

CALIFORNIA STATE UNIVERSITY, FRESNO

**PSYCH 205 - SEMINAR IN CHILD DEVELOPMENT**

4 units

Instructors:	<b>Dr. J. M. Ritter</b>	<b>Dr. L. Triona</b>
E-mail address:	<a href="mailto:jeanr@csufresno.edu">jeanr@csufresno.edu</a>	<a href="mailto:ltriona@csufresno.edu">ltriona@csufresno.edu</a>
Office:	<b>S2 334</b>	<b>S2 341</b>
Office phone:	<b>278-5125</b>	<b>278-3043</b>
Office hours:	<b>M 3pm-6pm &amp; F 10am-12pm or by appt.</b>	<b>M 11am-1pm, Tu &amp; W 3-4pm, W 11am-noon or by appt.</b>

**COURSE DESCRIPTION**

This seminar provides an advanced survey of current and classical research in social and cognitive development through the reading and discussion of chapter overviews and primary-source material. We will start by focusing on big concepts and issues in development, developmental design and measurement, theoretical perspectives, nature and nurture interplay, and the pervasive influence of culture on development. After this initial unit, three additional units will examine development as it happens in families, as individuals, and with others. Topics will address both theoretical and applied areas of development including attachment, the effects of maternal employment and day-care, child-rearing patterns, language development, conceptual development, memory and reasoning, the development of the self and personality, peer relationships, and the influence of schooling and informal learning. Prerequisite: a course in child or developmental psychology or permission of instructor.

**COURSE REQUIREMENTS**

**Blackboard.** Reading summaries and exams will be submitted on Blackboard, and important course information and grades-to-date are available on the site as well. Log onto Blackboard at <http://blackboard.csufresno.edu> using your university email username and password.

**Reading.**

\* Bornstein, M. H., & Lamb, M. E. (2005). *Developmental Science: An advanced textbook*. New York: Psychology Press. **REQUIRED.**

A list of additional reading material in this seminar is attached and on Blackboard. Most of the readings are accessible through E-Reserves (see page 6 for E-Reserve access instructions). Students are expected to have read ALL of the assigned material in preparation for each class meeting.

**Reading summaries.** Students will create a summary and evaluation of each class reading. The summaries/evaluations are intended to improve your writing fluency, increase your recall and comprehension of the reading, and help you begin the process of integration and analysis of the information you read before the class discussion. The summaries/evaluations will also be a valuable resource for the essay exams.

The summaries are meant to aid you, not to inform an outside reader. *Summaries should be written entirely using your own words.* Note the topic, the date and the APA style reference at the top of each summary. For chapters and empirical articles, after reading each article section, briefly summarize it from memory and note any observations or comments that you think are important about it. This method of recording notes not only promotes active reading, it ensures that you will not unintentionally plagiarize when using your notes to respond to exam questions. A review template posted on Blackboard outlines the information you should include in a review of the overview articles (see page 8 of the syllabus) and for each empirical article (see page 9 of the syllabus).

After you have read and summarized the readings for the topic, spend a few minutes considering the following points and include your responses in your submission of the reading summaries:

- To what question are these readings the answer?
- What are the main issues addressed in these readings?
- What are the points of agreement in the readings? The points of conflict?
- What conclusions can you draw from the readings?
- What questions do you have about the readings?
- How do these readings relate to previous ones?

Upload each summary to Blackboard prior to class discussion of the topic. Reading summaries are due no later than noon on the due date. The summaries themselves will not be individually graded. Instead, credit is assigned for complete and timely summary submissions at the end of each of the four course units: mid-February, mid-March, mid-April, and at the end of the semester. At each grading point, five points are earned when all summaries are complete and have been submitted prior to class discussion. Fewer points are earned for incomplete and/or chronically late submissions. Late submission is vastly better than not submitting a summary.

**Discussion questions.** As a seminar course, the success of the class depends on your preparedness and contribution to the class discussion. To facilitate discussion, each student will generate three discussion questions prior to each class session. Questions should promote critical discussion of the readings by focusing on issues or limitations of the research (e.g., methodology, external validity, etc.), contrasting or integrating perspectives of different articles, or connecting theory and practice. You will address these questions with your classmates during the discussion.

Post your discussion questions to the related topic thread on blackboard before noon on the day of the class session AND bring a hard copy of your questions to class. If a question addresses a particular study or article, please indicate to which article it refers. Be prepared to address them with your classmates. Grades for the discussion questions will be assigned after each of the four units: mid-February, mid-March, mid-April, and at the end of the semester. Five points will be given for submitting three thoughtful questions regularly and on-time throughout the entire unit. Fewer points will be given for incomplete submissions or failing to regularly submit the three questions by noon before class discussion.

**Article presentations.** To facilitate discussion of the articles, seminar participants will work together in groups to introduce and briefly review the day's readings. The purpose of the presentations is to facilitate the class discussion by highlighting the main ideas from the required readings. Visual aids using a short Powerpoint presentation or 1-2 overhead

slides are highly encouraged to improve the clarity of the presentation. Limit the text on the slides to the main points and elaborate verbally. The verbal presentations should be **SUCCINCT AND WELL ORGANIZED** (do NOT read your article summary or the Powerpoint slides). The overall introduction of the day's article(s) is expected to take no longer than 7-10 minutes. After the article overviews, the group will work together to facilitate the class discussion of the articles.

All presentations should include the reference(s) and the main ideas presented in the readings. Presentations of review articles and chapters may follow the article structure but should include a critical assessment of the perspective presented in the article. Presentations of empirical articles should include the purpose of the study, important introductory points, the general methodology used, the results, and the conclusions. Each review should also include a critical assessment of how and why the study makes an important contribution to the area and the strengths and limitations of the study.

Group assignment and article selection will be done in advance, and seminar participants will present one or more times during each of the course units. As a group, seminar participants can divide up the article presentations in any way that the group sees fit, but each group member should complete at least some part of the presentation. In addition, the best presentations usually involve collaboration amongst the group members.

Grades for article presentations will be assigned at the end of each of the four course units: mid-February, mid-March, mid-April, and at the end of the semester. Individuals will be graded for their contribution to the presentation, clarity, engaging the audience, and keeping the length appropriate. For each unit, five points will be given to the individuals in groups that provided clear, engaging presentations that were complete and succinct in covering the main points of the articles and including some points of critical assessment. Visual aids typically increase the clarity of presentations.

**Participation.** In order to maximize the success of this seminar, each student is expected to attend regularly and to participate actively. Participation includes preparing for class, engaging with the course materials, and **contributing to class discussion**. Grades for participation will be assigned after each of the four course units: mid-February, mid-March, mid-April, and at the end of the semester. At each grading point, five points are earned for being prepared for class and actively participating in the class discussion. Fewer points are earned if not all criteria are met.

**Exams.** Four take-home essay exams will be required; each exam will consist of three essay questions worth 10 points each (30 points per exam). The essay questions will be distributed shortly after the material for a topic has been discussed in class. At the end of each unit (when the third question is posted) students will have at least 48 hours to complete the exam and submit it on Blackboard through Turnitin.com. Exams submitted after the deadline will receive one letter grade reduction (3 points) for each 24-hour period late.

Essay questions will focus on integration of the course material and require clarity in essay organization and writing, connection amongst the related articles, and critical analysis of the research. The length of each essay question response is limited to a maximum of 4 pages (double spaced, 12pt Times New Roman font, 1 inch margins) for a total maximum of 12 pages for the three essay questions.

## GRADING

Reading summaries (5 pts x 4 units)	20 pts.	(10%)	A = 180 or more
Discussion questions (5 pts x 4 units)	20 pts.	(10%)	B = 160 - 179

Article presentations (5 pts x 4 units)	20 pts.	(10%) C = 140 - 159
Participation (5 pts x 4 units)	20 pts.	(10%)D= 120 - 139
Essay exams (4: 30 pts x 4 units)	<u>120 pts.</u>	(60%) F = 119 or less
<b>TOTAL</b>	<b>200 pts.</b>	<b>(100%)</b>

### CO-TEACHING

This class is unusual in that two instructors are teaching it. As such, the class will be a collaborative effort, and you will benefit by being exposed to the diverse perspectives and the distinct areas of expertise of each instructor. To ensure that the course runs smoothly we have two key ground rules.

- Any course related questions or requests (regarding assignments, grading, or exams) should be directed to both Dr. Ritter <jeanr@csufresno.edu> and Dr. Triona <ltriona@csufresno.edu>.
- We ask that you respect each individual instructor's decisions regarding the course. You are encouraged to talk with either of us if you have a concern, but please mention if you have previously discussed the issue with the other instructor.

### LEARNING OUTCOMES

At the conclusion of the course, students should be able to:

1. Demonstrate knowledge and understanding of the major issues of developmental psychology and how these assumptions influence theory and research.
2. Demonstrate knowledge and understanding of theory and research in selected areas of social and cognitive development.
3. Use primary-source material to construct coherent descriptions and explanations of developmental phenomena.
4. Provide succinct, well-organized, and accurate oral descriptions of research articles including critical assessment of the strengths and weaknesses of the studies in a group setting.
5. Identify the appropriate use of various research designs and data analytic techniques for addressing different types of questions and hypotheses.
6. Evaluate the appropriateness of conclusions presented in disseminated research relevant to developmental psychology.
7. Evaluate and synthesize a series of research studies on a particular topic identifying points of agreement and points of conflict across studies.
8. Defend arguments, compare perspectives and theories, and differentiate between assumptions and evidence.
9. Produce coherent, well-organized, well-written, data-driven written descriptions and explanations regarding the current state of knowledge in specific research areas in social and cognitive development, building a case using the most relevant arguments and data from the reading and class discussion.
10. Demonstrate appreciation of diverse perspectives.

## **COURSE POLICIES**

**Honor code.** Members of the CSU, Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.

As a member of this academic community, it is your responsibility to:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations, homework, reading responses, quizzes, research reviews, papers or other course work that is used by the instructor as the basis of grading.
- monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

If you have any question about whether an action violates the honor code, it is your responsibility to ask before engaging in it.

**Cheating and plagiarism.** Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. University policies regarding cheating and plagiarism are located in the Catalog and the Schedule of Courses. Cheating and plagiarism will not be tolerated. A handout on how to avoid plagiarism is included with this syllabus. Although it is acceptable for you to discuss the exam questions with your classmates prior to composing your essay responses, you must do your own writing.

**Plagiarism detection.** The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit your exams to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work. Submit your paper to Turnitin.com through Blackboard. Turnitin.com Originality Reports will not be available for your viewing, but you may request this information from the instructor.

**Policy on classroom conduct.** Students have the right to express ideas unpopular with the class or contrary to those of the instructor. However, students also have responsibility to respect the learning environment and the integrity of others in the classroom setting. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class.

**Accommodations for students with disabilities.** The Department of Psychology cooperates with the Office of Services for Students with Disabilities (SSD) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). If you have not registered with the Services for Students with Disabilities, we encourage you to do so. After meeting with the SSD counselor, present your written Accommodations Request to the instructor as soon as possible. I will provide reasonable accommodations for your disability. If you experience any problems in getting reasonable accommodations, please contact Services for Students with Disabilities (278-2811) or the Psychology Department Chair. The Department of Psychology also complies with the University's policies concerning discrimination and sexual harassment. If you have any complaints, contact the Department Chair.

**Copyright policy.** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

**Computers.** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**USE OF PERSONAL COMPUTERS DURING CLASS DISCUSSION IS NOT ALLOWED.**

**Dropping the course.** New procedures and requirements have been instituted for dropping courses. Documentation of a serious and compelling reason is now *required* to drop a course late. Making a failing grade or a change of work schedule will not be considered serious and compelling. Students who drop late without an accepted serious and compelling reason will receive a failing grade in the course. More information is available at <http://csufresno.edu/ARE>.

**Syllabus revisions.** Course schedule and procedures are subject to change in extenuating circumstances. Any changes will be posted on Blackboard and announced in class.

**Accessing Course Readings on E-Reserves**

- Using your internet browser, go to the library's website at [www.csufresno.edu/library](http://www.csufresno.edu/library).
- Click on the *Course/E-Reserves* link under Services on the library homepage.
- Click on the *Search Electronic Reserves* link on the Course/E-Reserves homepage.
- Click to enter your CSUF email account name and email account password.
- Click *login*.
- You are now on the page titled "Welcome to Docutek ERes."
- Click on the *Electronic Reserves and Reserves Pages* link.
- Now you want to look up the course page.
- Type the course number (205) into the empty box (if "course number" is selected) then click *Search*.
- You will see this display: PSYCH205 Seminar in Social/Cognitive Development Spring 2010
- Click on the course number (*PSYCH205*).
- The next page concerns copyright information.
- Type the word ***develop*** in the password box and click *Accept*.
- You are now on the course page. From here you may download the readings. They will be available as PDF files. Let us know immediately if you have any problems.

**TENTATIVE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Presentation</b>
Session 1	Welcome to Psych 205!		<i>w/ 10 stud</i>
<b>Big Issues in Development</b>			
Session 2	Concepts, issues and methods	In Bornstein & Lamb (Eds.; 05): Lerner et al. – READ p. 3-13; Hartmann & Pelzel – READ p. 103-133, 161-162; SKIM p. 133-161, 171-173.	Grp of 4
Session 3	Theoretical perspectives	In Diessner & Tieggs (Eds.; 01): Skinner; Vygotsky; Ainsworth; Baumrind In Bergen (Ed.; 2008): Bandura; Case; Fischer & Rose	Grp of 5
Session 4	Developing within cultures overview	Cole (05). In Bornstein & Lamb (Eds). READ p 45-60, 70-91.	Grp of 3
Session 5	Developing within cultures empirical	Correa-Chávez et al. (05); Gauvain (09)	Grp of 3
Session 6	Nature and nurture interplay overview	Scarr (85); NRCIM (00) <b>[M, Feb 15 – holiday]</b>	Grp of 2
Session 7	Nature and nurture interplay empirical	Hane & Fox (06); Friend et al. (08); Smith et al. (06); Caspi et al. (02)	Grp of 3
Session 8	EXAM 1 due at 3:00 pm (no class)		
Session 1			
Session 9	Family and attachment overview	Lamb & Lewis (05). In Bornstein & Lamb (Eds.)	Grp of 1
Session 10	Attachment empirical	Johnson et al. (07); Stams et al. (02); NICHD (06); Zeanah et al. (05) <b>[W, Mar 3 – no class NASP]</b>	Grp of 2
Session 11	Maternal employment and daycare empirical	Harrison & Ungerer (02); Adi-Japha & Klein (09); Belsky et al. (07)	Grp of 2
Session 12	Parenting empirical	Jaffari-Bimmel et al. (06); Neppl et al. (09); Wang et al. (07)	Grp of 2
Session 13	Language and family overview	Hoff (06)	Grp of 1

Session 14	<i>Language and family empirical</i>	Weizman & Snow (01); Pan et al. (05); Pine (95),	Grp of 2
Session 15	EXAM 2 due at 3:00 pm		
Session 16	<i>Perception and attention overview</i>	Bornstein et al. (05). In Bornstein & Lamb (Eds.)	Grp of 2
Session 17	<i>Young children and TV empirical</i>	Zimmerman & Christakis (07); Stevens & Mulsow (06); Schmidt et al. (08) <b>[Mar 29-Apr 3 – Spring Recess; Apr 5 – faculty furlough]</b>	Grp of 2
Session 18	<i>Self and personality overview</i>	Thompson & Goodvin (05). In Bornstein & Lamb (Eds.)	Grp of 1
Session 19	<i>Self and personality empirical</i>	Bird & Reese (06); Wang (04); Measelle et al. (05)	Grp of 2
Session 20	<i>Cognitive development overview</i>	Birney et al. (05). In Bornstein & Lamb (Eds.)	Grp of 1
Session 21	<i>Cog dev empirical: Concepts</i>	Gelman et al. (07); Mills & Keil (04)	Grp of 2
Session 22	EXAM 3 due at 3:00 pm (no class)		
<b>Developing with Others</b>			
Session 23	<i>Peers overview</i>	Rubin et al. (05). In Bornstein & Lamb (Eds.)	Grp of 1
Session 24	<i>Peers empirical</i>	Schwartz et al. (00); Monahan et al. (09); Ladd (06);	Grp of 2
Session 25	<i>Schooling overview</i>	Eccles & Roeser (05). In Bornstein & Lamb (Eds.)	Grp of 1
Session 26	<i>Schooling empirical</i>	Blackwell et al. (07); Brown (09); Abdulla (08)	Grp of 2
Session 27	<i>Informal learning overview</i>	National Research Council (09)	Grp of 2
Session 28	<i>Informal learning empirical</i>	Palmquist & Crowley (07); Nasir (05)	Grp of 2
Session 29	EXAM 4 due at 3:00 pm (no class)		

## SUGGESTED TEMPLATE FOR TAKING NOTES ON OVERVIEW ARTICLES

To avoid unintentional plagiarism, record notes without looking at the article. Check for accuracy after you've responded, but do not try to paraphrase the study while looking at the original. Bullet points are better than complete sentences.

**State topic, date, and study citation in APA format (see reading list)**

### **Introduction and background information**

What is the main thesis of the chapter/review article?  
What perspectives does the author come from?  
What perspectives is the author arguing against (if relevant)?

### **Main Points**

Describe in your own words each of the main points that the author makes in the paper (hint: check the first & last paragraph of each section of the article – but then record notes without looking at it).

For each main point answer:

What evidence does the author provide for each of these points? Are the methods described? How does it support the author's argument?

Describe alternative interpretations of the evidence (if relevant)? Would this change the author's point?

What other research do you know about that is relevant to the main points but not described in the article? How does it add support or criticism to the author's point?

### **Critical Evaluation**

How do the conclusions relate to the main points described in the article?

What other relevant perspectives are missing from this article? How would that change the overall conclusions?

### **Other Comments & Questions**

### **Notes across day's readings (should complete for both overview & empirical days)**

- To what question are these readings the answer?
- What are the main issues addressed in these readings?
- What are the points of agreement in the readings? The points of conflict?
- What conclusions can you draw from the readings?
- What questions do you have about the readings?
- How do these readings relate to previous ones?

## SUGGESTED TEMPLATE FOR TAKING NOTES ON EMPIRICAL STUDIES

To avoid unintentional plagiarism, record notes without looking at the article. Check for accuracy after you've responded, but do not try to paraphrase the study while looking at the original. Bullet points are better than complete sentences

**State topic, date, and study citation in APA format (see reading list)**

### **Introduction and review of prior research**

What is the purpose of this study?

What are the major research findings that provide background for this study?

What are the research questions/hypotheses?

### **Method**

#### ***Design:***

Briefly identify and describe important features of the design including type (e.g., experimental, correlational, quasi-experimental, twin study, etc.). If a developmental design was used, specify the type (e.g., longitudinal, cross-sectional, sequential). Are there any potential confounds with the design?

#### ***Sample:***

Briefly describe important features of the sample including the size. Is the sample adequate to address the questions posed?

#### ***Variables:***

Briefly describe the important manipulated and measured variables. Are the definitions and measurement descriptions clear? Are the measures reliable and valid?

#### ***Procedure:***

Briefly describe the procedure. Is enough information provided so that someone else could replicate the study?

### **Results**

What are the important findings and how do they relate to the hypotheses?

If effect sizes are reported, what is the size of important differences?

### **Conclusion and discussion**

What are the overall conclusions the authors reach?

What are the implications of the findings? (Distinguish between assertion and evidence)

What are the methodological limitations and strengths of the study?

How does this study contribute to an understanding of the topic we are addressing?

### **Observations, comments, or questions**

**REQUIRED READINGS**  
change.

\*NOTE: Dates are subject to

**\* Big Issues in Development \***

Session 2 Concepts, issues, and methods [TEXTBOOK]

Lerner, R. M., Theokas, C., & Bobek, D. L. (2005). Concepts and theories of human development: Historical and contemporary dimensions. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 3-43). Mahwah, NJ: Erlbaum.

READ pp. 3-13

Hartmann, D. P., & Pelzel, K. E. (2005). Design, measurement, and analysis in developmental research. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 103-184). Mahwah, NJ: Erlbaum. READ pp. 103-133, SKIM pp. 133-161, READ pp. 161-162, SKIM pp. 171-173.

Session 3 Theoretical perspectives [ARTICLES]

Skinner, B. F. (2001). Verbal behavior. In R. Diessner & Tiegs, J. (Eds.), *Sources: Notable selections in human development* (2<sup>nd</sup> ed., pp. 177-185). Guilford, CT: McGraw-Hill/Dushkin.

Bandura, A. (2008). Theoretical perspectives. In D. Bergen (Ed.), *Human development: Traditional and contemporary theories* (pp. 293-307). Upper Saddle River, NJ: Pearson.

Case, R. (2008). The origins of neo-Piagetian theory. In D. Bergen (Ed.), *Human development: Traditional and contemporary theories* (pp. 339-344). Upper Saddle River, NJ: Pearson.

Vygotsky, L. S. (2001). The genetic roots of thought and speech. In R. Diessner & Tiegs, J. (Eds.), *Sources: Notable selections in human development* (2<sup>nd</sup> ed., pp. 143-147). Guilford, CT: McGraw-Hill/Dushkin.

Ainsworth, M. D. S. (2001). Infant-mother attachment. In R. Diessner & Tiegs, J. (Eds.), *Sources: Notable selections in human development* (2<sup>nd</sup> ed., pp. 127-136). Guilford, CT: McGraw-Hill/Dushkin.

Baumrind, D. (2001). Child care practices anteceding three patterns of preschool behavior. In R. Diessner & Tiegs, J. (Eds.), *Sources:*

*Notable selections in human development* (2<sup>nd</sup> ed., pp. 162-173).

Guilford, CT: McGraw-Hill/Dushkin.

Fischer, K. W., & Rose, S. P. (2008). Growth cycles of brain and mind.

In D. Bergen (Ed.), *Human development: Traditional and contemporary theories* (pp. 345-350). Upper Saddle River, NJ: Pearson.

Session 3 Developing within cultures overview [TEXTBOOK]

Cole, M. (2005). Culture in development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 45-101). Mahwah, NJ: Erlbaum. READ pp. 45-60; SKIM pp. 61-69; READ 70-91.

Session 5 Developing within cultures empirical [ARTICLES]

Correa-Chávez, M., Rogoff, B., & Arauz, R. (2005). Cultural patterns in attending to two events at once. *Child Development, 76*, 664-678.

Gauvain, M. & Munroe, R. L. (2009). Contributions of societal modernity to cognitive development: A comparison of four cultures. *Child Development, 80*, 1628-1642.

Session 6 Nature and nurture interplay overview [ARTICLES]

Scarr, S. (1985). Constructing psychology: Making facts and fables for our times. *American Psychologist, 40*, 499-512.

National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. J. P. Shonkoff & D. A. Phillips (Eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. READ Chapter 3 Rethinking Nature and Nurture, pp. 39-56

Session 7 Nature and nurture interplay empirical [ARTICLES]

Hane, A. A., & Fox, N. A. (2006). Ordinary variations in maternal caregiving influence human infants' stress reactivity. *Psychological Science, 17*, 550-556.

- Friend, A., DeFries, J. C., & Olson, R. K. (2008). Parental education moderates genetic influences on reading disability. *Psychological Science, 19*, 1124-1130.
- Smith, G. T., Williams, S. F., Cyders, M. A., & Kelley, S. (2006). Reactive personality-environment transactions and adult developmental trajectories. *Developmental Psychology, 42*, 877-887.
- Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science, 297*, 851-854.

\* Developing in a Family \*

Session 9 Family and attachment overview [TEXTBOOK]

- Lamb, M. E., & Lewis, C. (2005). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 429-468). Mahwah, NJ: Erlbaum.

Session 10 Attachment empirical [ARTICLES]

- Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science, 18*, 501-502.
- Stams, G. J. M., Juffer, F., & van Ijzendoorn, M. H. (2002). Maternal sensitivity, infant attachment, and temperament in early childhood predict adjustment in middle childhood: The case of adopted children and their biologically unrelated parents. *Developmental Psychology, 38*, 806-821.
- NICHD Early Child Care Research Network (2006). Infant-mother attachment classification: Risk and protection in relation to changing maternal caregiving quality. *Developmental Psychology, 2*, 38-58.
- Zeanah, C. H., Smyke, A. T., Koga, S. F., Carlson, E., & the Bucharest Early Intervention Project Core Group (2005). Attachment in institutionalized and community children in Romania. *Child Development, 76*, 1015-1028.

Session 11 Maternal employment and day care empirical [ARTICLES]

- Harrison, L. J., & Ungerer, J. A. (2002). Maternal employment and infant-mother attachment security at 12 months postpartum. *Developmental Psychology, 38*, 758-773.
- Adi-Japha, E., & Klein, P. S. (2009). Relations between parenting quality and cognitive performance of children experiencing varying amounts of childcare. *Child Development, 80*, 893-906.
- Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K., A., McCartney, K., Owen, M. T., & the NICHD Early Child Care Research Network (2007). Are there long-term effects of early child care? *Child Development, 78*, 681-701.

Session 12 Parenting empirical [ARTICLES]

- Jaffari-Bimmel, N., Juffer, F., van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., & Mooijaart, A. (2006). Social development from infancy to adolescence: Longitudinal and concurrent factors in an adoption sample. *Developmental Psychology, 42*, 1143-1153.
- Neppl, T. K., Conger, R. D., Scaramella, L. V., & Ontai, L. L. (2009). Intergenerational continuity and parenting behavior: Mediating pathways and child effects. *Developmental Psychology, 45*, 1241-1256.
- Wang, Q., Pomerantz, E. M., & Chen, H. (2007). The role of parents' control in early adolescents' psychological functioning: A longitudinal investigation in the United States and China. *Child Development, 78*, 1592-1610.

Session 13 Language and family overview [ARTICLES]

- Hoff, E. (2006). How social contexts support and shape language. *Developmental Review, 26*, 55-88.

Session 14 Language and family empirical [ARTICLES]

- Weizman, Z. O., & Snow, C. E. (2001). Lexical input as related to children's vocabulary acquisition: Effects of sophisticated exposure and support for meaning. *Developmental Psychology, 37*, 265-279.
- Pan, B. A., Rowe, M. L., Singer, J. D., & Snow, C. E. (2005). Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development, 76*, 763-782.

Pine, J. (1995). Variation in vocabulary development as a function of birth order. *Child Development*, 66, 273-281.

\* Developing as an Individual \*

Session 16 Perceptual and attention development [TEXTBOOK]

Bornstein, M. H., Arterberry, M. E., & Mash, C. (2005). Perceptual development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 283-325). Mahwah, NJ: Erlbaum.

Session 17 Young children and television empirical [ARTICLES]

Zimmerman, F., & Christakis, D. (2007). Associations between content types of early media exposure and subsequent attentional problems. *Pediatrics*, 120, 986-992.

Stevens, T., & Mulsow, M. (2006). There is no meaningful relationship between television viewing and symptoms of attention deficit/hyperactivity disorder. *Pediatrics*, 117, 665-672.

Schmidt, M.E., Pempek, T.A., Kirkrian, H.L., Frenkenfield, A., & Anderson, D.A. (2008). The effects of background television on the toy play behavior of very young children. *Child Development*, 79, 1137-1151.

Session 18 Self, and personality overview [TEXTBOOK]

Thompson, R. A., & Goodvin, R. (2005). The individual child: Temperament, emotion, self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 391-428). Mahwah, NJ: Erlbaum.

Session 19 Self, and personality empirical [ARTICLES]

Bird, A., & Reese, E. (2006). Emotional reminiscing and the development of an autobiographical self. *Developmental Psychology*, 42, 613-626.

Wang, Q. (2004). The emergence of cultural self-constructs: Autobiographical memory and description in European American and Chinese children. *Developmental Psychology*, 40, 3-15.

Measelle, J. R., John, O. P., Ablow, J. C., Cowan, P. A., & Cowan, C. P. (2005). Can children provide coherent, stable, and valid self-reports

on the big five dimensions? A longitudinal study from ages 5 to 7.  
*Journal of Personality and Social Psychology*, 89, 90-106.

Session 20 Cognitive development overview [TEXTBOOK]

Birney, D.P., Citron-Pousty, J.H., Lutz, D.L. & Sternberg, R.J. (2005) The development of cognitive and intellectual abilities. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 327-358). Mahwah, NJ: Erlbaum.

Session 21 Cognitive development empirical: Concepts [ARTICLES]

Gelman, S. A., Raman, L. & Gentner, D. (2009). Effects of language and similarity on comparison processing, *Language Learning and Development* 5, 146-171.

Mills, C., & Keil, F. (2004). Knowing the limits of one's understanding: The development of an awareness of an illusion of explanatory depth. *Journal of Experimental Child Psychology*, 87, 1-32.

**\* Developing with Others \***

Session 23 Peers overview [TEXTBOOK]

Rubin, K. H., Chen, X., Coplan, R., Buskirk, A. A., & Wojslawowicz, J. C. (2005). Peer relationships in childhood. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 469-512). Mahwah, NJ: Erlbaum.

Session 24 Peers empirical [ARTICLES]

Schwartz, D., Dodge, K., Pettit, G. S., & Bates, J. E., and the Conduct Problems Prevention Research Group (2000). Friendship as a moderating factor in the pathway between early harsh home environment and later victimization in the peer group. *Developmental Psychology*, 36, 646-662.

Monahan, K. C., Steinberg, L. & Cauffman, E. (2009). Affiliation with antisocial peers, susceptibility to peer influence, and antisocial behavior during the transition to adulthood. *Developmental Psychology*, 45, 1520-1530.

Ladd, G. W. (2006). Peer rejection, aggressive or withdrawn behavior, and psychological maladjustment from ages 5 to 12: An examination of four predictive models. *Child Development*, 77, 822-846.

Session 25 School and community influences overview [TEXTBOOK]

Eccles, J. S., & Roeser, R. W. (2005). School and community influences on human development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5<sup>th</sup> ed., pp. 513-555). Mahwah, NJ: Erlbaum.

Session 26 Schooling empirical [ARTICLES]

Blackwell, L., Trzesniewski, K., & Dweck, C. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

Brown, E.D. (2009). Persistence in the face of academic challenge for economically disadvantaged children. *Journal of Early Childhood Research*, 7, 173-184.

Abdullah, M. (2008). Children's implicit theories of intelligence: Its relationships with self-efficacy, goal orientations, and self-regulated learning. *International Journal of Learning*, 15, 47-56.

Session 27 Informal science learning overview [ARTICLES]

National Research Council (2009). *Learning Science in Informal Environments: People, Places, and Pursuits* (pp 11-53). Washington DC: National Academies Press.

Session 28 Informal science learning empirical [ARTICLES]

Palmquist, S. & Crowley, K. (2007). From teachers to testers: How parents talk to novice and expert children in a natural history museum. *Science Education*, 91, 783-804.

Nasir, N. S. (2005). Individual cognitive structuring and the sociocultural context: Strategy shifts in the game of dominoes. *Journal of the Learning Sciences*, 14, 5-34.

## PSYCH 205 EXAMS

### General Information

Four take-home essay exams will be required; each exam will consist of three essay questions worth 10 points each. The essay questions will be distributed shortly after the material for each

topic has been discussed in class. At the end of each unit (when the third question is posted), students will have at least 48 hours to complete the exam. *Submit all three essays in a single file using the Blackboard Turnitin.com link.* Exams submitted after the deadline will receive one letter grade reduction (3 points) for each 24-hour period late.

Essay questions will focus on integration of the course material and require clarity in essay organization and writing, connection amongst the related articles, and critical analysis of the research. The length of each essay question response is limited to a maximum of 4 pages (double spaced, 12pt Times New Roman font, 1 inch margins) for a total maximum of 12 pages for the three essay questions.

### Essay Exam Preparation

We are looking for answers that are coherent, well-organized, data driven, and clearly articulated. We have an answer for each of these questions, and even a correct answer for some of them! However, there would not be perfect agreement among all developmental psychologists on many of these questions. Thus, your task is to build your case carefully using the most relevant arguments and data from your reading and from class discussion. Be sure to consider the quality of the empirical evidence you discuss, which involves considering sampling, measurement and design issues. Remember that the best essays assume a naïve, intelligent reader and contain an introduction, body and conclusion. Also, keep in mind that a “laundry list” approach to essay responses is rarely the best strategy. Finally, complete responses require synthesis/analysis/evaluation of all the relevant literature we read on a particular topic.

The essays should be well written! Make sure to use appropriate style, grammar, sentence construction and punctuation in your writing. Avoid incomplete sentences, misspelled words, and typographical errors. Do not plagiarize when you formulate your answers. Reference to any of the articles we read should include the authors’ names and date using APA format. (No reference page is necessary.) If you use the words of the authors, those words must be in quotation marks & include page number. **AVOID DIRECT QUOTATION WHENEVER POSSIBLE, HOWEVER.**

Other tips for the exams:

1. Please use all available relevant reading list resources to answer the questions, but use only these sources (i.e., do not use articles or chapters that we didn't read for the class as resources for your answers).
2. When providing examples and illustrating arguments with studies, please use the empirical studies we reviewed in class, if possible, rather than examples provided in chapters.
3. Citations must be in APA format. When describing a study based on a secondary source, you must indicate the authors and date of the original study followed by "as cited in ..." to identify YOUR source.
4. Appropriately credit the sources of ideas, concepts, etc.
5. To make the essays easier to write, be sure to outline them in advance. Review the question and make sure you've addressed the points requested. It is acceptable for you to discuss the content of the questions with your classmates, but you must do your own work in writing the essays.
6. Don't paste the question at the top of the essay - use your page allotment for content.

## SAMPLE EXAM QUESTIONS

### UNIT 1 – The Big Issues in Development

1. How we view the “big issues” in developmental psychology influences what we study and how we study it. Describe *your* perspective on development. Justify and discuss your perspective on the role of theory, the roles of nature and nurture, and the characterization of change as part of your approach. Finally, identify a theoretical perspective that is similar to your view and one that is different. Explain why you find one more compelling than the other.
2. Gauvain & Munroe (2009) and Correa-Chavez, et al. (2005) research on cultural practices effect on children's development has several strengths and limitations. Briefly compare and contrast the strengths of both the studies. Then, describe an open-question about the role that culture plays in children’s development that arise from the studies' limitations (i.e., an alternative explanation of their findings). Propose a single follow-up study that addresses this research question. Clearly describe the type of study (esp. if it is cultural or cross-cultural) and the studies' specific methods and procedures.
3. At its heart, developmental psychology is the study of how nature and nurture work together to produce the systematic changes and stabilities that characterize development across the lifespan. Describe the nature/nurture issue. Do you see this issue as controversial? Explain your answer. Using empirical evidence to illustrate your points, describe very specifically how nature interacts with nurture, how nurture interacts with nature, and how nature and nurture correlate.

### UNIT 2 – Developing in a Family

1. Many infants attend day care in this country. Describe the advice you would give new parents about the following questions, and show how your advice is driven by data and by theory. What factors should new parents consider when deciding whether to put their infant in day care? If they decide to do it, when should the child begin and for what amount of time (each day or week)? Why? What later developmental outcomes might parents reasonably expect if their child attends day care rather than stays home with a parent?
2. What does the empirical evidence we read suggest about the role and importance of parents in child social development? Does the role and/or importance of parents change with development (i.e., role in infancy compared with role in childhood)? Support your conclusions with evidence. To what extent must we consider issues of direction of effect and ethnocentrism when evaluating the literature? How does the evidence speak to these issues?
3. Select two parental behaviors that have the most impact on children's language development according to the evidence in the empirical articles in this unit. 1) Describe the evidence that points to the importance of these two parental behaviors. 2) Develop a culturally sensitive intervention that aims to improve children’s language development by changing the *parents*

*behaviors*. Make sure to clearly connect your intervention ideas to the evidence in the articles. In addition, make sure you have specific ideas for your intervention (rather than being too vague and general).

### UNIT 3 – Developing as an Individual

1. Create a brief report for new parents with three evidence-based recommendations about television exposure during the first five years of their children's lives. To support your recommendations you need to discuss the research on early perceptual development and all three articles' findings about the effects of exposure to educational and non-educational television at different ages.
2. How do children come to know/decide who they are? Using the available evidence, discuss the development of the self with respect to constitutional factors (e.g., temperament), maturation (e.g., developing cognitive skills), socialization (e.g., parents), and culture.
3. Both the chapter and the two empirical articles described factors influencing conceptual development. Discuss the importance of conceptual development to other areas of development. Summarize the research findings and describe three implications of the findings for education.

### UNIT 4 – Developing with Others

1. Describe the findings about the influence of children and adolescents' view of intelligence (as either fixed or incremental) on their academic success. Your answer should discuss its relation with persistence and effort when challenged, learning goals, self-efficacy, self-regulation or strategies, attributions for failure, and poverty. Additionally, describe the developmental differences in implicit theories of intelligence and ways to increase adoption of an incremental theory.
2. Using the available empirical evidence and theory, consider the role of peers in child and adolescent social development. Specifically:
  - a) How do friendships influence social development?
  - b) How does social status (i.e., peer acceptance/rejection) influence social development?
  - c) What evidence-based advice would you give parents who were concerned about their child's troubled peer relationships?
  - d) What evidence-based advice would you give parents who were concerned about their teen's peer orientation?
3. Briefly propose a study that extends the research examining informal learning discussed in class. Describe the theoretical basis for your research question and be very clear about how your study builds on the prior research. Be specific about the methods of your study.