

Seminar in Developmental Psychology (PSY 452)

Fall 2009, Fridays 9-11:50 am, DeGarmo 48

Welcome to our seminar!

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Seminar Website: <http://www.psychology.ilstu.edu/amhund/devseminar.htm>

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

Seminar Overview and Objectives

The purpose of any graduate seminar is to facilitate learning and professional development via participation in a community of scholars. The focus of this seminar is the examination of *development during infancy and childhood*, including biological, cognitive, social, emotional, and cultural aspects. In particular, we will focus on theories, research, and applications for everyday interactions and contexts 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 infancy and 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 and completion of written reaction papers and a research paper/proposal.

This seminar is designed to help fulfill certain objectives for the School Psychology doctoral program (e.g., learning basic psychological principles, understanding cultural and individual differences), as well as certain standards for the Specialist program (i.e., Standard 2.4: Socialization and Development of Life Skills, Standard 2.5: Student Diversity in Development and Learning, and Standard 2.8: Home/School/Community Collaboration).

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 any 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 participant in our discussions during class. As described below, we will share responsibility for leading discussion during class time.

Required Readings

Miller, P. H. (2002). *Theories of Developmental Psychology* (4th ed.). New York: Worth.

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

References for additional assigned readings are listed in the syllabus (readings available electronically—contact me for details)

Seminar Requirements

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

1. **Class participation.** Regular 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. Class participation constitutes 25% of your seminar grade.
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 each Thursday 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 class 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 6 pm on Monday of the second week. (2) The last reflection paper (due in paper format at our class meeting during finals week) should summarize the most important topics, details, or ideas you learned in this class and how that knowledge will impact your future endeavors. In total, the reaction papers, GTKY post, and reflection paper constitute 25% of your seminar grade.

3. **Discussion leadership.** You and a partner will be responsible for leading discussion for one class meeting. Your discussion leadership constitutes 15% of your seminar grade. 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 to be prepared for our discussion. Please come see me before your discussion day if you would like assistance.
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 infant and/or child development that is of interest to you. The NRSA-style grant 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 infant and/or child development that is of interest to you. In addition to summarizing key theoretical, empirical, and applied issues, you must provide a coherent 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 infant and/or child development that relates to theoretical and empirical issues addressed in this seminar. Your paper/proposal should be 10 to 15 double-spaced pages in length. A reference section 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 constitutes 25% of your seminar grade. To facilitate timely progress on this project, you will turn in a brief summary of your paper/proposal (2 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 6th week of the semester. This summary constitutes 10% of your seminar grade. In addition, you will meet with me individually (in person) by class time the 7th 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.

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. Please consult the *Code of Student Conduct* (http://www.deanofstudents.ilstu.edu/about_us/crr.shtml) for details regarding University academic integrity policies.

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.ilstu.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. 21

Introduction

Miller Introduction (pp. 1-22)

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* (4th ed., pp. 107-123). Hoboken, NJ: Wiley.

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* (2nd ed., pp. 185-219). Washington, D. C.: American Psychological Association.

See http://fellowships.ssrc.org/art_of_writing_proposals/ for additional tips regarding writing grant proposals in the social sciences.

Blackboard “Getting to Know You” post due by next Monday at 6 pm

Week 2: Aug. 28

Piagetian Theory

Miller Chap. 1 (pp. 25-103)

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.

Week 3: Sept. 4

Social Learning Theory

Miller Chap. 3 (pp. 165-211)

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

Bandura, A., Barbaranelli, C., Vittorio Caprara, G., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187-206.

Week 4: Sept. 11

Information Processing Approach

Miller Chap. 4 (pp. 213-276)

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* (4th ed., pp. 124-138). Hoboken, NJ: Wiley.

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

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 5: Sept. 18

Sociocultural and Contextual/Ecological Theories

Miller Chap. 7 (pp. 367-419) and Chap. 8 (pp. 436-440)

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.

Mejia-Arauz, R., Rogoff, B., & Paradise, R. (2005). Cultural variation in children's observation during a demonstration. *International Journal of Behavioral Development*, 29, 282-291.

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.

Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13*, 161-164.

Week 6: Sept. 25

Core Knowledge and Dynamic Systems Approaches

Research Summary due by class time

Miller Chap. 8 (pp. 427-429 and 432-436)

Baillargeon, R. (2004) Infants' Physical World. *Current Directions in Psychological Science, 13*, 89-94.

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

Fogel, A., Greenspan, S., King, B. J., Lickliter, R., Reygadas, P., Shanker, S. G., & Toren, C. (2008). A dynamic systems approach to the life sciences. In A. Fogel, B. J. King, & Shanker, S. G. (Eds.), *Human development in the twenty-first century: Visionary ideas from systems scientists* (pp. 235-253). Cambridge, UK: Cambridge University Press.

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 7: Oct. 2

Language

Individual meeting regarding research summary must be completed by class time

MacWhinney, B. (2005). Language development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5th ed., pp. 359-387). Mahwah, NJ: Erlbaum.

Goldfield, B. A., & Snow, C. E. (2005). Individual differences: Implications for the study of language acquisition. In J. B. Gleason (Ed.), *The development of language* (6th ed., pp. 292-323). Boston: Pearson.

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 8: Oct. 9

Memory and Attention

Schneider, W. (2002). Memory development in childhood. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 236-256). Malden, MA: Blackwell.

Lehmann, M., & Hasselhorn, M. (2007). Variable memory strategy use in children's adaptive intratask learning behavior: Developmental changes and working memory influence in free recall. *Child Development, 78*, 1068-1082.

Cutting, L. E., Koth, C. W., Mahone, M. E., & Denckla, M. B. (2003). Evidence for unexpected weaknesses in learning in children with attention deficit hyperactivity disorder without reading disabilities. *Journal of Learning Disabilities, 36*, 259-269.

Reese, E., & Newcombe, R. (2007). Training mothers in elaborative reminiscing enhances children's autobiographical memory and narrative. *Child Development, 78*, 1153-1170.

Kannass, K. N., & Colombo, J. (2007). The effects of continuous and intermittent distractors on cognitive performance and attention in preschoolers. *Journal of Cognition and Development, 8*, 63-77.

Week 9: Oct. 16

No Class— Alumni Day

Week 10: Oct. 23

Academic Skills: Reading

Levy, B. A., Gong, Z., Hessels, S., Evans, M. A., & Jared, D. (2006). Understanding print: Early reading development and the contribution of home literacy experiences. *Journal of Experimental Child Psychology, 93*, 63-93.

Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S. A., Barker, T. A., Burgess, S. R., et al., (1997). Changing relations between phonological processing abilities and word-level reading as children develop from beginning to skilled readers: A 5-year longitudinal study. *Developmental Psychology, 33*, 468-479.

Cain, K. (1999). Ways of reading: How knowledge and use of strategies are related to reading comprehension. *British Journal of Developmental Psychology, 17*, 293-312.

Pressley, M. (2006). Learning to recognize words. In M. Pressley, *Reading instruction that works: The case for balanced teaching* (3rd ed., pp. 144-194). New York: Guilford.

Connor, C. M., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child x instruction interactions on first graders' literacy development. *Child Development, 80*, 77-100.

Social and Emotional Development

Week 11: Oct. 30

Temperament and Attachment

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.

Kohanska, G., & Murray, K. T. (2000). Mother-child mutually responsive orientation and conscience development: From toddler to early school age. *Child Development, 71*, 417-431.

Pederson, D. R., & Moran, G. (1996). Expressions of the attachment relationship outside the Strange Situation. *Child Development, 67*, 915-929.

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.

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.

Week 12: Nov. 6

Emotions

Eisenberg, N. & Morris, A. S. (2002). Children's emotion-related regulation. *Advances in Child Development and Behavior, 30*, 189-229.

Cassidy, J., Parke, R., Butkovsky, L., & Braungart, J. (1992). Family-peer connections: The roles of emotional expressiveness within the family and children's understanding of emotions. *Child Development, 63*, 603-618.

Laible, D. (2004). Mother-child discourse in two contexts: Links with child temperament, attachment security, and socioemotional competence. *Developmental Psychology, 40*, 979-992.

Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development, 75*, 317-333.

Tobin, R. M., Sansosti, F. J., & McIntyre, L. L. (2007). Developing emotional competence in preschoolers: A review of regulation research and recommendations for practice. *The California School Psychologist, 12*, 105-118.

Week 13: Nov. 13

Self-Awareness and Theory of Mind

- Lewis, M., & Ramsay, D. (2004). Development of self-recognition, personal pronoun use, and pretend play during the second year. *Child Development, 75*, 1821-1831.
- Eder, R. A. (1990). Uncovering young children's psychological selves: Individual and developmental differences. *Child Development, 61*, 849-863.
- Wellman, H. M. (2002). Understanding the psychological world: Developing a theory of mind. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 167-187). Malden, MA: Blackwell.
- Peterson, C. C., Wellman, H. M., & Liu, D. (2005). Steps in theory-of-mind development for children with deafness or autism. *Child Development, 76*, 502-517.
- Perner, J., Kain, W., & Barchfeld, P. (2002). Executive control and higher-order theory of mind in children at risk of ADHD. *Infant and Child Development, 11*, 141-158.

Week 14: Nov. 20

Families

- Holden, G. W., & Ritchie, K. L. (1988). Child rearing and the dialectics of parental intelligence. In J. Valsiner (Ed.), *Child Development within Culturally Structured Environments: Parental Cognition and Adult-child Interaction* (pp. 30-59). Norwood, NJ: Ablex.
- Patterson, G. R., & Fisher, P. A. (2002). Recent developments in our understanding of parenting: Bidirectional effects, causal models, and the search for parsimony. In M. Bornstein (Ed.), *Handbook of Parenting* (Vol. 5, pp. 59-88). Mahwah, NJ: Erlbaum.
- Brody, G. H. (2004). Siblings' direct and indirect contributions to child development. *Current Directions in Psychological Science, 13*, 124-126.
- Zaslow, M. J., Weinfield, N. S., Gallagher, M., Hair, E. C., Ogawa, J. R., Egeland, B., Tabors, P. O., & De Temple, J. M. (2006). Longitudinal prediction of child outcomes from differing measures of parenting in a low-income sample. *Developmental Psychology, 42*, 27-37.
- Spoth, R. (2008). Translating family-focused prevention science into effective practice. *Current Directions in Psychological Science, 17*, 415-421.

Week 15: Nov. 27

No Class—Thanksgiving Break

Week 16: Dec. 4

Peers

Research Paper/Proposal due by class time

- Hartup, W. W. (1996). The company they keep: Friendships and their developmental significance. *Child Development, 67*, 1-13.
- Gest, S. D., Graham-Bermann, S. A., & Hartup, W. W. (2001). Peer experience: Common and unique features of number of friendships, social network centrality, and sociometric status. *Social Development, 10*, 23-40.
- 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.
- Goncu, A., Mistry, J., & Mosier, C. (2000). Cultural variations in the play of toddlers. *International Journal of Behavioral Development, 24*, 321-329.
- Crick, N. R., Casas, J. F., & Ku, H. (1999). Relational and physical forms of peer victimization in preschool. *Developmental Psychology, 35*, 376-385.

Reflection paper due at class

Miller Chap. 9 (pp. 447-457)

Horowitz, F. D. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development, 71*, 1-10.

Diamond, A. (2007). Interrelated and interdependent. *Developmental Science, 10*, 152-158.

Takanishi, R., & Bogard, K. L. (2007). Effective educational programs for young children: What we need to know. *Child Development Perspectives, 1*, 40-45.

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* (4th ed., pp. 721-738). Hoboken, NJ: Wiley.