Social, emotional and personality development (pp. 789-857). Hoboken, NJ: John Wiley & Sons.

11. Gender Development


12. **Identity Development and Emerging Adulthood**


13. **Adulthood, Aging & Dying**


## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Introduction Historical Foundations</td>
<td>Gardner (1982); Darwin (1877)</td>
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<tr>
<td>2</td>
<td>1/23</td>
<td>Theories of Cognitive Development</td>
<td>Harris (1983); Piaget (1983); Vygotsky (1978)</td>
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<tr>
<td>4</td>
<td>2/6</td>
<td>Language development</td>
<td>Gopnik et al. (1999); Kuhl, 2004</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>Social Cognition I</td>
<td>Premack &amp; Woodruff (1978); Astington &amp; Gopnik (1991); Harris (2006; pp. 811-822)</td>
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<tr>
<td>6</td>
<td>2/20</td>
<td>Social Cognition II</td>
<td>Harris (2006; pp. 822-847)</td>
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<tr>
<td>7</td>
<td>2/27</td>
<td>Attachment</td>
<td>Bowlby (1958); Ainsworth (1979); Lamb &amp; Lewis (2015)</td>
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<td></td>
<td>Take-home Midterm handed out</td>
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<td>8</td>
<td>3/6</td>
<td>Temperament &amp; Emotions</td>
<td>Goodvin et al. (2015); Rothbart (2007)</td>
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<td></td>
<td>Take-home Midterm due</td>
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<td></td>
<td>Sidecar Session 3</td>
<td></td>
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<tr>
<td>10</td>
<td>3/20</td>
<td>No Class -- SRCD</td>
<td></td>
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<tr>
<td>12</td>
<td>4/10</td>
<td>Gender development</td>
<td>Fausto-Sterling et al. (2012); Hannover (2000)</td>
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<tr>
<td>13</td>
<td>4/17</td>
<td>Identity development</td>
<td>Erikson (1963); Trzesniewski &amp; Donnellan (2010); Arnett (2010)</td>
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<td>Sidecar Session 4</td>
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<tr>
<td>14</td>
<td>4/24</td>
<td>Adulthood, Aging &amp; Dying</td>
<td>Gorchoff et al. (2008); Freund &amp; Riediger (2003); Gawande (2010)</td>
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<td>Take-home Final handed out</td>
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<tr>
<td>Finals</td>
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<td>Take-home Final due</td>
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## RESPONSE PAPERS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submit Draft to Tutors via Moodle by noon</th>
<th>Sidecar Session</th>
<th>Due to Instructor via Moodle by noon</th>
<th>Instructor returns papers to students</th>
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<tr>
<td>1</td>
<td>Sun, Jan 27</td>
<td>Wed, Jan 30</td>
<td>Sun, Feb 3</td>
<td>Wed, Feb 6</td>
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<tr>
<td>2</td>
<td>Sun, Feb 17</td>
<td>Wed, Feb 20</td>
<td>Sun, Feb 24</td>
<td>Wed, Feb 27</td>
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<td>3</td>
<td>Sun, March 10</td>
<td>Wed, March 13</td>
<td>Sun, March 17</td>
<td>Wed, March 20</td>
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<tr>
<td>4</td>
<td>Sun, April 14</td>
<td>Wed, April 17</td>
<td>Sun, April 21</td>
<td>Wed, April 24</td>
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