

**SHSU COLLEGE OF HUMANITIES & SOCIAL SCIENCES**  
**Department of Psychology and Philosophy**

**PSYCHOLOGY 5397, SECTION 01**  
**ADVANCED DEVELOPMENTAL PSYCHOLOGY**

**Spring 2018: Monday/Wednesday 3:00-4:20pm**  
**CHSS Room 220**

**Professor:** Hillary A. Langley, Ph.D.  
Assistant Professor of Psychology

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**Course Description:**

This course provides an advanced study of growth and development processes throughout the lifespan. Theories and applications of basic research are examined in detail, and students are expected to delve into one of the major topics (e.g., multicultural aspects of development, cognitive development, social-emotional factors, parent-child attachment, physical development) in depth through critical reading of original research.

**Course objectives:**

The learning objectives for this course are:

1. To analyze and discuss theoretical perspectives relevant to lifespan development.
2. To develop an understanding of the evolutionary, social, political, economic, and cultural influences and differences that affect the developmental processes of the individual.
3. To develop an appreciation for theories of continuity and discontinuity in developmental processes.
4. To enhance critical skills needed to evaluate empirical research of the biosocial, cognitive, and psychological influences throughout the lifespan.
5. To develop expertise in an area/topic of developmental psychology of interest to the learner.

Students will accomplish the course objectives by:

1. Contributing online and in class to group discussions
2. Facilitating class discussions on assigned readings
3. Writing semi-regular reaction papers on assigned readings
4. Presenting research articles in class
5. Writing a focus paper that provides a comprehensive look at a specific developmental topic

6. Collaborating with a group to prepare a presentation that evaluates an intervention program that exists in the literature

### **Course Webpage/Readings and Format:**

The course will make use of lectures, presentations, discussions, and activities to support student learning. Assigned readings as well as detailed assignment information and resource materials are available on the class Blackboard site. The course is organized around various developmental topics; we will focus on **one** developmental topic each week (beginning on Wednesday and then finishing up the following Monday). Prior to class on Wednesdays, students will read a review chapter or article to provide background information to set the stage for learning about the topic; class on Wednesdays will include lecture by the instructor and student discussion about the topic. Prior to class the following Monday, students will read 2 empirical articles related to the topic. Class on Mondays will consist of student presentations and student-led class discussion about the empirical articles. Note that at the beginning of the semester, students will have an opportunity to give input about particular topics that are of interest this semester. Students will also have the opportunity to make suggestions about articles/readings for all topics covered in class.

### **Evaluation and Grading:**

One of the main goals of the course is to further students' skills in areas necessary for success in the area of human development, specifically critical thinking, analysis, synthesis, evaluation and application, as well as written and oral expression. Assignments will provide opportunities to develop these skills while furthering and demonstrating mastery of the course material. Each assignment is outlined below and will be described in detail on the course website at least two weeks before the submission date.

Evaluation of student performance will occur in the following ways:

Discussion questions (weekly)	15%
Discussion Facilitation (1x)	10%
Reaction papers (5x)	25%
Research presentation (1x)	15%
Focus Paper (1)	15%
Class Participation (every class!)	10%
Group Presentation (1)	10%
Total	100%

**As of the fall 2009 semester, only grades of C or better (A, B, or C) in psychology courses will be counted toward the student's major in Psychology.**

**Incomplete grades (IW or IF)** are NOT granted for low academic performance. To be eligible for an incomplete grade, students MUST:

- Successfully complete a minimum of 75% of the course
- Have special circumstances beyond their control that preclude them from attending class and completing graded assignments
- Make arrangements to complete missing assignments with the original instructor. Verification of special circumstances is required.

## ***Discussion Questions and Facilitation***

***Discussion Questions.*** Each student is required to submit **one discussion question each week** focused on a central/primary research finding from one of the assigned empirical articles by **Saturday at Noon** (to be discussed in class on Monday). Questions should be open-ended in nature so as to stimulate class discussion. The assignment is to focus on a single question and to provide depth and elaboration in asking it. **Please post it in the Weekly Discussion Board/Forum for that week on Blackboard.** All students will then be able to see all questions for a given week prior to class. Please review these before class. Grading will be based on both the quality (content and phrasing) of questions, as well as the professionalism and effectiveness in stimulating interesting and appropriate class discussion.

***Discussion Facilitation.*** **Once during the semester**, each student will have special responsibility for **leading our class discussion**. In this role, the student will be responsible for carefully reviewing all submitted discussion questions, integrating them, and finding the theme(s) that have emerged from the group. Each week there will be two students in the discussion facilitator role. These discussion facilitators will need to coordinate with the two presenting students in order to organize the class (e.g., decide which student should present which article first, integrate discussion questions within (or after) the students' presentations, make sure the conversation is flowing and not too tangential, etc.). Students will provide a self-reflection on their facilitation and will also receive feedback from the professor on their performance in this capacity.

## ***Written Assignments***

There are two types of written assignments in this course. First, students will write a total of 5 short reaction papers across the semester (not to begin until week 3), and second, students will write a Focus Paper on a topic area of interest to them.

***Reaction Papers.*** To support the development of critical thinking skills, students will be asked to prepare a set of **brief reaction papers about the empirical papers that were assigned for a given week**. Students will prepare reaction papers for five weeks of their choice starting during Week 3 and extending to the last content week of the semester. These are *brief* (no more than two pages double spaced, plus an APA style cover page and reference page) reaction papers that reflect on the central/primary research findings from the assigned empirical articles for that week. There are a variety of ways in which these papers may be framed, but all must focus/reflect on a central/primary research finding from an assigned article. As examples, you might discuss how a change in methodology might have changed the finding, relate this finding to theories or research from other sources, discuss application of the findings, or link the finding to current events or your own research. Please note that these papers are not summaries of readings or class discussion. Instead, these papers are to encourage your reflections, thoughts, or associations; perhaps you identify strengths and weaknesses of the research, draw connections to earlier studies, synthesize the articles presented, or integrate with your previous knowledge.

Reaction papers must be submitted electronically by Noon on the Saturday before the Monday class session during which the articles will be discussed. Students will be graded on the quality of writing, use of APA conventions, originality, and depth of thinking (going beyond what has been discussed in class related to your selected topic). A reaction paper is an exercise in preparing a short, articulate, thoughtful written document that is written with meticulous attention to APA Style conventions. Papers will not be accepted for grading if they are shorter than one page or longer than two pages,

include direct quotations from any sources (writing this paper is an exercise in communicating about human development research using your own words), use phrases or sentences from other sources (including the assigned articles) without placing them in quotation marks, or are not prepared using APA Style conventions.

*Focus Paper.* The purpose of this paper is to allow you to explore a more focused topic of interest (specific age, theory, policy, controversy, etc.) related to human development. The focus paper should be 7-10 pages of double-spaced text in APA format. Your paper should include a review of the scholarly literature on the topic of your choice and include a discussion of applicability to specific populations and future directions for research in the area. Papers must be submitted via TurnItIn on the course Blackboard site as indicated on the course calendar. Late papers will incur a 10-point penalty for each day they are late.

### ***Oral Presentations***

There are two types of presentation assignments. First, during most Monday class sessions, two students will present on two articles that are selected either by the instructor or by the student (each student will present on one article, making two article presentations total). Article presentations are assigned for two major reasons: a) to enhance student participation over the course of the semester; and b) to assist students in developing skills in communication and critical thinking.

The second presentation assignment is a group presentation that is designed to allow for the application of what students have learned about development by working with a group to analyze the important assumptions that underlie an intervention program and to explore the implications of these assumptions.

*Presentations of Research Articles.* Each student will be responsible for presenting **one article** throughout the course of the semester that was selected by the instructor (unless the student would like to pick the article, which is possible upon approval by the professor). For this assignment, in general, the presentation and the discussion of the article should last approximately 15-20 minutes (including time for some discussion). Please coordinate with the professor, and let her know if you need more time (or if you have concerns that your presentation may be too brief). Because all participants will have copies of the article in front of them, a PowerPoint presentation is not mandatory, but may be useful, especially if you think that the presentation would benefit from the participants' seeing material that is not in the article.

As presenter, you should assume that participants have read the article and are ready to move beyond a summary of the reading into a substantive examination of the conceptual underpinnings for the research, the methods and their strengths and limitations, and the contributions of the research. If you need, you may obtain some additional background regarding the reading so as to clarify aspects of the material. For example, if the summary of background research in the introduction is difficult to understand, then you can find and read the original report and provide more information. Would more information about an aspect of the method or a characteristic of the participants be helpful? Be ready to elaborate in class. You may also wish to learn more about the authors and their work. Make sure you thoroughly understand the reading. Consult with your professor as necessary. Be ready to answer questions or to summarize the material. It is understood that some of the analyses may be beyond your present level of preparation. You may limit your discussion of the analyses to the predictor and outcome variables, logic of the approach, description of findings (e.g., as presented in graphs) and a summary of the authors' conclusions. You can end your presentation with some questions to help your

classmates benefit from the material you presented (in collaboration with the assigned discussion facilitators). Effective questions assist the audience in understanding, evaluating, and applying the material. How is this work related to the overall topic for the session? In what ways was it designed to advance present understanding? How would you (and the class) assess the contributions of the research? **Remember to complete a self-appraisal form and submit it via the Blackboard site** prior to the next class. Your professor will reply with feedback regarding your presentation. If you would like direct feedback, be sure to sign up for an appointment with your instructor.

***Final Group Project.*** The second type of presentation in this course is a group application project. Working in groups of 3-4, students will explore the application of developmental concepts by identifying and analyzing an intervention effort of their choosing, by discussing and critiquing the conceptual bases of the intervention on the basis of the course material and evaluating the likely success of the approach. Reports will be presented to the class on a mutually agreed upon date. Students might, for example, examine a program designed to prevent conduct disorders, an effort designed to increase resilience among military families, or a program designed to enhance gratitude or prosocial behavior in children. Groups will describe the intervention program and its objectives, review the literature on which the intervention is based, analyze the conceptual underpinnings of the program, identify the assumptions about development that are implicit or explicit in the intervention, and evaluate the viability of these assumptions. Groups will develop a 15-20-minute presentation and provide a copy of the slides to the instructor to assist in evaluation. All group members will be assigned the same grade. More information about this project will be available on the Blackboard site.

### ***Class Participation***

All members of the class are expected to actively participate in class discussion each class meeting. Discussion consists of commenting on or raising questions about readings and introducing information (from this course, other courses, or other relevant experiences) related to the readings. Students are also expected to respond to others' comments (e.g., request clarification or elaboration, build on what has been said, respectfully and informatively disagree). Every student should participate throughout the course of every class. Students should bear in mind that Developmental Psychology is a field based on empirically grounded knowledge and not personal opinion. Students are encouraged to share personal anecdotes and opinions, but only as they illustrate specific aspects of assigned readings. Participation will be graded based on both the quality and quantity of active class participation. To be sure that class participation is appropriate, students should ask themselves five questions about their participation after each class.

The questions students should ask themselves are:

- Did my participation focus on the central/primary research findings of the assigned articles?
- Did my participation accurately represent the content of the assigned articles?
- Was my participation balanced – did I talk neither considerably more nor considerably less than my classmates?
- Was my participation kind and sensitive to the needs and perspectives of my classmates?
- Did my participation move the discussion to a higher level of thoughtfulness and increase the group understanding of the assigned readings and their implications?



All work for all assignments is to be professional in appearance, coherent, grammatically correct, and adhere to all APA style conventions (which include double spaced, 12 point Times New Roman font, and one-inch margins). Students who are experiencing challenges related to their writing are encouraged to make use of the SHSU Writing center in the preparation of assignments.

*Policy regarding late assignments.* All written assignments are due as indicated on Blackboard. Assignments will only be accepted late if prior approval is obtained from the instructor. Late work (if it is accepted) may receive 5% deductions for each day (including weekend days) that it is not turned in – with the first deduction taken the day and time the assignment is due.

*Changes in Assignments.* The professor reserves the right to modify article selections or course progression on the basis of student needs and interests. In addition, modifications may be made in assignments and other course components as needed. If significant revisions are made, changes will be discussed in class and described on the course website.

*Student Absences on Religious Holy Days Policy.* Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

*Academic Honesty.* The Faculty of Sam Houston State University expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

*Students with Disabilities Policy.* It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with

Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

For more information on policies, please visit: <http://www.shsu.edu/syllabus/>

## CLASS SCHEDULE

Date	Topic
Wednesday, 1/17	<b>NO CLASS! SNOW DAY</b>
Monday, 1/22	<b>Welcome to Advanced Developmental Psychology!</b> Review Syllabus; Choose topics for semester; Icebreaker <i>Presenter: Dr. Langley</i>
Wednesday, 1/24	<b>Topic: The Study of Human Development</b> Central issues of developmental science; Major developmental theories <i>Presenter: Dr. Langley</i>
Monday, 1/29	<b>Topic: Methods for Studying Development</b> Methods of data collection; Research designs <i>Presenter: Dr. Langley</i>
Wednesday, 1/31	<b>Topic: Parent-Child Attachment Status/Children's Social Development</b> <i>Presenter: Dr. Langley</i>
Monday, 2/5	<b>Topic: Parent-Child Attachment Status/Children's Social Development</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 2/7	<b>Topic: Parent Emotion Socialization/Children's Emotional Development</b> <i>Presenter: Dr. Langley</i>
Monday, 2/12	<b>Topic: Parent Emotion Socialization/Children's Emotional Development</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 2/14	<b>Topic: Cognitive Development (infancy through adolescence)</b> <i>Presenter: Dr. Langley</i>
Monday, 2/19	<b>Topic: Cognitive Development (infancy through adolescence)</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 2/21	<b>Topic: Gender Identity/Sex-Role Development (early childhood through adol.)</b> <i>Presenter: Dr. Langley</i>
Monday, 2/26	<b>Topic: Gender Identity/Sex-Role Development (early childhood through adol.)</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 2/28	<b>Topic: Moral Development (early childhood through adulthood)</b> <i>Presenter: Dr. Langley</i>
Monday, 3/5	<b>Topic: Moral Development (early childhood through adulthood)</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 3/7	<b>Topic: Parenting Styles/Methods of Punishment</b> <i>Presenter: Dr. Langley</i>
Monday, 3/12	<b>NO CLASS! SPRING BREAK</b>



Wednesday, 3/14	NO CLASS! SPRING BREAK
Monday, 3/19	<b>Topic: Parenting Styles/Methods of Punishment</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 3/21	<b>Topic: Conduct Disorders/Externalizing Behaviors (childhood &amp; adol.)</b>  <i>Presenter: Dr. Langley</i>
Monday, 3/26	<b>Topic: Conduct Disorders/Externalizing Behaviors (childhood &amp; adol.)</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 3/28	<b>Topic: Children's Eyewitness Testimony (impact of trauma on memory)</b>  <i>Presenter: Dr. Langley</i>
Monday, 4/2	<b>Topic: Children's Eyewitness Testimony (impact of trauma on memory)</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 4/4	<b>Topic: Impact of Trauma/Neglect/Abuse/Parental PTSD on Children's Dev't</b>  <i>Presenter: Dr. Langley</i>
Monday, 4/9	<b>Topic: Impact of Trauma/Neglect/Abuse/Parental PTSD on Children's Dev't</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 4/11	<b>Topic: Protective/Resilience Factors in Childhood &amp; Prosocial Development</b>  <i>Presenter: Dr. Langley</i>
Monday, 4/16	<b>Topic: Protective/Resilience Factors in Childhood &amp; Prosocial Development</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 4/18	<b>Topic: Topics Related to Emerging Adulthood</b>  <i>Presenter: Dr. Langley</i>
Monday, 4/23	<b>Topic: Topics Related to Emerging Adulthood</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 4/25	<b>Topic: Topics Related to Death &amp; Dying</b>  <i>Presenter: Dr. Langley</i>
Monday, 4/30	<b>Topic: Topics Related to Death &amp; Dying</b> <i>Article Presenters:</i> <i>Discussion Facilitators:</i>
Wednesday, 5/2	<b>Semester Wrap-Up!</b>
TBD	Final Group Presentations!

