Syllabus
Psychology 452 – Seminar in Developmental Psychology
Fall Semester 2015
DEG 48 – F 9:00 - 11:50 a.m.
Instructor: Dr. Steve Croker

Contact Information
Office: DeGarmo 412
E-Mail: s.croker@ilstu.edu
Phone: 438-7847

Office Hours
Tues/Thurs: 11:00am – 12:00pm
other times by appointment

Seminar Overview
The focus of this seminar is the examination of theories, research, and applications of development, including cognitive, social, biological, behavioral, and cultural aspects. In particular, we will explore four themes throughout the course:

- The role of action and embodiment in development
- The effects of context at multiple scales, including culture, ethnicity, and specific task demands
- How an understanding of normative development can inform an understanding of non-normative development (we will focus on Autism Spectrum Disorder), and vice-versa
- Understanding development from a (dynamic/developmental/complex) systems perspective

The objectives of this seminar are (1) to understand the forces that shape development during childhood and (2) to articulate, critique, and defend theoretical, empirical, and applied positions concerning the nature of development. These objectives will be assessed through participation in and leadership of class discussion, systematic reflection, and completion of written reaction papers and a research paper/proposal.

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

This seminar is part of the developmental graduate sequence. In addition, it helps fulfill objectives for the School Psychology graduate programs:

Doctoral Program Objectives
- Objective I-2: Doctoral trainees will acquire a solid foundation in basic developmental principles.
  - Competency: Demonstrate competence in using basic developmental principles to understand and explain human behavior.
- Objective III-2: Doctoral trainees will receive professional socialization to the field of psychology, and school psychology in particular.
  - Competencies: 4. Demonstrate knowledge of and sensitivity to cultural diversity and individual differences

NASP Standards of Training (SSP Program)
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 8: Diversity in Development and Learning
Readings:
There is no textbook for this class. Assigned readings will be available electronically through ReggieNet. Reading assignments are listed below for each week.

Policies:

Attendance Policy:
Reliability and punctuality are two essential professional courtesies. You are expected to attend all classes and arrive promptly. In the event an absence is unavoidable, you do not need to notify me. However, lecture notes should be obtained from a classmate. Students involved in University-sanctioned events that may result in missed classes should notify me as soon as possible.

Academic Integrity and Misconduct:
You are expected to do your own work. Cheating, plagiarism, or forgery will not be tolerated. Instances of academic misconduct will result in a grade of “F” in the course and appropriate disciplinary action. For more information, see the Student Code of Conduct.

Disability Concerns:
Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).

Late Assignments:
Late assignments will be assessed at a late penalty of 10% per day.

Assessment:

In-class participation.
Students will be expected to fully participate in class discussions and to come to class ready to discuss the assigned readings. (60 points: 5 points per week except the two weeks we have a virtual class and the week you lead the class)

Reaction papers.
Students will be required to turn in written reflections each week based on the issues in the readings that you found most interesting or puzzling. The papers are not meant to be summaries or opinion pieces, but rather reflections based on critical reading and thinking. Please include at least one question for discussion in the class. If you have ideas for new research studies inspired by the reading, feel free to include them. These papers should be submitted via ReggieNet by 9:00am on Thursdays before each class (except for week 1). Please also bring a copy to class. Reaction papers should be around one page in length (double-spaced).

For the first week of class, you will still be expected to read the assigned readings, but rather than writing a reaction paper, you will post a “Getting to Know You” summary to ReggieNet, 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), and your plans after ISU. This is due by noon on Monday of the second week. (120 points: 10 points per week for the first 12 weeks of class)

Leading class discussions.
Each week, 1-3 students will be required to lead a portion of the class. Each discussion leader will prepare a short presentation on one of the readings (these readings are marked with a * on the schedule). Provide a summary of the research and/or arguments presented in the reading, discuss the merits of the paper, and present any criticisms you have. If you wish, you may also present on additional research papers you have found. Please upload a copy of your presentation to ReggieNet. (100 points).
Research papers/proposals.
Each student will be required to write a 10-15 page paper which delves into any area of developmental psychology that is of interest. This paper can be EITHER a term paper in which you examine recent literature on a particular topic OR a research proposal (including an introduction to the topic (citing and interpreting relevant literature, laying out a theoretical rationale for the proposed study, including a statement of how the proposed study would extend past research in the area, and offering a tentative hypothesis or prediction), a method section, and a brief results/discussion section on what the results would add to our understanding of your research topic).

A paper/proposal outline will be due partway through the semester (40 points), and the final paper will be due towards the end of the semester (200 points). The proposal and the final paper should be submitted via ReggieNet by the dates noted on the schedule below. Please include your name in the filename and upload word documents.

Paper presentation.
During the last three weeks of the semester, each student will give a short (around 15 minutes) presentation summarizing the final paper.

<table>
<thead>
<tr>
<th>Point Distribution:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation = 60 points</td>
<td>A (90-100%) 540 or more</td>
</tr>
<tr>
<td>Reaction papers = 120 points</td>
<td>B (80-89%) 480 to 539</td>
</tr>
<tr>
<td>Class lead = 100 points</td>
<td>C (70-79%) 420 to 479</td>
</tr>
<tr>
<td>Paper outline = 40 points</td>
<td>D (60-69%) 360 to 419</td>
</tr>
<tr>
<td>Final paper = 200 points</td>
<td>F (below 60%) 359 or fewer</td>
</tr>
<tr>
<td>Paper presentation = 80 points</td>
<td></td>
</tr>
<tr>
<td>TOTAL = 600 points</td>
<td></td>
</tr>
</tbody>
</table>
### PSY 452 Course Schedule Fall 2015

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Class Lead &amp; Notes</th>
</tr>
</thead>
</table>
| 1    | 8/21 | Information Processing, Constructivism, Nativism, & Empiricism | Munakata (2006)  
Newcombe (2011)  
Spencer et al (2009) | Virtual class due to department retreat |
Smith & Thelen (2003) | SC |
| 3    | 9/4  | Genetics & Evolution | Bjorklund & Ellis (2014)  
Gottlieb (2007)*  
Rutter (2005)* | Two students |
Woodward & Gerson (2014)*  
Boncoddo et al (2010)*  
Eigsti (2013)* | Three students |
Wellsby & Pexman (2014)  
Krogh et al (2013)*  
Talbott et al (2015)*  
Mayo & Eigsti (2012)* | Three students |
Arterberry et al (2014)*  
Slaughter & Perez-Zapata (2014)*  
Fitzpatrick et al (2013)* | Three students |
| 7    | 10/2 | Essentialism & Race | Gelman (2004)  
Rhodes et al (2012)*  
Pauker et al (2010)*  
Segall et al (2015)* | Three students  
**Paper outline due** |
Kagan (2010)  
Sheese et al (2007)  
Mazefsky et al (2012) | Virtual class |
| 9    | 10/16 | Parenting | Collins (2002)  
García Coll & Pachter (2002)  
Morris & Zentall (2014)*  
Karst & Van Hecke (2012)* | Two students |
| 10   | 10/23 | Peers | Rubin et al. (2011)  
Calder et al. (2013)* | One student  
(Alumni day talks at 10:30am) |
Newcombe et al (2009)  
Luce et al (2013)*  
Kloos et al (2010)* | Two students |
Saxe (2015)*  
Gauvain & Munroe (2009)* | Two students  
**Final paper due** |
| 13   | 11/13 | Presentations | | |
| 14   | 11/20 | Presentations | | |
| 15   | 11/27 | THANKSGIVING | | |
| 16   | 12/4 | Presentations | | |

The above schedule is for guidance only and may be subject to change.
Full references for assigned readings

Information Processing, Constructivism, Nativism, & Empiricism

Dynamic Systems

Genetics & Evolution

Action & Embodiment

Language, Gesture, & Statistical Learning

Social Cognition

**Essentialism & Race**


**Temperament & Emotion**


**Parenting**


**Peers**


**Scientific Thinking**


**Schooling, Culture, & Mathematics**

