Seminar in Developmental Psychology (PSY 452)
Fall 2009, Fridays 9-11:50 am, DeGarmo 48
Welcome to our seminar!

Instructor: Alycia M. Hund, Ph.D.
Office: DeGarmo 446
Office Phone: 438-7863
Email: amhund@ilstu.edu
Office Hours: Mondays 2-3 p.m., Wednesdays 2-3 p.m., and by appointment
Website: http://www.psychology.ilstu.edu/amhund/
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
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)


**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)


**Week 3: Sept. 4**

**Social Learning Theory**

Miller Chap. 3 (pp. 165-211)


**Week 4: Sept. 11**

**Information Processing Approach**

Miller Chap. 4 (pp. 213-276)


**Week 5: Sept. 18**

**Sociocultural and Contextual/Ecological Theories**

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


**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)


**Cognitive Development**

**Week 7: Oct. 2**

**Language**

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


**Week 8: Oct. 9**

**Memory and Attention**


Week 9: Oct. 16

No Class—Alumni Day

Week 10: Oct. 23

Academic Skills: Reading


Social and Emotional Development

Week 11: Oct. 30

Temperament and Attachment


Week 12: Nov. 6

Emotions


Week 13: Nov. 13  
Self-Awareness and Theory of Mind


Week 14: Nov. 20  
Families


Week 15: Nov. 27  
No Class—Thanksgiving Break

Week 16: Dec. 4  
Peers

*Research Paper/Proposal due by class time*


Week 17: Wednesday, Dec. 9 7:50 am

Reflection paper due at class

Miller Chap. 9 (pp. 447-457)


