

## Seminar in Developmental Psychology (PSY 452-01)

Fall 2011 Fridays 9-11:50 am DeGarmo 48

*Welcome to our seminar!*

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Blackboard Login Website: <https://blackboard.illinoisstate.edu> (also available via iCampus)

Office Hours: Mondays 2-3 pm, Wednesdays 2-3 pm, and by appointment

### **Seminar Overview and Objectives**

The purpose of any graduate seminar is to facilitate learning and professional development via participation in a learning community. The focus of this seminar is the examination of development during childhood (infancy through middle childhood), including biological, cognitive, social, emotional, and cultural aspects. In particular, we will focus on theories, research, and applications for everyday interactions to garner an appreciation and understanding of normative and non-normative patterns of development. The goals of this seminar are (1) to understand the mechanisms that shape development during childhood and (2) to articulate, critique, and defend theoretical, empirical, and applied positions concerning the nature of development. These objectives will be assessed through participation in and leadership of class discussion, systematic reflection, and completion of written reaction papers and a research paper/proposal.

This seminar is part of the developmental graduate sequence. In addition, it helps fulfill objectives for the School Psychology doctoral program (e.g., learning basic psychological principles, understanding cultural and individual differences), as well as standards for the Specialist program (i.e., Standard 4: Socialization and Development of Life Skills, Standard 5: Student Diversity in Development and Learning, and Standard 8: Home/School/Community Collaborations).

For each topic, our class time will be devoted to discussion of readings and their implications. Because active participation is crucial to the success of our seminar, it is imperative that everyone completes the assigned readings and writes cogent reaction papers in preparation for discussion. It is also critical that everyone brings the readings to class and is an active and engaged participant in our discussions during class. We will share responsibility for leading discussion during class time (see below).

### **Required Readings**

Miller, P. H. (2011). *Theories of Developmental Psychology* (5th ed.). New York, NY: Worth.

Text readings are listed by chapter in the syllabus. (text available at campus bookstores)

References for additional assigned readings are listed below (readings available electronically—contact me for details)

### **Grading Requirements and Details**

Grades will be based on preparedness, participation, and professionalism, according to the following requirements:

1. **Class participation.** Participation is essential for our learning together as a community of scholars. You are expected to read the required readings for each session and to attend and contribute through questions and discussion. Everyone must bring the assigned readings to class to facilitate careful discussion. In addition, everyone must pose questions, make observations, and provide insights regarding the readings and their implications. Please be prepared to share your thoughts, as well as to respond to those made by colleagues, during class time. Quality participation is essential. In addition, you will post a single paragraph reflection by Monday at noon (or by noon the day following our meeting during finals week) explaining the most important thing you learned in relation to the topic from Friday, as well as how your understanding is evolving (i.e., helpful points, controversies, uncertainties, links to other topics, future application or exploration). Reflection paragraphs must be submitted in relation to all class meetings. Class participation details will be available through Blackboard and will constitute 160 points (see below).
2. **Reaction papers.** You will write and submit a 1-page (double spaced) reaction paper motivated by the readings for each week (except the first class meeting). Your reaction papers must include a critical analysis and evaluation of the readings, an integration and synthesis of the findings, and/or a discussion of the implications of the work. The papers are not meant to be summaries or opinion pieces, but rather reflections based on critical reading and thinking. Papers must be posted in Blackboard by 8 am the day before class (attached as Word documents to your discussion posting

and pasted into the discussion window). All students are responsible for reading the reaction papers prior to class so that their central ideas can serve as a basis for discussion. There are two exceptions to this general pattern. (1) The first week's assignment is to post a "Getting to Know You" summary in Blackboard, including your name, year and area at ISU, something interesting about yourself, one personal goal for this seminar (e.g., what you hope to learn, how you hope to approach learning in the class), your plans after ISU, and a picture of yourself by 12 pm on Monday of the second week. (2) The last reflection paper (2 pages double spaced, due by 8 am the day before our finals week class meeting) should summarize the most important topics, details, or ideas you learned in this class and how that knowledge will impact your future endeavors. Papers will be returned when we meet with comments and a score (0-10 points). In total, the reaction papers, GTKY post, and reflection paper constitute 160 points (see below).

3. **Discussion leadership.** You and a partner will be responsible for leading discussion for one class meeting. The particular topics and readings discussed will be those listed in the syllabus. It is important that you lead the discussion in a thoughtful manner. To do so, you will provide a brief overview/introduction, 4-6 discussion questions based on the assigned readings, and a brief conclusion. Your questions should help us analyze, synthesize, evaluate, interpret, and apply main ideas. Discussion questions must be posted in Blackboard by 6 pm on the Thursday before class. All students are responsible for reading and reflecting on the discussion questions before class in preparation for our discussion. Please come see me before your discussion day if you would like additional assistance. I will provide detailed feedback the week after your discussion leadership. Overall, your discussion leadership is worth 100 points.
4. **Research paper or proposal.** You have *two options* for your final paper: (1) You may choose to write a *research proposal* on an aspect of child development that is of interest to you. The research proposal must include a literature review (i.e., background and significance) outlining key theoretical issues and empirical findings (persuasively asserting that your project will fill an important "gap"), a method section outlining a specific research study that would logically follow from the issues and problems reviewed, a statistical analysis plan and predicted results, and a brief conclusion section highlighting key outcomes from your proposal. (2) You may choose to write a *research paper* on an aspect of child development that is of interest to you. In addition to summarizing key theoretical, empirical, and applied issues, you must provide a coherent and comprehensive integration, comparison, and/or evaluation of these details to represent "state of the art" thinking in the field and/or future directions. Your argument must be clear and compelling throughout. In either case, you will choose a topic regarding child development that relates to theoretical and empirical issues addressed in this seminar. Your paper/proposal should be 12 to 15 double-spaced pages in length. A reference section containing at least 15 sources is required but is not included in the page specifications listed above. Your research paper/proposal is due by class time the last week of classes and is worth 140 points. To facilitate timely progress on this project, you will turn in a brief summary of your paper/proposal (2 to 3 pages, typed with double spacing), outlining theoretical background, specific study ideas (e.g., participants, task, design, and predictions if writing a research proposal) or summary and integration of "state of the art" ideas if writing a paper, and key references by class time the 7<sup>th</sup> week of the semester. This summary is worth 20 points. In addition, you will meet with me individually (in person) by class time the 9<sup>th</sup> week to discuss your plans for your paper/proposal. I am happy to meet with you during your writing and editing process to discuss ideas and help make sure you are on the right track with the project. Please allow at least one week for feedback and implementation of suggestions. In addition, please consult the following resources for details about research methods and writing well:

Hartmann, D. P., Pelzel, K. E., & Abbott, C. B. (2011). Design, measurement, and analysis in developmental research. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (6<sup>th</sup> ed., pp. 109-200). New York: Psychology Press.

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger, III (Eds.), *The Compleat Academic: A Career Guide* (2<sup>nd</sup> ed., pp. 185-219). Washington, D. C.: American Psychological Association.

See [http://fellowships.ssrc.org/art\\_of\\_writing\\_proposals/](http://fellowships.ssrc.org/art_of_writing_proposals/) for additional tips regarding writing research proposals in the social sciences.

Assignment	Number	Points Each	Total Points Possible
Class Participation	16	5	80
Reflection Paragraphs	16	5	80
Reaction Papers/GTKY	16	10	160
Discussion Leadership	1	100	100
Research Summary	1	20	20
Research Paper or Proposal	1	140	140
<b>TOTAL</b>			<b>600</b>
<b>Please find grade details in Blackboard. Seminar grades will be assigned based on standard grading criteria: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or lower F.</b>			

### Policies

*Late Assignments:* Preparedness and promptness are important aspects of professional development. Please complete all work by the assigned date. Late assignments will be graded down in accordance with the degree of lateness (unless there is a university-mandated and officially documented reason). You will lose 10% of the possible points for each hour the reaction papers and discussion questions are late and each day the summary and research paper/proposal are late.

*Academic Integrity:* Unless otherwise specified in the syllabus, assignments in this seminar must be completed by you alone and should represent your best effort. Plagiarism and cheating in any form will not be tolerated and may result in disciplinary action and failure of this seminar. For details regarding University academic integrity policies, please consult the Code of Student Conduct (<http://deanofstudents.illinoisstate.edu/students/get-help/crr/>).

*Civility and Respect:* We will respect one another and our learning environment. For example, interruptions during class such as coming late, using your cell phone, reading the newspaper, surfing the web, or talking to your neighbor about issues unrelated to class are disrespectful actions that will not be tolerated. Please consult the Department of Psychology civility guidelines (<http://www.psychology.illinoisstate.edu/diversity/civility.shtml>) and the *Code of Student Conduct* for complete details.

*Students with Disabilities:* Any student in need of special accommodation should contact 438-5853 (voice), 438-8620 (TDD).

### Schedule of Topics and Required Readings

#### *Developmental Theories and Approaches*

##### Week 1: Aug. 26

Introduction

Miller Chap. 1 (pp. 1-26)

Pianta, R. C. (2009). School psychology and developmental psychology: Moving from programs to process. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology* (4<sup>th</sup> ed., pp. 107-123). Hoboken, NJ: Wiley.

Sroufe, L. A. (2009). The concept of development in developmental psychopathology. *Child Development Perspectives*, 3, 178-183.

***Blackboard "Getting to Know You" post due by next Monday at 12 pm***

##### Week 2: Sept. 2

Piaget's Constructivist Approach

Miller Chap. 2 (pp. 27-104)

Flavell, J. H. (1996). Piaget's legacy. *Psychological Science*, 7, 200-203.

Lourenco, O., & Machado, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review*, 103, 143-164.

Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3, 30-37.

Week 3: Sept. 9

Vygotsky's Sociocultural Approach

Miller Chap. 4 (pp. 165-203, 214-221)

Fivush, R., Haden, C. A., & Reese, E. (2006). Elaborating on elaborations: Role of maternal reminiscing style in cognitive and social emotional development. *Child Development, 77*, 1568-1588.

Fenning, R. M., Baker, B. L., & Juvonen, J. (2011). Emotion discourse, social cognition, and social skills in children with and without developmental delays. *Child Development, 82*, 717-731.

Barnett, W. S., Jung, K., Yarosz, D. J., Thomas, J., Hornbeck, A., Stechuk, R., & Burns, S. (2008). Educational effects of the Tools of the Mind curriculum: A randomized trial. *Early Childhood Research Quarterly, 23*, 299-313.

Week 4: Sept. 16

Ecological Systems & Cultural Approaches

Miller Chap. 4 (pp. 203-214)

Mahoney, J. L., Lord, H., & Carryl, E. (2005). An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. *Child Development, 76*, 811-825.

Evans, G. W. (2004). The environment of childhood poverty. *American Psychologist, 59*, 77-92.

Gauvain, M., Beebe, H., & Zhao, S. (2011). Applying the cultural approach to cognitive development. *Journal of Cognition and Development, 12*, 121-133.

Week 5: Sept. 23

Social Cognitive & Core Knowledge Approaches (Reed Larson Visit)

Miller Chap. 5 (pp. 223-264)

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review, 106*, 676-713.

Miller Chap. 9 (pp. 405-414)

Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. *Developmental Science, 10*, 89-96.

Baillargeon, R. (2008) Innate ideas revisited: for a principle of persistence in infants' physical reasoning. *Perspectives on Psychological Science, 3*, 2-13.

Wood, D., Larson, R. W., & Brown, J. (2009). How adolescents come to see themselves as more responsible through participation in youth programs. *Child Development, 80*, 295-309. [This paper will prepare us to interact with our guest, Dr. Reed Larson.]

Week 6: Sept. 30

Information Processing Approach

Miller Chap. 6 (pp. 265-324)

Schraw, G., & Reynolds, P. (2009). Contributions of cognitive psychology to school psychology. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology* (4<sup>th</sup> ed., pp. 124-138). Hoboken, NJ: Wiley.

Siegler, R. S. (2007). Cognitive variability. *Developmental Science, 10*, 104-109.

Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives, 3*, 118-124.

Geary, D. C. Hoard, M. K., Byrd-Craven, J., Nugent, L., & Numtee, C. (2007). Cognitive mechanisms underlying achievement deficits in children with mathematical learning disability. *Child Development, 78*, 1343-1359.

Week 7: Oct. 7

Dynamic Systems Theory

**Research Summary due by class time**

Miller Chap. 9 (pp. 414-422)

Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences, 7*, 343-348.

Iverson, J. M. (2010). Developing language in a developing body: The relationship between motor development and language development. *Journal of Child Language, 37*, 229-261.

Gershkoff-Stowe, L., & Thelen, E. (2004). U-Shaped changes in behavior: A dynamic systems perspective. *Journal of Cognition and Development, 5*, 11-36.

## ***Cognitive Development***

### **Week 8: Virtual Meeting**

Reading and Mathematics (No Class Oct. 14: Alumni Day)

- Snowling, M. J., & Göbel, S. M. (2011). Reading development and dyslexia. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (2<sup>nd</sup> ed., pp. 524-548). Malden, MA: Blackwell.
- Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading. *Scientific Studies of Reading*, 8, 305-336.
- Wanzek, J., & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review*, 36, 541-561.
- Bryant, P., & Nuñez, T. (2011). Children's understanding of mathematics. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (2<sup>nd</sup> ed., pp. 549-573). Malden, MA: Blackwell.

### **Week 9: Oct. 21**

Language

#### ***Individual meeting regarding research summary must be completed by class time***

- MacWhinney, B. (2011). Language development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (6<sup>th</sup> ed., pp. 389-426). New York: Psychology Press.
- Foster, E. K., & Hund, A. M. (in press). The impact of scaffolding and overhearing on young children's use of the spatial terms between and middle. *Journal of Child Language*.
- Parish-Morris, J., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., & Tager-Flusberg, H. (2007). Children with autism illuminate the role of social intention in word learning. *Child Development*, 78, 1265-1287.
- Hart, B., & Risley, T. R. (1995). Intervention to equalize early experience. In *Meaningful differences in the everyday experiences of young American children* (pp. 191-216). Baltimore, MD: Brooks.

### **Week 10: Oct. 28**

Executive Functioning: Working Memory, Inhibition, and Attention

- Zelazo, P. D., & Müller, U. (2011). Executive function in typical and atypical development. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (2<sup>nd</sup> ed., pp. 574-603). Malden, MA: Blackwell.
- Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78, 647-663.
- Best, J. R., Miller, P. H., & Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. *Developmental Review*, 29, 180-200.
- Schneider, W. (2011). Memory development in childhood. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (2<sup>nd</sup> ed., pp. 347-376). Malden, MA: Blackwell.

## ***Social and Emotional Development***

### **Week 11: Nov. 4**

Temperament

- Thompson, R. A., Winer, A. C., & Goodvin, R. (2011). The individual child: Temperament, emotion, self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (6<sup>th</sup> ed., pp. 427-468). New York: Psychology Press.
- Rothbart, M. K., Ahadi, S. A., & Evans, D. E., (2000). Temperament and personality: Origins and outcomes. *Journal of Personality and Social Psychology*, 78, 122-135.
- Kagan, J., Snidman, N., Kahn, V., Towsley, S., Steinberg, L., & Fox, N. A. (2007). The preservation of two infant temperaments into adolescence. *Monographs of the Society for Research in Child Development*, 72(2), 1-9, 44-60.
- Phillips, D. A., Fox, N. A., & Gunnar, M. R. (2011). Same place, different experiences: Bringing individual differences to research in child care. *Child Development Perspectives*, 5, 44-49.

### **Week 12: Nov. 11**

Self-Regulation and Theory of Mind

- Ponitz, C. C., McClelland, M. M., Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology*, 45, 605-619.
- Raver, C. C. (2004). Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development*, 75, 346-353.
- Wellman, H. M. (2011). Developing a theory of mind. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (2<sup>nd</sup> ed., pp. 258-284). Malden, MA: Blackwell.
- Pellicano, E. (2010). The development of core cognitive skills in autism: A 3-year prospective study. *Child Development*, 81, 1400-1416.

Week 13: Nov. 18

Attachment

- Lamb, M. E., & Lewis, C. (2011). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (6<sup>th</sup> ed., pp. 469-517). New York: Psychology Press.
- Hoffman, K. T., Marvin, R. S., Cooper, G., & Powell, B. (2006). Changing toddlers' and preschoolers' attachment classifications: The circle of security intervention. *Journal of Consulting and Clinical Psychology, 74*, 1017-1026.
- Smyke, A. T., Zeanah, C. H., Fox, N. A., Nelson, C. A., & Guthrie, D. (2010). Placement in foster care enhances quality of attachment among young institutionalized children. *Child Development, 81*, 212-223.
- Jimerson, S. R., Coffino, B., & Sroufe, L. A. (2007). Building school-based interventions on attachment theory and research. *Journal of Early Childhood and Infant Psychology, 3*, 79-94.

No Class Nov. 25—Thanksgiving Break

Week 14: Dec. 2

Families

- Holden, G. W. (2010). Childrearing and developmental trajectories: Positive pathways, off-ramps, and dynamic processes. *Child Development Perspectives, 4*, 197-204.
- Brody, G. H. (2004). Siblings' direct and indirect contributions to child development. *Current Directions in Psychological Science, 13*, 124-126.
- Sturge-Apple, M. L., Davies, P. T., & Cummings, E. M. (2010). Typologies of family functioning and children's adjustment during the early school years. *Child Development, 81*, 1320-1335.
- Brotman, L. M., Calzada, E., Huan, K.-Y., Kingston, S., Dawson-McClure, S., Kamboukos, D., Rosenfelt, A., Schwab, A., & Petkova, E. (2011). Promoting effective parenting practices and preventing child behavior problems in school among ethnically diverse families from underserved, urban communities. *Child Development, 82*, 258-276.

Week 15: Dec. 9

Peers

**Research Paper/Proposal due by class time**

- Hartup, W. W. (2009). Critical issues and theoretical viewpoints. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 3-19). New York: Guilford.
- Barry, C. M., & Wentzel, K. R. (2006). Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics. *Developmental Psychology, 42*, 153-163.
- Cullerton-Sen, C., & Crick, N. R. (2005). Understanding the effects of physical and relational victimization: The utility of multiple perspectives in predicting social-emotional adjustment. *School Psychology Review, 34*, 147-160.
- Crick, N. R., Murray-Close, D., Marks, P. E. L., & Mohajeri-Nelson, N. (2009). Aggression and peer relationships in school-age children. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 287-302). New York: Guilford.

Week 16: Final Meeting TBA

Conclusions

**Reflection paper (2 pages) due by 8 am the day before our last meeting. Per university policy, the final exam schedule will be available in iCampus by early October. We will meet at our assigned time.**

Miller Chap. 10 (pp. 423-437)

- Stiles, J. (2009). On genes, brains, and behavior: Why should developmental psychologists care about brain development? *Child Development Perspectives, 3*, 196-202.
- Masten, A. S., & Motti-Stefanidi, F. (2009). Understanding and promoting resilience in children: Promotive and protective processes in schools. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology* (4<sup>th</sup> ed., pp. 721-738). Hoboken, NJ: Wiley.
- Alibali, M. W., & Nathan, M. J. (2010). Conducting research in the schools: A practical guide. *Journal of Cognition and Development, 11*, 397-407.

**Seminar last offered Fall 2010, next offered Fall 2012**