Spring 2-1-2018

PSYX 540.01: Advanced Developmental Psychology

Rachel L. Severson

University of Montana, Missoula, rachel.severson@mso.umt.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation

https://scholarworks.umt.edu/syllabi/7949

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
PSYX 540: ADVANCED DEVELOPMENTAL PSYCHOLOGY
University of Montana
Spring 2018 (CRN 35699)

COURSE INFORMATION

- **Day:** Wednesday
- **Time:** 12:30-3:20pm
- **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:** Mon. & Fri. 12:30-1:30pm, 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) reading/discussion participation; (B) leading discussions; and (C) paper and presentation.

COURSE REQUIREMENTS
A. READING/DISCUSSION PARTICIPATION (40%).
Students are expected to attend each class having completed the readings and be prepared with discussion questions or comments. Furthermore, during the discussion, students are expected to regularly share their thoughts and questions on the readings. You will generally receive a good grade for regular and thoughtful participation in the discussion. Accordingly, attendance is required at all class meetings, but will be excused for medical or family emergencies, university-related activities, conference attendance, etc. If you miss class, you must notify me beforehand and submit a short critique of each of the assigned readings for that class meeting. Failure to do so will result in a reduction in your grade.

B. DISCUSSION LEADER (20%).
Each student will lead one discussion based on an assigned article. The discussion leader is responsible for providing a succinct review of the assigned reading as well as one additional related empirical article. The discussion leader should raise a number of thoughtful questions – integrating the two articles summarized – in order to foster discussion with the class.

C. PAPER AND PRESENTATION (40%).
You will choose a topic in developmental psychology that you would like to explore in more depth through a paper and presentation.

The paper should be about 6-8 pages (not including title page and references) in APA format and should be submitted on Moodle by 11:55pm on Friday, May 4th. Your paper may take one of the following formats:
1. Write a research proposal outlining the details of a novel study idea (or set of studies, if applicable) inspired by the readings and discussions in the course. This proposal will include three 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. A literature review with a critique/analysis on a topic within the field of Developmental.
3. The final paper may take other forms with advanced permission from the instructor.

For more details, see “Guidelines for Paper” on Moodle.

Presentations will take place during our last two class meeting on April 25th and May 2nd. The presentations will be about 20 minutes (including a few minutes for questions).
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 (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.

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>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>F</td>
<td>59.9% &amp; less</td>
</tr>
</tbody>
</table>

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

Foundations: History & Research Methods

Biological Development: Brain Development & Epigenetics

Cognitive Development Theories

Social Cognition

Executive Function

Language Development

Social Development: 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.

Attachment

Moral Development

Gender Development

Aging: Revisiting Cognitive and Social Development in the Later Years
LECTURE REFERENCES

Foundations: History, Research Methods, & Change Processes

Biological Development: Brain Development & Epigenetics

Cognitive Development Theories

Social Cognition

Executive Function

Language Development
Social Development: Temperament


Attachment


Moral Development


Gender Development


Aging: Revisiting Cognitive and Social Development in the Later Years


Gawande, A. (2010, August 2). Letting go: What should medicine do when it can’t save your life? The New Yorker (pp. 36-49).
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introduction Foundations &amp; Themes</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>1/31</td>
<td>Research Methods</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>Biological Development: Brain Development &amp; Epigenetics</td>
<td>3.</td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>Cognitive development theory</td>
<td>4.</td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>Social Cognition</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6.</td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>Executive Function</td>
<td>7.</td>
</tr>
<tr>
<td>7</td>
<td>3/7</td>
<td>Language development</td>
<td>8.</td>
</tr>
<tr>
<td>8</td>
<td>3/14</td>
<td>Temperament</td>
<td>9.</td>
</tr>
<tr>
<td>9</td>
<td>3/21</td>
<td>Attachment</td>
<td>10.</td>
</tr>
<tr>
<td>10</td>
<td>4/4</td>
<td>Moral development</td>
<td>11.</td>
</tr>
<tr>
<td>11</td>
<td>4/11</td>
<td>Gender development</td>
<td>12.</td>
</tr>
<tr>
<td>13</td>
<td>4/25</td>
<td>Presentations</td>
<td>N/A</td>
</tr>
<tr>
<td>14</td>
<td>5/2</td>
<td>Presentations</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Evaluation</td>
<td></td>
</tr>
</tbody>
</table>