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PSYX 540.01: Advanced Developmental Psychology

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PSYX 540-01: Advanced Developmental Psychology (32509)
W 12:15-3:05 GBB225 Spring 2014
Professor Lois Muir lois.muir@umontana.edu
Office Hours: TT 11:30-1 and by appointment Office: Corbin 334; 243-4948

General Background:
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, hereditary, 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. Because of its breadth, this course will focus on questions of impact from a variety of influences. For example, what is the impact of prenatal experience on later behavior and personality? How does the care of an infant impact behavior, physiology and personality? We will read a diverse set of articles that examine impact (or influence)—some are classic articles while others explore recent findings that challenge our thinking about impact.

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.
- Demonstrate in-depth expertise in one topic in developmental psychology.
- Share knowledge about developmental psychology topics in an informed manner.
- 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;
- and complete a take-home essay final exam.

For all written assignments, use the 6th edition of the APA Publication Manual.

Policies and Expectations:
- February 14 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.
- 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.” The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php
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.

- **Students with disabilities** will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at [http://www.umt.edu/disability](http://www.umt.edu/disability)

- 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.

**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 **April 9th**.

**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 in the footer)
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) Prepared questions to ask the class; (2) Ask class members, a week 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 or 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:** (100 pts)
--organization, effectiveness, clarity, engaging others in intellectual exchange (50 pts)
--abstract & critique of article (APA style) (50 pts)

**FINAL EXAM:** (100 pts)

**TOTAL:** 300 pts

**Assigned Readings:**

**HISTORY AND THEORIES OF DEVELOPMENT:**

**RESEARCH METHODOLOGY AND CHANGE PROCESSES:**
EVOLUTIONARY DEVELOPMENTAL PSYCHOLOGY:

GENETICS AND PRENATAL EXPERIENCE:

Maternal Depression—

EARLY PARENTING & ATTACHMENT:

Parenting Infants—

Attachment—


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


**COGNITIVE DEVELOPMENT:**


**LANGUAGE ACQUISITION:**


CULTURAL PERSPECTIVES:

DIVORCE & DAY CARE:
Divorce—
Day Care—

RISK AND RESILIENCY:


**INTERGENERATIONAL TRAUMA:**


**SIBLINGS & PEERS:**


**ADOLESCENCE AND ADULT DEVELOPMENT:**


**NATURE/NURTURE REVISITED:**


**Course Schedule:**

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<td>February 5</td>
<td>Concepts of Change; Research Methods</td>
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<td>February 12</td>
<td>Evolutionary Developmental Psychology</td>
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<td>February 19</td>
<td>Genetics and Prenatal Development</td>
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<td>February 26</td>
<td>Early Parenting &amp; Attachment</td>
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<td>March 5</td>
<td>Self, Emotional Regulation, Theory of Mind</td>
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<td>March 19</td>
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<td>March 26?</td>
<td>Cultural Influences</td>
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<td>April 2</td>
<td>SPRING BREAK</td>
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<td>April 9</td>
<td>Divorce and Day Care; Seminar Paper Due</td>
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<td>April 16</td>
<td>Risk and resiliency; Intergenerational Trauma</td>
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<td>April 30</td>
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<td>May 7</td>
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