

PSYCHOLOGY 704
Lifespan Development
Fall 2022
Tuesday & Thursday; 12:00-1:15pm
Innovation 328

Instructor: Thalia R. Goldstein, Ph.D.
David King Hall 3055
tgoldste@gmu.edu; 703-993-6460

Office Hours: Tuesdays/ Thursdays, 1:30-2:30pm & 4:15-5p. Appointments required. It is unlikely that I'll be able to see you for very long via walk in. Zoom appointments also available.

Course Description:

This class explores typical developmental psychology. Students explore theories of development and historical and modern research findings. Students gain an understanding of 1) the current state of research in both social- emotional and cognitive development; 2) enduring and remaining questions about typical development; 3) change and growth from infancy through the lifespan. This course is intended for advanced graduate students. There is a careful analysis of developmental theories, with an emphasis on research findings and methods as reported in the current literature. Any week of this class could be an entire semester's (or lifetime's!) worth of work, so keep in mind we are just scratching the surface of what is being done in developmental psychology.

Course Objectives and Questions:

1. What are the major theories and who are the major theorists of Developmental Psychology?
2. What are the current areas of research focus in Developmental Psychology, and what is the current state of knowledge in each of these areas?
3. How do parenting, genetics, environment, and culture all differentially shape development?
4. What are the research methods in Developmental Psychology, and how do we critically evaluate research in this area?

Course Materials: There is no textbook for this course. If it's been a while since you've taken developmental psychology, any introduction to developmental psychology textbook will work to help build/ foster knowledge. Class is entirely based on articles posted each week on Blackboard. Slides will also be posted on Blackboard before the beginning of each class for your reference. However, you will find my slides very unhelpful if you do not attend class.

Assignments/ Requirements: (Please see end of syllabus for full descriptions and rubrics)

- Class participation (10%)
- Public Science/Engagement Assignment (10%) *Due Sept 15th, 5pm, Blackboard*
- Response papers (15%) (3 papers, 5% each)- *Due before class for day's readings*
- Response questions (6%) (3 sets of questions, 2% each)- *Due before class for day's readings*
- 1+1 Class presentation (24%)- *In class, date assignments made on Day 1 of class.*
- Final paper (Total = 35%)
 - Topic Approval (1%) *Due November 8th 5pm, on Blackboard*
 - Annotated Bibliography (2%) *November 17th, 5pm, Blackboard*
 - Outline (2%) *Due Nov 29th, 5pm, Blackboard*
 - Paper (30%) *Due Thursday, December 8th, 5pm, Blackboard*

GENERAL COURSE SCHEDULE

| Week | Date | Topic | Notes |
|------------------------|-------------|--|--|
| 1 | Aug 23 | Intro; History and Methods | |
| | Aug 25 | Prenatal Development | |
| 2 | Aug 30 | Theories of Development I | |
| | Sept 1 | Theories of Development II | |
| 3 | Sept 6 | Object Permanence | |
| | Sept 8 | Facial Recognition | |
| 4 | Sept 13 | Attachment | |
| | Sept 15 | Temperament | Public Science Assignment Due |
| 5 | Sept 20 | Imitation and Agency | |
| | Sept 22 | <i>No Class, Dr. Goldstein out</i> | |
| 6 | Sept 27 | Number | |
| | Sept 29 | Word Learning | |
| 7 | October 4 | Language Development | |
| | October 6 | Symbolism and Representation | |
| 8 | October 11 | <i>No Class, Mason Mon Schedule</i> | |
| | October 13 | Pretend Play and Imagination | |
| 9 | October 18 | Theory of Mind | |
| | October 20 | Self Regulation/ EF | |
| 10 | October 25 | Emotion Regulation | |
| | October 27 | Grit and Mindset | |
| 11 | November 1 | Schooling | |
| | November 3 | Identity | |
| 12 | November 8 | Personality | Topic Due, 5pm |
| | November 10 | Sex/Gender | |
| 13 | November 15 | Race and Ethnicity | |
| | November 17 | Prejudice and Intersectionality | Annotated Bibliography Due, 5pm |
| 14 | November 22 | Empathy | |
| | November 24 | <i>No Class, Thanksgiving</i> | |
| 15 | November 29 | Morality | Outline Due, 5pm |
| | December 1 | Aging, Death, and Dying | |
| FINAL PAPER DUE | | Thursday December 8th, 5pm | |

DETAILED COURSE SCHEDULE & READINGS (Subject to change)

1 Aug 23 Intro; History and Methods

- i. Spelke, E. & Kinzler, K. (2007). Core knowledge. *Developmental Science*, 10, 89-96.
- ii. Fabes, R. A., Martin, C. L., Hanish, L. D., & Updegraff, K. A. (2000). Criteria for Evaluating the Significance of Developmental Research in the Twenty-First Century: Force and Counterforce. *Child Development*, 71(1), 212-221.
- iii. Adolph, K. E., Robinson, S. R., Young, J. W., & Gill-Alvarez, F. (2008). What is the shape of developmental change? *Psychological Review*, 115, 527-543.

ADDITIONAL FOR FIRST YEAR STUDENTS:

- i. QALMRI Instructions (adapted from Kosslyn et al 2001)
- ii. Jordan, C., & Zanna, J. (1999). How to read an empirical article. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

Aug 25 Prenatal Development

- i. DiPietro, J. A. (2016). Prenatal development. In The Curated Reference Collection in Neuroscience and Biobehavioral Psychology (pp. 604-614). Elsevier Science Ltd.
- ii. Dominguez et al. (2008) Racial Differences in Birth Outcomes: The Role of General, Pregnancy, and Racism Stress. *Health Psychology* 27, 194-203.
- iii. STUDENT: Cabrera, N. J., Fagan, J., & Farrie, D. (2008). Explaining the long reach of fathers' prenatal involvement on later paternal engagement. *Journal of Marriage and Family*, 70(5), 1094-1107.

2 Aug 30 Theories of Development I

- i. Flavell, J. (1996). Piaget's legacy. *Psychological Science*, 7(4), 200-203.
- ii. Bjorklund, D.F. (2018). A metatheory for Cognitive Development (or "Piaget is Dead" Revisited). *Child Development*.
- iii. STUDENT: McLean & Riggs, in press, No Age Differences? No Problem. *Infant and Child Development*

Sept 1 Theories of Development II

- i. Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child development*, 81(1), 6-22
- ii. Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social development*, 9(1), 115-125
- iii. STUDENT: Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental psychology*, 23(5), 611.

3 Sept 6 Object Permanence

- i. Landers, W. F. (1971). Effects of differential experience on infants' performance in a Piagetian Stage IV object-concept task. *Developmental Psychology*, 5(1), 48.
- ii. Baillargeon, R. (1987). Object permanence in 3 ½ and 4 ½ month-old infants. *Developmental Psychology*, 23, 5, 655-664.
- iii. STUDENT: Topál, J., Gergely, G., Miklósi, Á., Erdőhegyi, Á., & Csibra, G. (2008). Infants' perseverative search errors are induced by pragmatic misinterpretation. *Science*, 321(5897), 1831-1834.

Sept 8 Facial Perception

- i. Mondloch, C. J., Lewis, T. L., Budreau, D. R., Maurer, D., Dannemiller, J. L., Stephens, B. R., & Kleiner-Gathercoal, K. A. (1999). Face perception during early infancy. *Psychological Science*, 10(5), 419-422.
- ii. Sangrigoli, S., Pallier, C., Argenti, A. M., Ventureyra, V. A. G., & de Schonen, S. (2005). Reversibility of the other-race effect in face recognition during childhood. *Psychological Science*, 16(6), 440-444.
- iii. STUDENT: Damon, F., Méary, D., Quinn, P. C., Lee, K., Simpson, E. A., Paukner, A., ... & Pascalis, O. (2017). Preference for facial averageness: Evidence for a common mechanism in human and macaque infants. *Scientific reports*, 7(1), 1-11.

4 Sept 13 Attachment

- i. Ainsworth, M. D. S., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child development*, 49-67.
- ii. Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. *Proceedings of the National Academy of Sciences*.
- iii. STUDENT: Fraley, R. C., Gillath, O., & Deboeck, P. R. (2021). Do life events lead to enduring changes in adult attachment styles? A naturalistic longitudinal investigation. *Journal of personality and social psychology*, 120(6), 1567.

Sept 15 Temperament

- i. Kagan, J. (1997). Temperament and reactions to unfamiliarity. *Child Development*, 689, 139- 143.
- ii. Krassner, A.M., Gartstein, M.A., Park, C., Dragan, W., Lecanelier, F., & Putnam, S.P. (2017). East-west, collectivist-individualist: A cross cultural examination of temperament in toddlers from Chile, Poland, South Korea and the US. *European Journal of Developmental Psychology*. 14:4, 449-464, DOI: 10.1080/17405629.2016.1236722
- iii. STUDENT: Schwartz, C. E., Wright, C. I., Shin, L. M., Kagan, J., & Rauch, S. L. (2003). Inhibited and uninhibited infants" grown up": adult amygdalar response to novelty. *Science*, 300(5627), 1952-1953.

5 Sept 20 Imitation and Agency

- i. Meltzoff, A. N., & Moore, M. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-78.
- ii. Oostenbroek, J., Suddendorf, T., Nielsen, M., Redshaw, J., Kennedy-Costantini, S., Davis, J., ... & Slaughter, V. (2016). Comprehensive longitudinal study challenges the existence of neonatal imitation in humans. *Current Biology*, 26(10), 1334-1338.
- iii. Shimizu, A., & Johnson, S. (2004) Infants' attribution of a goal to a morphologically unfamiliar agent. *Developmental Science*, 7(4), 425 – 430.
- iv. STUDENT: Nielsen, M., & Tomaselli, K. (2010). Overimitation in Kalahari Bushman children and the origins of human cultural cognition. *Psychological science*, 21(5), 729-736.

Sept 22 No Class, Dr. Goldstein out

6 Sept 27 Number

- i. Saxe, G. B. (1988). The mathematics of child street vendors. *Child Development*, 1415-1425.
- ii. Halberda, J., & Feigenson, L. (2008). Developmental change in the acuity of the “Number sense”: The ANS in 3- 4- 5- and 6-year-olds and adults. *Developmental Psychology*, 44, 1457-1465.
- iii. STUDENT: Kersey, A. J., Braham, E. J., Csumitta, K. D., Libertus, M. E., & Cantlon, J. F. (2018). No intrinsic gender differences in children’s earliest numerical abilities. *npj Science of Learning*, 3(1), 1-10.

Sept 29 Word Learning

- i. Carey, S. (2010). Beyond fast mapping. *Language learning and development*, 6(3), 184-205.
- ii. Yurovsky et al. (2013). Statistical word learning at scale: the baby's view is better. *Developmental Science*.
- iii. STUDENT: Leung, A., Tunkel, A., & Yurovsky, D. (2020). Parents fine-tune their speech to children’s vocabulary knowledge. *Psychological Science*

7 October 4 Language Development

- i. Senghas, Kita, & Ozyurek (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua. *Science*, 305, 1779-1782.
- ii. Pearson, B. Z., Conner, T., & Jackson, J. E. (2013). Removing obstacles for African American English-speaking children through greater understanding of language difference. *Developmental Psychology*, 49(1), 31.
- iii. STUDENT: Suggate, S., Schaughency, E., McAnally, H., & Reese, E. (2018). From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. *Cognitive Development*, 47, 82-95.

October 6

Symbolism and Representation

- i. DeLoache, J. (1987). Rapid change in the symbolic functioning of very young children. *Science*, 238, pp. 1556-7.
- ii. DeLoache, J., Miller, K., & Rosengren, K. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science*, 8, 4, 308-313.
- iii. STUDENT: Strouse, G. A., & Samson, J. E. (2021). Learning from video: A meta-analysis of the video deficit in children ages 0 to 6 years. *Child development*, 92(1), e20-e38.

8

October 11

No Class, Mason Mon Schedule

October 13

Pretend Play and Imagination

- i. Thompson, B., & Goldstein, T.R. (2019). Disentangling Pretend Play Measurement: Defining the Essential Elements and Developmental Progression of Pretense. *Developmental Review*
- ii. Lew-Levy, S., Boyette, A. H., Crittenden, A. N., Hewlett, B. S., & Lamb, M. E. (2020). Gender-typed and gender-segregated play among Tanzanian Hadza and Congolese BaYaka hunter-gatherer children and adolescents. *Child Development*, 91(4), 1284-1301.
- iii. STUDENT: Lane, J. D., Ronfard, S., Francioli, S. P., & Harris, P. L. (2016). Children's imagination and belief: Prone to flights of fancy or grounded in reality?. *Cognition*, 152, 127-140.

9

October 18

Theory of Mind

- i. Wimmer, H., & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition*, 13, 103-128.
- ii. Sodian, B., Kristen-Antonow, S., & Kloo, D. (2020). How does children's theory of mind become explicit? A review of longitudinal findings. *Child Development Perspectives*, 14(3), 171-177.
- iii. STUDENT: Devine, R. T., & Apperly, I. A. (2022). Willing and able? Theory of mind, social motivation, and social competence in middle childhood and early adolescence. *Developmental Science*, 25(1), e13137.

October 20

Self Regulation/ EF

- i. Kochanska, G., Murray, K.T., & Harlan, E.T (2000). Effortful control in early childhood: Continuity and change, antecedents and implications for social development. *Developmental Psychology*, 36, 220-232.
- ii. Lensing, N. & Elsner, B. (2018). Development of hot and cool executive functions in middle childhood: Three-year growth curves of decision making and working memory updating. *Journal of Experimental Child Psychology*, 173, 187-204.
- iii. STUDENT: Raver, C., Blair, C., & Willouby, M., (2012) Poverty as a Predictor of 4-Year-Olds' Executive Function: New Perspectives on Models of Differential Susceptibility *Developmental Psychology*.

10 October 25 Emotion Regulation

- i. Halberstadt, A. G., & Lozada, F. T. (2011). Emotion development in infancy through the lens of culture. *Emotion Review*, 3(2), 158-168.
- ii. John, O. P., & Gross, J. J. (2004). Healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development. *Journal of personality*, 72(6), 1301-1334.
- iii. STUDENT: Eldesouky, L. & English, T. (2018). Another year older, another year wiser? Emotion regulation strategy selection and flexibility across adulthood. *Psychology and Aging*, 33, 572-585.

October 27 Grit and Mindset

- i. Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise and criticism: implications for contingent self-worth and coping. *Developmental psychology*, 35(3), 835.
- ii. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of personality and social psychology*, 92(6), 1087.
- iii. STUDENT: Gorski, P. C. (2016). Poverty and the ideological imperative: a call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education. *Journal of Education for Teaching*, 42(4), 378-386.
 - a. See also: Moreau, D., Macnamara, B. N., Hambrick, D.Z. (in press). Overstating the Role of Environmental Factors in Success: A Cautionary Note.
 - b. See also: Zissman, & Ganzach (2020). In a Representative Sample Grit Has a Negligible Effect on Educational and Economic Success Compared to Intelligence. *Social Psychological and Personality Science*.

11 November 1 Schooling

- i. Denham, S. A., Bassett, H. H., & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*, 40(3), 137-143.
- ii. Barnes, J. C., & Motz, R. T. (2018). Reducing racial inequalities in adulthood arrest by reducing inequalities in school discipline: Evidence from the school-to-prison pipeline. *Developmental Psychology*, 54(12), 2328.
- iii. Caravita, S., Di Blasio, P., & Salmivalli, C. (2009). Unique and interactive effects of empathy and social status on involvement in bullying. *Social development*, 18(1), 140-163.

November 3 Identity

- i. Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of personality and social psychology*, 3(5), 551.
- ii. Broesch, T., Callaghan, T., Henrich, J., Murphy, C., & Rochat, P. (2011). Cultural variations in children's mirror self-recognition. *Journal of Cross-Cultural Psychology*, 42(6), 1018-1029.
- iii. STUDENT: Galliher, McLean & Syed, (2017). An Integrated Developmental Model for Studying Identity Content in Context. *Developmental Psychology*.

12 November 8 Personality

- i. Orth, U., Erol, R. Y., & Luciano, E. C. (2018). Development of self-esteem from age 4 to 94 years: A meta-analysis of longitudinal studies. *Psychological bulletin*, 144(10), 1045.
- ii. Dweck, C. S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological review*, 124(6), 689.
- iii. STUDENT: Ion, A., Gunnesch-Luca, G., Petre, D., & Iliescu, D. (2022). Secular Changes in Personality: An Age-Period-Cohort Analysis. *Journal of Research in Personality*, 104280.

November 10 Sex/Gender

- i. Seavey, Katz & Zalk (1975). Baby X: The Effect of Gender Labels on Adults Responses to Infants. *Sex Roles*, 1, 103-109.
- ii. Townsend et al (2010). I'm no Jezebel: I am young, gifted and black: Identity, sexuality and black girls. *Psychology of Women Quarterly*, 34, 273-285.
- iii. STUDENT: Gülgöz, S., Glazier, J. J., Enright, E. A., Alonso, D. J., Durwood, L. J., Fast, A. A., ... & Olson, K. R. (2019). Similarity in transgender and cisgender children's gender development. *Proceedings of the National Academy of Sciences*, 116(49), 24480-24485.

13 November 15 Race and Ethnicity

- i. Dunham et al (2015). The development of race-based perceptual categorization: skin color dominates early category judgments. *Developmental Science*, 18, 469-483.
- ii. Mandalaywala et al (2018) The Nature and Consequences of Essentialist Beliefs About Race in Early Childhood. *Child Development*.
- iii. STUDENT: Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: a review of research and directions for future study. *Developmental psychology*, 42(5), 747

November 17 Prejudice and Intersectionality

- i. Rosenthal & Lobel (2011). Explaining racial disparities in adverse birth outcomes: Unique sources of stress for Black American women. *Social Science & Medicine*, 72, 977-983.
- ii. Lei, R F Leshin R.A. & Rhodes, M. (2019). The Developmental Roots of Black Female Invisibility. *Proceedings of the National Academy of Sciences*.
- iii. Brown et al (2019). Moving from the Margins to the Mainstream: Equity and Justice as Key Considerations for Developmental Science *Child Development Perspectives*.

14 November 22 Empathy

- i. Melchers, M., Montag, C., Reuter, M., Spinath, F. M., & Hahn, E. (2016). How heritable is empathy? Differential effects of measurement and subcomponents. *Motivation and Emotion*, 40(5), 720-730.
- ii. Soenens, B., Duriez, B., Vansteenkiste, M., & Goossens, L. (2007). The intergenerational transmission of empathy-related responding in adolescence: The role of maternal support. *Personality and Social Psychology Bulletin*, 33(3), 299-311.

- iii. STUDENT: Clay, Z., & de Waal, F. B. (2013). Development of socio-emotional competence in bonobos. *Proceedings of the National Academy of Sciences*, 110(45), 18121-18126.

November 24

No Class, Thanksgiving

15

November 29

Morality

- i. Hamlin, K. Wynn, K. & Bloom, P. (2007) Social evaluation by preverbal infants. *Nature* 450, 557-559.
- ii. Garrigan, B., Adlam, A. L., & Langdon, P. E. (2018). Moral decision-making and moral development: Toward an integrative framework. *Developmental review*, 49, 80-100.
- iii. STUDENT: Shaw, A., & Olson, K. R. (2012). Children discard a resource to avoid inequity. *Journal of Experimental Psychology: General*, 141(2), 382.
 - a. But see: Paulus, M. (2015). Children's inequity aversion depends on culture: a cross-cultural comparison. *Journal of Experimental Child Psychology*, 132, 240-246.

December 1

Aging, Death, and Dying

- i. Reed et al (2014). Meta-Analysis of the Age-Related Positivity Effect: Age Differences in Preferences for Positive Over Negative Information. *Psychology & Aging*.
- ii. Rosenblatt, P.C., (2008). Grief across cultures: A review and research agenda. In Stroebe, Margaret S. (Ed); Hansson, Robert O. (Ed); Schut, Henk (Ed); Stroebe, Wolfgang (Ed), (2008). *Handbook of bereavement research and practice: Advances in theory and intervention*. (pp. 207-222). Washington, DC, US: American Psychological Association, xiv, 658 pp. <http://dx.doi.org/10.1037/14498-010>
- iii. STUDENT: Schroepfer, T.A., Noh, H., & Kavanaugh, M. (2009). The myriad strategies for seeking control in the dying process. *The Gerontologist*, 49, 755-766.

ASSIGNMENTS AND RUBRICS

Class participation (10%)

Class discussions on the readings play a critical role in your success in the course. Effective class comments may integrate material from this and other courses, draw on real-world experiences and observations, address questions raised by others, or pose new questions to the class. High quality participation involves knowing when to speak and when to listen or allow others to speak. Take the time to think about how your comments will be received; comments that are vague, repetitive, unrelated to the current topic, or without sufficient foundation are distracting and do not move forward the discussion. *Those that are insensitive to other students in the class or are framed as personal attacks are unacceptable under any circumstances.*

If for any reason (social anxiety, language difficulties, etc) you feel that you will have problems speaking up in class, I have several methods for engaging in class participation without having to speak in class. Please set up an appointment to see me as soon as possible. This can include handing in a note with ideas and questions at the end of each class, or sending me a copy of your notes with questions or ideas integrated.

Criteria for assessment:

Strong Contributor: Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and are persuasively presented in a respectful manner. If the strong contributor person were not a member of the class, the quality of discussion would be diminished considerably.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If the adequate contributor were not a member of the class, the quality of discussion would be somewhat diminished.

Minimal Contributor: Contributions in class reflect minimal preparation. Ideas offered are occasionally but rarely substantive, and offer repetitive or obvious insights. Challenges are rarely presented, or are not persuasive if presented. If the minimal contributor were not a member of the class, the quality of discussion would diminish only slightly.

Non-Participant: The non-participant says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off track. Comments are insensitive to other students in the class. If this person were not a member of the class, valuable time would be saved and the comfort level of the class would be elevated.

Public Science/Engagement Assignment (10%) Due Sept 15th, 5pm, Blackboard

The Public Science Assignment can take one of three forms:

- 1) **"Flame" challenge.** The Flame Challenge comes from the Alan Alda Center where scientists explain a specific scientific concept to an 11-year-old. You can get links to

the winners from past years here: <https://www.aldacenter.org/outreach/flame-challenge/past-challenges>.

- a. Pick your own concept from developmental psychology and explain it to a child, either through a script or a video of approximately 5 minutes.
- 2) **Critique a blog** or news article about a peer reviewed scientific publication. 2-3 pages in which you summarize the peer reviewed article, summarize the blog/ news article, and critique where they got it right and where they got it wrong.
- 3) **Write a blog** about a peer reviewed scientific publication. Must include at least 1 infographic/ sharable visual for Instagram/ Pinterest. Can include multiple peer reviewed papers rather than just focusing on one, if you prefer.
- 4) **Write a script** for a book read for a teacher or parent to follow with children.

The goal of this assignment is for you to work on the public facing side of the science you are becoming an expert in. I'm open and flexible to how you'd like to best show me the ways in which you translate/ critique/ understand how science is adopted and understood by non scientists, and also the ways in which developmental and parenting research gets adapted both well and poorly, by non experts.

Response papers (15%) (3 papers, 5% each)- Due before class for day's readings
Submit before class, day of class on Blackboard (Response Paper #1, #2, #3)

You will be required to submit three two-page response papers. I recommend that you do not wait until the last three weeks to submit your papers. You are not allowed to submit a paper for a day that you are presenting in class, nor for the same day you submit a question. Papers should be in APA format (although there is no need for a formal reference section or title page, references within the text are enough), and should be 1 inch margins, 12 pt font, roughly 500 words (double spaced).

It is your responsibility to keep track of how many reaction papers you have submitted across the semester and make sure that 3 are submitted by the last day of class. Each assignment is listed under "Course Work" on Blackboard, and you can upload your file up until the beginning of that day's class time.

The reaction papers should discuss 1 or 2 critical issues of interest to you about 1 or more of the week's readings. *Do not spend more than 2-3 sentences summarizing the article.* Responses might include topics such as criticism of the readings and how future research may be able to improve on the work, an important related topic that was not covered by the readings and why it is important to be addressed, an idea for future research following up on the readings, or a way that the research in the readings could be applied to a real-world issue or setting, or other papers/ discussions connected to the class so far.

Papers will be graded on their understanding of the articles assigned and thoughtfulness in their response. You do not have to cite all of the weekly readings. Often, just one point from one of the articles will do. However, these responses are more than just a way to show me that you have read the articles. They are a way to show me that you have thought about the implications of the articles and they way in which the research on this topic has come together towards a common conclusion.

Merely saying "there should have been more participants", "more gender/ ethnic diversity" or "more socioeconomic diversity" is not enough. You have to tell me *why* these elements are important to the findings and *how* findings might differ across groups.

I will read ONE draft over the course of the semester. Usually, it's a good idea to send me the draft for your first response. If you would like me to read a draft (for Tuesday OR Thursday), please send it by

8am on Sunday, the day before it's due. I will have it back to you by **11pm on Sunday** night, giving you Monday to revise, or decide to wait until another week. I will only do this once, however!

Rubric:

- 0: Does not critique/ no response / unrelated
- 1: Does not bring in new thought, does not cite literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.
- 2: Partially brings in new thought, does not cite enough literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.
- 3: Somewhat goes beyond literature in conclusion only vaguely citing literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.
- 4: Comes to some new insight or conclusion, citing literature from the week. Moderate integration of research and discussion, may go beyond reporting what is in the text, but provides little evidence of reflection and thinking of broader implications.
- 5: Brings up new materials, new insights or strong conclusions, citing literature from the week. Integrates research and discussion; goes beyond reporting what is in the text and provides evidence of reflection and thinking of broader implications.

Response questions (6%) (3 sets of questions, 2% each)- Due before class for day's readings

For classes in which you are not presenting, and are not submitting a paper, you can **write 2 discussion questions** related to that week's readings. It is your responsibility to keep track of how many weeks you have submitted questions across the semester and make sure that you have submitted 3 days of questions by the last day of class. You are encouraged to share your questions during class discussion, and the questions would include the same types of topics as described above for the reaction papers. Again, merely saying there should have been more diversity of gender, SES, or race/ethnicity is not enough. Why, or how this matters should be inherent in the question you propose. You will receive 1 point for each question that shows a level of thought about the articles assigned that shows you have read all the articles for the week.

1+1 Class presentation (24%)- In class, date assignments made on Day 1 of class.

Your class presentation is in the format of an article presentation, critique and addition. Your job is to take the article assigned to the student for the week, and present it to the class. Then, you need to provide at least one critique or question the article leaves open. Then, your job is to present a second article (your +1) that has something to do with that critique or question. This can be a follow up from the same lab, a different lab, a completely different measure or population with the same topic, etc.

You should start with the QALMRI method, and move from there. Of your 20 minutes, spend 7 minutes on the original paper. Then, bring in the additional paper. Leave at least 5 minutes for class discussion, either distributed throughout the presentation or at the end. Present a question or two you can make sure your fellow students will be able to answer/ think about. You should assume everyone in the class has read the assigned article, but not the follow-up. The discussion can be all at the end, or can be integrated into the presentation, piece by piece.

I have purposefully chosen foundational or discussion-changing articles in Developmental Psychology. From this starting point, there are multiple directions you could take. I recommend reading all of the readings for the week before you begin to think about where you could go with your assigned article. You could explore further research from the original lab that goes deeper into detail on the

phenomenon. You could find articles that propose alternative theories, find other results, or begin a controversy. You could bring up related topics and how the different processes work together. You could look into the neural correlates of the phenomena. You could look at the development of the phenomena across the lifespan, or across cultures and environments.

Be *creative, thoughtful and thorough*. By the end of your presentation, we should be knowledgeable not only about the article assigned, but about a related article.

In the week or so before your presentation, I **HIGHLY** recommend you set up a meeting with me or come to my office hours. I can give you many more articles to look at, depending on the direction you would like to go, and can make suggestions to ensure your presentation is a successful one! Once you have completed your powerpoint, please upload onto blackboard. You can do this up until class time on the day of your presentation.

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|--|--|
| 1. Organization and Clarity: Articles are on the same topic, appropriate to class, related to section of class. Stayed in time limit. | Articles not related or not appropriate to topic. | Articles related but not appropriate/ appropriate but not related. | Articles mostly related or mostly appropriate <10 min ; >30min | Articles mostly related, well chosen, go slightly off topic. <15 min; >25 min | Articles well chosen, related to each other and the topic. 20 minutes long. |
| 2. Foundational article summary: Foundational article is summarized completely and clearly | Summary not given; is vague | Summary given but not clear, misses key points | Summary mostly clear and covers most of article | Summary clear and covers most of article, importance not recognized. | Summary clear and covers entire article, importance recognized. |
| 3. Depth of presentation: Foundational article is used to spark an interesting open question, answered by additional article. | Discussion is too narrow/ not in depth/ doesn't come from article. | Discussion is moderately narrow, only tangentially related to article. | Discussion related to article, mostly answers question. | Discussion related to article, builds slightly/ | Discussion related to article and builds on it to explore a question. |
| 4. Thoughtfulness of presentation: Additional material presented clearly and well. | Additional material not well presented. | Additional material vague or not clear. | Additional material presented mostly clear. | Additional material presented clearly and moderately well. | Additional material presented clearly and well. |

| | | | | | |
|--|----------------------|------------------------|---|---|--|
| 5. Class discussion: Leading clear and thorough class discussion. | No class discussion. | Class barely involved. | Class moderately involved. Less than 2 minutes. | Class somewhat involved, moderate discussion, <4 minutes. | Gets class involved, sparks full discussion. Full 5 minutes. |
|--|----------------------|------------------------|---|---|--|

Final paper (Total = 35%)

Please see the folder on “How to Write a Lit Review” with some general discussions/ tips/ etc on blackboard.

Topic Approval (1%) Due November 8th 5pm, on Blackboard

You should attend office hours or email to check in about your topic at least once before November 8th, or email me with a possible topic. Once we have discussed it, you can upload onto Blackboard for grading.

Annotated Bibliography (2%) November 17th, 5pm, Blackboard

At least 10 empirical (that means there is data in the article) articles that you plan on referencing as part of your final paper. Below each reference, write a one sentence summary of what the authors found, or why the paper is integral to your topic.

Outline (2%) Due Nov 29th, 5pm, Blackboard

A one-page (or more!) outline of the paper, with each of the major sections and the ideas you hope to explore in each section. This can be more complete than an outline, but at least an organization of topics is required.

Paper (30%) Due Thursday, December 8th, 5pm, Blackboard

All students will be expected to write a final paper that integrates theory and research on some aspect of development. For their final papers, students have a choice of either analyzing additional material on topics that were covered in class or reviewing the literature on a topic that was not addressed in class but is directly relevant to the class material. The final paper can take two forms: either a thorough and integrative literature review that explores and identifies gaps in the literature or a study proposal to answer an outstanding question in the literature. Thus, select a question or a developmental issue that is of particular interest to you and explore the current research literature (as defined by articles in developmental or closely related developmental research journals). The journal articles selected should provide empirical data related to your topic and/or question.

Topics for final papers must be approved by me, and there are a series of due dates before the final due date to ensure you are keeping up with your paper. The paper must be on developmental issues, within social, emotional, or cognitive development. The paper should be typed, double spaced, and 20 pages in

length. Title page, abstract, and references do not count in the 20 page limit. Grades on the final paper will be based on the quality of writing, the thoughtfulness of the paper, and on how well developmental theory and research are integrated. No late papers accepted.

The paper should have the following components:

- Title Page
- Abstract (200 words) (on a separate page)
- Body of the paper: Begin with statement of the question, then review the evidence (which may include evidence favoring conflicting views), then come to a conclusion about what the evidence you have reviewed shows. Use subheadings to separate major parts of the paper, including one called "Conclusions". (This is the 20 pages).
- References (starting on a new page)

Topics:

You can write on any topic we have covered in class, but there are many other topics within development that we do not touch on. The key is to pick a topic you are inherently interested in, that is both broad enough that there is empirical literature to review for 20 pages, and narrow enough that you can take a "deep dive" into the research. I encourage you to use this as part of a literature review for your dissertation, comps preparation, etc!

For example, you could also write on:

- Children's trust in testimony
- Children's understanding of essences
- Children's artistic development/ the role of the arts in development
- The development of memory
- The development of executive functioning
- The effects of media engagement on children
- Prenatal development and academic achievement
- Bilingualism
- Parenting practices and cognitive/social outcomes
- The development of sexual and gender identity
- The effects of nature and nature on a particular cognitive development
- Morality and its origins
- Self regulation and its relationship to emotion regulation
- Daycare and stay at home parent care in cognitive and social development
- The development of the understanding of death

| Criteria | Point Distribution | | | | |
|---|---|--|---|---|--|
| | 1 | 2 | 3 | 4 | 5 |
| 1) Organization, Clarity, Writing style | Thesis of paper unclear or missing | Thesis of paper vague, paper disorganized | Thesis of paper ambiguous, paper moderately organized | Thesis of paper moderately clear, paper somewhat organized | Clear thesis of paper, with organized topics around thesis |
| 2) Literature choice/ Why topic is relevant for study | Papers unrelated to each other, no relevance given | Papers reviewed not really related, passing relevance given | Papers reviewed somewhat related, weak relevance given | Papers reviewed related, moderate relevance given | Papers reviewed clearly related to each other, strong relevance given |
| 3) Review 1: Critique, Commentary and Insights from literature review | Papers reviewed without critique, commentary, or insight | Papers reviewed with only passing critique and commentary | Papers reviewed with good critiques and commentary, but no real insight | Papers reviewed with good critiques and commentary, only passing insight | Papers reviewed with thorough and insightful critiques and commentary |
| 4) Review 2: Tell a story throughout the literature review | Papers do not build on each other, no story given | Papers don't really build on each other, don't tell a strong story | Papers somewhat build on each other, could lead to conclusions but not strongly | Papers are somewhat organized and tell a moderately related story, or only moderately lead to conclusions | Papers are organized to tell a story, build on each other, and lead to conclusions |
| 5) Conclusions | Conclusions not based on papers, or direct copies of conclusions already made | Conclusions directly from papers without insight | Conclusions based on papers, does not present new theory or idea | Conclusions build somewhat on papers, presents moderately new idea | Conclusions go beyond any one paper to build a new theory or idea for the field |
| 6) Technical points | Major pervasive errors in spelling, grammar, formatting | Major (5+) errors in spelling, grammar or formatting | Minor (4-5) errors in spelling, grammar or formatting | Only 1 or 2 errors in spelling, grammar or formatting | No errors in spelling, grammar or formatting |

*If you are proposing a new study, the grading of that study will be included in the grading of the literature reviews and conclusion sections.

Rubric for Final Paper

_____/1pt: Topic Approval and Discussion

_____/2pts: Bibliography on 10 papers

0: Late/ < 6 Papers/ Not real summary sentences

1: 6-9 Papers/ Papers not on same topic/ Summaries incomplete

2: 10 Papers, all on same topic, with complete 1 sentence summaries

_____/2pts: Outline of paper

0: Late, no sections, no ideas

1: Less than one page, or sections but no ideas

2: One page or more outline, with each major section and ideas for each section

_____/30pts: Final Paper (**See rubric below**)

Total: ____/35 pts

Additional points:

No APA formatting -5pts

Major APA formatting errors -3pts

Minor APA formatting errors -1pt

Fewer than 19 pages -3pts

More than 21 pages -3pts

More than 3 spelling/ grammatical errors -5pts

Official Mason Syllabus Information

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Class Cancellation Policy: This class will entail frequent use of email, blackboard, PowerPoint, etc. Please check blackboard and your email regularly. If class is cancelled, I will notify you by email/blackboard and how we will make the time up.

Accommodations: Disability Statement: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474.

Honor Code: George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student's responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: <http://oai.gmu.edu/the-mason-honor-code-2/> All violations of the Honor Code will be reported to the Honor Committee.

Grading:

| Grade | Percentage | Quality Points | Graduate Courses |
|-------|------------|----------------|------------------------|
| A+ | 98-100 | 4.00 | Satisfactory/Passing |
| A | 93-97.99 | 4.00 | Satisfactory/Passing |
| A- | 90-92.99 | 3.67 | Satisfactory/Passing |
| B+ | 87-89.99 | 3.33 | Satisfactory/Passing |
| B | 83-86.99 | 3.00 | Satisfactory/Passing |
| B- | 80-82.99 | 2.67 | Satisfactory*/Passing |
| C | 70-79.99 | 2.00 | Unsatisfactory/Passing |
| F | Under 70 | 0.00 | Unsatisfactory/Failing |

You must do the readings before class (including readings for student presentations) and come prepared to actively discuss. If there is a reason why you cannot attend, please email me in advance. If you cannot participate one day and do not want to be called on, please let me know BEFORE class, and I will avoid calling on you.

How to do well in this class:

- Read every article and make a QALMRI
- Make notes in the article, or list questions you have on a separate piece of paper
- Come to class prepared to discuss and think about the article

Make up/ Extension Policy: I hold a policy of generosity when it comes to late/ make up work. However, I require as much advance notification and planning as possible. I want you to do your best work, and to present to me your best work. However, I also have a very full schedule, and cannot

grade to each individual student's schedule. Therefore, you MUST LET ME KNOW when your work is going to be submitted after the grading period begins.

Attendance: Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide me, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide me a letter from a university official stating the dates and times that participation in the activity would result in the student missing class.

Plagiarism: *What is Plagiarism?* **Plagiarism** (v.) is the act of taking undeserved or unwarranted credit for something. **Plagiarism** (n.) is something represented in a plagiaristic fashion.

Severe plagiarism (a.k.a. "copying") is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person's work as one's own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of "copy-and-paste" from published articles or internet sources such as Wikipedia. Papers copied from the internet are typically obviously copied, and can be located on the internet with a simple Google search.

Irresponsible plagiarism (a.k.a. "omission") is the act of paraphrasing or quoting from a source, without giving credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied). Please be aware that not only do ideas need to be cited, but they should also be stated *in your own words*.

Self-plagiarism (a.k.a. "recycling") is the act of representing one's own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not seem as bad as stealing another person's work, but it is *deceptive*, and therefore unacceptable.

Should I Plagiarize? You should absolutely not plagiarize. You will be caught and there will be severe consequences. Sometimes students tell me that they do not know what constitutes plagiarism. All students should go to <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and read this site carefully. Clear examples are provided about the difference between using a secondary source correctly and plagiarizing from it.

I use "Turn It In" which compares your paper to a large library and database of previously submitted and internet-sourced papers and tells me if there is overlap. I do not have a 'minimum' percentage for failure, and instead take each example of plagiarism separately.

General classroom management:

- It goes without saying that we are all adults and behavior that shows respect for yourselves, your classmates, and the educational process is expected.
- Please turn cell phones OFF during class. Not vibrate, off.
- Computers are allowed for note-taking purposes ONLY.
- Courtesy is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or early, please do so quietly.

- The instructor reserves the right to change the syllabus if necessary.
- In the event that the instructor wishes to disseminate information to the entire class outside of the classroom, an email will be sent to all students' Mason email addresses. It is the students' responsibility to regularly check email at this address. It would be wise to check email the morning of class. There may be announcements regarding assignments or lecture that would be a good idea for you to see.

Important Dates:

Last day to add: Aug 29, 2022

Last day to drop: Sept 6, 2022

Unrestricted Withdrawal Ends: Sept 27, 2022

Monday is Tuesday: Oct 11, 2022