|  |
| --- |
| **FSU stationary centered**DEP 5165 Developmental Psychology Spring 2013Tuesday, 9:00 AM – 11:45 AMPDB A0206 |

**Sara Hart, Ph.D.**

E-Mail: hart@psy.fsu.edu or shart@fcrr.org

Office: PDB C234S (inside the Florida Center for Reading Research wing)

Office Hrs: Tuesday 11:45-1:45 or by appointment

Phone: 850-645-9693

**Course Materials**:

Readings as listed from chapters and empirical papers. For the most part, the chapters are available on Blackboard in the course library section, but I have left finding the papers up to you.

**Course Objectives:**

This is a survey class of topics in Developmental Psychology. The topics have been chosen for based on relevance and coverage the major areas of research in Developmental Psychology, broadly defined. The major goal of this class is to give students a foundation of basic theory, methods and current research areas in Developmental Psychology. Being a seminar class in a research focused department, this course will focus on discussion of theory and empirical work. My objective for the course is to make all assignments useful to you in your career as an academic.

**Course Policies:**

The format of each class will include a short presentation of the papers read for that week, followed by class discussion. Grad school is one of the few times to think critically about research and philosophically about science, and most of class time will be devoted to this via class discussion. You will be asked to complete your readings and post discussion questions (and responses) on the class Blackboard site under the Blogs link, which will assist in this effort.

Attendance is mandatory. Readings are mandatory. The benefit of this class comes from the discussion in class.

No using cellphones in class. Even when they are turned to silent, popup notifications and the like are distracting. And please, do not have your phone laying on the table in class. I expect the same if you use a laptop in class. Class is not a time for email or social media. Please respect your peers and myself and remain engaged in the discussion.

**Grading:**

**All assignments are meant to contribute to your academic career, or mimic typical academic projects. If your academic career is different than how I conceptualize one, please come talk to me and we can tweak an assignment to be more useful for you.**

Blackboard discussion and reply posts:

**By Saturday at 6pm you are to post a discussion question/thought/musing/contribution based on the readings for the following week**. Some weeks will be better than others I’m guessing, but if your posting leads to a response that is one word, a list, yes/no, etc., it is not appropriate. These are meant to be thought provoking of your classmates. To give you a rough guide (I will NEVER count the words, so this really is just a rough guide), you should be writing about 250 words.

**By Sunday at 6pm, you are to respond to a fellow classmate’s discussion post**. The idea behind these is to start a discussion that will be continued in the classroom. You can agree (but be descriptive in why!), disagree, continue the initial idea of the initial discussion post, or anything else that could be considered a “reply”. As another rough guide, these should be about 100 words.

If you are leading the readings that week, you do not have to post at all.

**If you have to miss a class, you still have to do your discussion post/reply. I will not take ANY excuses for missing a posting. For each post you miss, you will lose a letter grade from the discussion post portion of your class grade.**

Leading the class:

At the beginning of the semester each student will sign up for a week to lead the discussion. I will lead the first few weeks, and contribute other weeks as needed. Each week the leader should prepare an approximately 30min presentation summarizing the readings and the topic in general. The presentation doesn’t need to be formal, just informative. This might be a time when you clarify more technical bits from the readings, go over methods/results from the readings, and bring in information from outside the readings such as other work you might find interesting on the topic. You can be creative on how you do this; your role is to facilitate understanding the topic with an eye towards the discussion and you can define that role as you see fit. Some weeks will have two people who will lead. In those cases, divvy up the work between both leaders and prepare approximately 45min combined worth of a presentation.

Using your own notes and the discussion posts and replies of your classmates, you will then lead class discussion. You may take the discussion anywhere you see fit, including bringing in extra material outside of the readings. The task is to try to keep things lively and thoughtful.

Participation:

Show up to class and discuss. I will challenge everyone to talk every class, which may include purposely calling on you to contribute. If you are going to miss a class, you need to let me know beforehand. If you are absent without letting me know beforehand, you will lose a letter grade from the participation portion of your grade.

Final Paper DUE APRIL 26th at noon:

In my effort to keep all aspects of this course actually meaningful to you, your final paper is a flexible project. My only real rule for your assignment is your paper for this class cannot count for something else you are working on right now (your comps, another class, etc). Here are some options:

1. As a researcher and student who will be on the job market soon, you will be expected to have many publications to compete. Therefore, hopefully many of you will decide to make your final paper in my class be a publishable quality paper that you will actually submit. The length is open but must represent a publishable paper in your field. You must use APA format. It will have to be on a topic that is linked to developmental psychology in some way, methodologically or topically related to what we talk about. But I’m flexible at keeping the paper within your program of research as well. It can be a paper you have already conceptualized, but it can’t be a paper you have already given a lot of work towards. My guideline for this is if you have anything up to data analysis complete on a paper, that’s fine. Anything more than that, you will have to start a new one for this class. Believe me, more pubs is always a good thing!

 If you want to pick this option, but do not have data available, come talk to me early in the semester. I have many sources of data, either available through myself, colleagues or publically available datasets. We will find something for you to work on!

 Classmates. I am open to collaborative papers with fellow classmates, as long as it is clear which paper you take the lead on, and which you are truly only a co-author (and authorship should be specifically agreed on, and written on the final paper as part of the title page). This may help you increase your total publications and is more indicative of the collaborative nature of science right now. I think this collaboration option may be one that is especially appealing to students earlier in the program who may like methodological help. As a guideline, the lead author of the paper is typically the person who conceptualizes the research question, writes the largest portion of the paper and takes responsibility of all aspects of the paper. A good co-authorship agreement (this is not an exhaustive list) may be having someone else write the literature review of the introduction, run your analyses and write up the results, or write the methods.

 Some of you will want to work on a paper using your advisor’s data. I anticipate he or she might be part of the conceptualization of the paper and may also help with analyses for earlier stage grad students. That is fine, but all writing must yours.

2. You may be at the stage in grad school where you are thinking about applying for a grant. NIH and NSA have great pre-doctoral grant mechanisms, or maybe you want to write a post-doc grant, or a research grant for your dissertation work. Not all grant mechanisms are equal though, so if you want to take this option come talk to me about the requirements for the grant and see if it’ll work. For example, any NIH/NSA/IES grant will be okay, but a 2 page proposal to a private foundation will probably not be enough for this project.

3. Another option I don’t know of that is relevant to your career goals! Those interested in teaching oriented careers may want to write a syllabus and prepare a mock lecture. Education oriented students may be interested in writing curriculum. I’m open, come talk to me.

4. If nothing else strikes your fancy, then you can write a 20-page (exclusive of reference list) double spaced review of the literature on a topic related to developmental psychology using APA format. I am hopeful that everyone will avoid this option, because it is not useful time spent for you.

**Sometime before Spring Break, I will expect to meet with every student about his or her paper project to have it “approved”.** **Within 24hrs before our meeting, you should send me a short proposal of your project (1 paragraph) so I may prepare for the meeting.** Please just email me to book the time, including if you are thinking of coming during my office hours. **Your final paper is due April 26th at noon, in hard copy to my office and electronically on Blackboard through the TurnItIn Assignment link. For every day late, you will lose a letter grade for the Final Paper portion of your grade.**

Total

You’ve heard it before, and I’ll say it again: you should not be concerned about your grades in graduate school.If you complete your assignments on time, you will pass this class. The assignments for this class are all useful for you, and as such, I anticipate that you will be self-motivated and eager to put the correct level of effort into each.

Online discussion board posts/reply (12 weeks of responses) = 20%

Leading the class (1 week) = 20%

Participation (every class) = 10%

Final Paper (Due April 26 at noon) = 50%

A straight grading scale will be used. There will be no curving of grades. Grades will be assigned based on the number of percentage points earned:

A > 93% A- 90-92% B+ 88-89% B 83-87% B- 80-82% C+ 78-79% C 73-77% C- 70-72% D+ 68-69% D 63-67%

D- 60-62% F < 60%

**University Attendance Policy:**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

**Americans With Disabilities Act:**
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
            (850) 644-9566       (voice)
            (850) 644-8504       (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

**Syllabus Change Policy:**

Except for changes that substantially affect implementation of the evaluation statement (grading), this syllabus is a guide for the course and is subject to change with advance notice. Revisions will be announced on Blackboard, which is where the revised syllabus will be posted. It is the students’ responsibility to use the most up-to-date syllabus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Topic | Reading**I reserve the right to change any reading as we go along.**  | Discussion post/reply | Leading the class |
| 01/08 | Course Logistics; History and General Themes of Developmental Psychology | Cairns, R.B. (2006). The making of developmental psychology. In W. Damon (Series Ed.) and R.L. Lerner (Volume Ed), *Handbook of Child Psychology* (6th Edition). New York: Wiley  | -- | -- |
| 01/16 | Theories of Developmental Psychology  | Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 793-828). Hoboken, NJ: John Wiley & Sons.Piaget, J. (1997). Development and learning. In M. Gauvain & M. Cole (Eds.) *Readings on the Development of Children, 4th ed.* (pp. 19-28). New York: Worth Vygotsky, L.S. (1997). Interaction between learning and development. In M. Gauvain & M. Cole (Eds.) *Readings on the Development of Children, 4th ed.* (pp. 29-36). New York: Worth  | Yes | -- |
| 01/22 | Developmental Psychology as a Method | Baltes, P.B. (1968). Longitudinal and cross-sectional sequences in the study of age and generation effects. *Human Development, 11*, 147-169.Schaie, K.W., Willis, S.L. & Pennak, S. (2005) An historical framework for cohort differences in intelligence. *Research in Human Development, 2(*1-2), 43-67.Siegler, R.S. & Svetina, M. (2002). A microgenetic/cross-sectional study of matrix completion: Comparing short-term and long-term change. *Child Development, 73*(3), 793-809. | Yes | Jerad  |
| 01/29 | Nature and Nurture | Appendix from: Plomin, Robert, DeFries, J. C., McClearn, Gerald E., & McGuffin, Peter. (2012). *Behavioral Genetics* (6th ed.). New York: Worth Publishers.Maher,B.. (2008). The case of the missing heritability. *Nature, 465*(6), 18-21.Scarr, S, & McCartney, K. (1983). How people make their own environments: A Theory of Genotype → Environment Effects. *Child Development, 54*(2), 424-435. | Yes | Callie |
| 02/5 | The Brain | Diamond, A. (2000). Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex. *Child Development*,*71*(1), 44-56.Luna, B., Thulborn, K. R., Munoz, D. P., Merriam, E. P., Garver, K. E., Minshew, N. J., ... & Sweeney, J. A. (2001). Maturation of widely distributed brain function subserves cognitive development.  *Neuroimage*, *13*(5), 786-793.Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, *28*(1), 78-106. | Yes | Lacy |
| 02/12 | Cognition  | Simcock, G., & Hayne, H. (2003). Age-related changes in verbal and nonverbal memory during early childhood. *Developmental Psychology*, *39*(5), 805-814.Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science*, *12*(4), 323-328.Rayner, K., Pollatske, A., Ashby, J., Clifton Jr., J. (2012). Stages of Reading Development. In Author, *Psychology of Reading* (pp. 279-308). New York: Psychology Press.Wynn, K. (1992). Addition and subtraction by human infants. *Nature, 358*, 749-750. | Yes | Liz |
| 02/19 | Education | Lillard, A., & Else-Quest, N. (2006). The Early Years: Evaluating Montessori. *Science*, *313*(5795), 1893-1894.Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis, 26*(3), 237-257.Rayner, K., Pollatske, A., Ashby, J., Clifton Jr., J. (2012). Learning to Read. In Author, *Psychology of Reading* (pp. 309-343). New York: Psychology Press. | Yes | Ashley |
| 02/26 | When Development Goes Wrong?  | Happé, F., & Frith, U. (2006). The weak coherence account: detail-focused cognitive style in autism spectrum disorders. *Journal of autism and developmental disorders*, *36*(1), 5-25.Plomin, R, & Kovas, Y. (2005). Generalist genes and learning disabilities. *Psychological Bulletin, 131*(4), 592-617.Rayner, K., Pollatske, A., Ashby, J., Clifton Jr., J. (2012). Reading Disorders. In Author, *Psychology of Reading* (pp. 309-343). New York: Psychology Press. | Yes | Sarah |
| 03/05 | Temperament/Personality | Caspi, A., Harrington, H., Milne, B., Amell, J. W., Theodore, R. F., & Moffitt, T. E. (2003). Children's behavioral styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality*, *71*(4), 495-514Goldsmith, H. H., Buss, A. H., Plomin, R., Rothbart, M. K., Thomas, A., Chess, S., ... & McCall, R. B. (1987). Roundtable: What is temperament? Four approaches. *Child Development*, 505-529.McCrae, R. R., Costa, P. T., de Lima, M. P., Simões, A., Ostendorf, F., Angleitner, A., ... & Piedmont, R. L. (1999). Age differences in personality across the adult life span: parallels in five cultures. *Developmental psychology*,*35*(2), 466-477.Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: origins and outcomes. *Journal of Personality and Social Psychology*, *78*(1), 122-135. | Yes | AmyKristina |
| 03/12 | SPRING BREAK | -- | -- | -- |
| 03/19 | Child Psychopathology | Caron, C., & Rutter, M. (2006). Comorbidity in child psychopathology: Concepts, issues and research strategies. *Journal of Child Psychology and Psychiatry*, *32*(7), 1063-1080.Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., ... & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, *297*(5582), 851-854.Deater-Deckard, K., Ivy, L., & Petrill, S. A. (2006). Maternal warmth moderates the link between physical punishment and child externalizing problems: A parent-offspring behavior genetic analysis. *Parenting: Science and Practice*,*6*(1), 59-78. | Yes | RebeccaHaley |
| 03/26 | The Family | Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, *72*(3), 650-666.Harper, L. (2005). Epigenetic inheritance and the intergenerational transfer of experience. *Psychological Bulletin; Psychological Bulletin*, *131*(3), 340-360.Hart, B., & Risley, T. R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology*, *28*(6), 1096-1105. | Yes | CarolineDarleine  |
| 04/02 | Context | Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review*, *102*(3), 458-489.Lupien, S. J., King, S., Meaney, M. J., & McEwen, B. S. (2001). Can poverty get under your skin? Basal cortisol levels and cognitive function in children from low and high socioeconomic status. *Development and psychopathology*, *13*(3), 653-676.Turkheimer, E, Haley, A, Waldron, M, D'Onofrio, B, & Gottesman, I. I. (2003). Socioeconomic status modifies heritability of IQ in young children. *Psychological Science, 14*(6), 623-628. | Yes | Shivali |
| 04/09 | Expanding Development Past Childhood | Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, *55*(5), 469-480.Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, *52*(4), 366-380. Stein, P. K., Soare, A., Meyer, T. E., Cangemi, R., Holloszy, J. O., & Fontana, L. (2012). Caloric restriction may reverse age‐related autonomic decline in humans. *Aging Cell, 11*(4), 644-650. | Yes | Kirsten  |
| 04/16 | Child Development in the Press  | TBA | Yes | -- |
| 04/23 | NO CLASS-Work on your paper! |  | -- | -- |