

PSY 6500/7500: Advanced Developmental Psychology

ASSIGNMENTS & EXPECTATIONS

READINGS

Readings are listed in the course schedule. You will be provided with a dropbox link for the course readings.

WHAT YOU CAN EXPECT FROM ME

I will be on time and prepared for class. I appreciate your time, and I am invested in your education. I am available to help you on your class assignments or would happily assist if I can assist you in your training outside of the class.

DISCUSSION PARTICIPATION (25%)

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 11:59pm 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.

The typed questions/ discussion points (*no more than 1 page*) should pertain to the day's reading and topic. The questions should be thoughtful and involve critiquing, synthesizing, or otherwise evaluating the material. The discussion papers will count towards your discussion participation points.

Leader. You may choose which readings (one or more) in that set of readings (topic) you would like to respond. 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,

GRADING CRITERIA

| <u>Assignment</u> | <u>Points</u> | <u>% Grade</u> |
|--------------------------|---------------|----------------|
| Discussion participation | 25 points | 25% |
| Discussion leader | 20 points | 20% |
| Response papers | 20 points | 20% |
| Final Project | 35 points | 35% |
| TOTAL | 100 points | |

Course grades are determined using the following standard system:

| | | | | |
|----------|----------|----------|----------|--------|
| 93-100 A | 87-89 B+ | 77-79 C+ | 67-69 D+ | 0-59 F |
| 90-92 A- | 83-86 B | 73-76 C | 63-66 D | |
| | 80-82 B- | 70-72 C- | 60-62 D- | |

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to MMof Toi

violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular

understanding of developmental psychology provided in this course to the practical need to teach to others.

3. Reviews--Select 4 published empirical reports representing one or two areas in developmental psychology and write reviews of each of them as if you had been requested to act as a reviewer for a journal. (You may wish to consult me on selecting articles that will allow for good exercise.) Your reviews should be approximately 3 double-spaced pages each. See me for more explicit instructions and examples. The aim of this project is to allow you to exercise your critical thinking about developmental psychology on a task genuinely required of professional psychologists.

4. Relate your area to developmental psychology--Write a paper describing the relationship of developmental psychology to your non-developmental area of research. This should be a review paper, 10 double-spaced pages long. The aim of this project is to integrate your understanding of developmental psychology with some other area of research.

5. Child Development essay-- In accord with the format provided by *Child Development Perspectives*, write an essay on a topic of your choice. Although relatively short, the essay should be deeply thoughtful, well-researched, and well-argued. Ten pages max.

6. Research proposal--Write a 10 page proposal for research that involves a question related to developmental psychology. See me for more information on research proposal format. This should NOT be your master's or doctoral thesis.

Other project topics can be discussed and allowed with instructor approval.

Tentative Schedule

Week 1

T Jan 16 Introduction and course overview

R Jan 18 History 1

Cairns, 1992; White, 1992

Week 2

T Jan 23 History 2

Thelen & Adolph, 1992; Adolph & Robinson, 2008; Kagan, 2008

R Jan 25 Theories 1

Miller, 2006; Bronfenbrenner, 2005

Week 3

T Jan 30 Theories 2

Ceci & Williams, 2009; Crain, 2011

R Feb 1 Design, measurement, and analysis in developmental research

Hartmann et al. (2011)

Week 4

T Feb 6 Biological foundations 1

Davies, 2010; Stiles, 2006

R Feb 8 Biological foundations 2

Gottlieb, 2007; Mason, 2009

Week 5

T Feb 13 Physical and nervous system development 1

Bornstein et al., 2013

Special topic: Co-sleeping & SIDS

Find something from outside of class (either a scientific article or website, a video, a popular parenting site or magazine, etc) that addresses co-sleeping

R Feb 15 Physical and nervous system development 2

Walvoord, 2010; Harada et al. 2013

Week 6

T Feb 20 Cognitive Development: Theories

Piaget, 1983; Vygotsky, 1978; Lourenc, 2012

- R Feb 22** **Cognitive Dev 2**
Birney & Sternberg, 2011
- Week 7
T Feb 27 **Cognitive Dev 3: Social Cognition**
Harris, 2006; Wellman, 2002
- R Mar 1** **Cognitive Dev 4: Executive Functioning**
Zelazo & Frye, 1998; Carlson & Moses, 2001; Eigsti et al., 2006;
Diamond, 2012
- Week 8
March 5-9 **Spring Break!**
- Week 9
T Mar 13 **Cognitive Dev 5: Aging**
Harada et al., 2013
Find an outside source and bring it in to share with the class
- R Mar 15** **Emotion, temperament, & personality overview**
Goodvin et al., 2015
- Week 10
T Mar 20 **Attachment 1**
Davies, 2006
- R Mar 22** **Attachment 2**
Cicchetti, et al., 2006; Baumrind et al., 2010
- Week 11
T Mar 27 **Attachment 3: Adulthood**
Simpson et al. 2007; Waters et al., 2000; Waldinger et al. 2016
- R Mar 29** **Parenting**
Lamb & Lewis, 2015; MacKenzie et al. 2011; Special topic: spanking
- Week 12
T Apr 3 **Parenting**
Baumrind et al., 2010; Lindblad-Goldberg, 2006
- R Apr 5** Special topic: non-traditional parents- find one scientific article to share
with the class

Week 13

T Apr 10 Temperament 1
Kagan et al. 1999

R Apr 12 Temperament 2

Rothbart, 2007; Caspi et al. 2003

Week 14

T Apr 17 Middle adulthood
TBA

R Apr 19 Aging and dying
Freund & Riediger, 2003; Carstensen & Lockenhoff, 2004

Week 15

T Apr 24 Presentations

R Apr 26 Presentations