PSYX 540.01: Advanced Developmental Psychology

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PSYX 540: ADVANCED DEVELOPMENTAL PSYCHOLOGY
University of Montana
Spring 2017 (CRN 31776)

COURSE INFORMATION

- **Day**: Tuesday and Thursday
- **Time**: 11:00-12:20pm
- **Location**: SB 303
- **Website**: Moodle (https://moodle.umt.edu)

INSTRUCTOR

**PROF. RACHEL SEVERSON, PH.D.**

- **Email**: rachel.severson@umontana.edu
- **Office**: Skaggs 371
- **Office hours**: Tuesday & Thursday 1:30-3pm, 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 (A) the major theories, methodologies, principles, and topics in Developmental Science across the lifespan, and (B) integrating Developmental Science with other core areas in the field of Psychology. 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).

MATERIALS: WHAT DO YOU NEED?

Course readings—comprised of primary source materials (chapters & articles)—are available on the course Moodle website.

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 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.

EVALUATION OF KNOWLEDGE

**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.
DISCUSSION PARTICIPATION (20%)
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. For more details, see “Guidelines for Discussion Participation” on Moodle.

DISCUSSION LEADER (30%)
Each week a student will summarize the key points from the readings and lead 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. For details, see “Guidelines for Discussion Leaders” on Moodle.

RESPONSE PAPERS (20%)
Students will submit a response paper (500-1000 words) for two different topics (i.e., discussion reading) 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 to. 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 Moodle by 11:55pm on the day before we will discuss those readings. Note: You will submit your 2 discussion questions/comments in addition to your response paper, although you may derive your questions/comments from your response paper. For more details, see “Guidelines for Response Papers” on Moodle.

FINAL PAPER (30%)
The final paper will demonstrate the integration of knowledge of Developmental Psychology with biological, affective, cognitive, and/or social aspects of behavior. The final paper should be 8-10 pages (not including title page and references) in APA format.

1. Write a research proposal outlining the details of a novel study idea (or set of studies, if applicable) that was inspired by the readings and discussions in the course. This proposal will include 3 sections: an introductory literature review, a proposed method section, and a discussion of the hypothetical results; each constituting approximately 1/3 of the paper.
2. Expand on two or more of the topics covered in the course by providing a literature review and critique in the form of an expanded response paper and/or that offers a unique thesis or viewpoint such as advancing a novel framework or theory for integrating knowledge.
3. The final paper may take other forms with advanced permission from the instructor. There will be four interim deadlines for aspects of the Final Paper: (1) topic selection paragraph, (2) annotated bibliography, (3) annotated outline, (4) a first draft. The final paper should be submitted on Moodle by 11:55pm on Friday, May 5, 2017. For more details, see “Guidelines for Final Paper” on Moodle.
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 to Moodle 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.

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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.

GRADING SCALE
Final grades are based on the following scale:

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<tr>
<th>Grade</th>
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<td>A</td>
<td>93-100%</td>
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<td>A-</td>
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<td>B</td>
<td>83-86.9%</td>
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<td>63-66.9%</td>
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<td>B-</td>
<td>80-82.9%</td>
<td>D-</td>
<td>60-62.9%</td>
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<td>C+</td>
<td>77-79.9%</td>
<td>F</td>
<td>59.9% &amp; less</td>
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ACADEMIC ACCOMMODATION
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (umt.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.

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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.

**Course Readings**

**I. Foundations**

**A. History**

**B. Change Processes**

**II. Biological Development**

**A. Epigenetics**

**B. Brain Development & Plasticity**

**III. Cognitive Development**

**A. Theories**

**B. Social Cognition**

C. Executive Function

D. Language Development

IV. SOCIAL, EMOTIONAL, AND PERSONALITY DEVELOPMENT
A. Introduction

B. Temperament
• Caspi et al. (2003). Children’s behavior styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality, 71*, 495-513.

C. Emotion Development

**D. Parent-Child Relationships and Attachment**


**E. Moral Development**


**F. Gender Development**


**V. AGING AND DYING**


### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Date</th>
<th>Readings</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>T 1/24</td>
<td>Overview of Foundations/Themes</td>
<td>Rachel</td>
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<td>2. Danielle</td>
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<td>2</td>
<td>History</td>
<td>T 1/31</td>
<td>Overview of Research Methods</td>
<td>Rachel</td>
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<td>Change</td>
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<td>3</td>
<td>Epigenetics</td>
<td>T 2/7</td>
<td>Gottlieb (2007); Zhang &amp; Meaney (2010)</td>
<td>1. Miki</td>
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<td>Brain</td>
<td>R 2/9</td>
<td>Stiles &amp; Jernigan (2010)</td>
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<td>4</td>
<td>Brain plasticity</td>
<td>T 2/14</td>
<td>Stiles (2006)</td>
<td>1. Maria</td>
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<td></td>
<td>Cognitive</td>
<td>R 2/16</td>
<td>Piaget (1983)</td>
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<td>5</td>
<td>Cognitive</td>
<td>T 2/21</td>
<td>Vygotsky (1978); Lourenço (2012)</td>
<td>1. Meredith</td>
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<td>development</td>
<td>R 2/23</td>
<td>Harris (2006)</td>
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<td>Rachel</td>
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<td>Social Cognition</td>
<td>T 2/28</td>
<td>Premack &amp; Woodruff (1978); Call &amp; Tomasello (2008); Rubio-Fernandez &amp; Geurtz (2012); Buttleman (2014)</td>
<td>1. Tiffany</td>
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<td>R 3/2</td>
<td>Meltzoff (1995); Baron-Cohen et al. (1995)</td>
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<td>7</td>
<td>Executive</td>
<td>T 3/7</td>
<td>Zelazo &amp; Frye (1998)</td>
<td>Rachel</td>
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<td>2. Tiffany</td>
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<td>8</td>
<td>Language</td>
<td>T 3/14</td>
<td>Kuhl (2004); Markson &amp; Bloom (1997)</td>
<td>Rachel</td>
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<td>Temperament</td>
<td>R 3/30</td>
<td>Rothbart (2007); Kagan et al. (1999); Caspi et al. (2003)</td>
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<td>Emotion</td>
<td>T 4/4</td>
<td>Saarni et al. (2006)</td>
<td>Rachel</td>
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<td>relationships &amp; Attachment</td>
<td>R 4/13</td>
<td>Bowlby (1958); Ainsworth (1979); Waters et al. (2000); Waldinger &amp; Schulz (2016)</td>
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<td>R 4/20</td>
<td>Bandura et al. (1953); Hamlin et al. (2007)</td>
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<td>13</td>
<td>Gender</td>
<td>T 4/25</td>
<td>Dunham et al. (2015); Croft et al. (2014); Fausto-Sterling (2012; Part 1); Fast &amp; Olson (in press)</td>
<td>1. Meredith</td>
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<tr>
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<td>development</td>
<td>R 4/27</td>
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**Spring Break: March 20-24**
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<tr>
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<th>Later life, aging, and dying</th>
<th>T 5/2</th>
<th>Freund &amp; Riediger (2003)</th>
<th>Rachel</th>
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