

**THEORIES OF DEVELOPMENT (PSY 4140, 24585)**  
**WEBER STATE UNIVERSITY, FALL 2024**  
**T 1:30– 4:00 PM, VIRTUAL**

I'm committed  
to your success  
at Weber State!



**PROFESSOR:** Dr. Leigh Shaw

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**WEBPAGE:** <http://weber.edu/lshaw>

**VIRTUAL STUDENT HOURS:** 30 min before class, always available by appt.

### **WHAT IS A CAPSTONE COURSE?**

In an architectural context, a capstone is the top stone placed at the top of a wall or other structure. In an academic context, a capstone is a final course that completes a student's major. A capstone provides you with the opportunity to integrate, apply, and reflect on many aspects of the psychology major in one course experience and to demonstrate comprehensive learning in the major through some type of product or performance. Capstones should emphasize context by embedding psychology in a broader social, cultural, and historic framework and by helping you understand the place for psychology in our interconnected world.

The capstone serves two purposes: 1) to allow Psychological Science majors a final opportunity to practice and demonstrate the critical thinking, reflection, and integrative learning skills needed to succeed after graduation, and 2) to allow the department a final opportunity to assess whether it has met its mission to train students to be psychologically literate citizens who can engage in scientifically- and ethically-informed judgments, decision-making, and actions.

### **COURSE DESCRIPTION**

This capstone will examine current research and theoretical models that focus on the development of children. You will read various theories of development to explore 1) the main issues they address (i.e., "*What is the basic nature of humans? Is development qualitative or quantitative? How do nature and nurture contribute to development? What is it that develops?*"), 2) the mechanisms of development, 3) applications, 4) strengths and weaknesses, and 5) contemporary research to highlight how the theory is alive today. Finally, you will synthesize your learning in oral and written formats to address the question, "*What is my theory of development?*". You will understand how developmental theory provides a "*big picture*" framework for understanding the significance of research in developmental psychology.

### **COURSE GOALS AND OBJECTIVES**

By means of reading, analyzing, writing, presenting, and participating in class:

Goal 1: You will develop a knowledge base in developmental psychology and apply that knowledge to your life.

Objectives: You will accurately identify developmental concepts and theories, including mechanisms of development, compare and contrast theories of development, recognize that psychology uses the scientific method and constructs theories to describe human development, and apply your knowledge to your life and social issues.

Goal 2: You will hone scientific inquiry and critical thinking skills.

Objectives: You will accurately use scientific reasoning to interpret developmental phenomena, demonstrate psychological literacy in your understanding of developmental issues, and incorporate sociocultural factors into scientific inquiry of human development.

Goal 3: You will develop ethical and social responsibility in a diverse world.

Objectives: You will apply ethical standards to evaluate developmental science and application, build and enhance interpersonal relationships, recognize and adopt psychological values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) that build community.

Goal 4: You will develop professional communication and technological skills.

Objectives: You will gain analytical skills through reading and reflecting on research, develop effective writing for different purposes and professionally communicate your understanding of developmental concepts and theories to others in written and oral formats exhibiting appropriate technological skills to support your communication.

Goal 5: You will develop as a professional in the field of psychological science.

Objectives: You will apply psychological content to personal and/or professional goals, exhibit self-efficacy and self-regulation, and refine project management skills.

## **COURSE FORMAT, EXPECTATIONS AND ETIQUETTE**

- ❖ This course will be taught via Zoom, which you can access via a PC/laptop/cellphone ([how to use Zoom](#)) in a synchronous format and with a set course schedule. All course material is available in Canvas.
- ❖ Our class sessions are critical for learning together, so plan to attend all Zoom class meetings (see Zoom tab) on-time and with your camera on. I understand that it may be challenging to keep your camera on for the entire class due to poor internet connection, interruptions in your study environment, and so on. I ask that you do your best and communicate with me so I can better understand your needs and how you can contribute to class. To support your privacy, you can use a virtual background to replace your real background.
- ❖ Please keep your microphone muted as the default. If you are logging into class meetings from a public space, including on campus, you should use headphones with built-in microphones. Even though “muting” is your default, our learning depends on your contributions to our discussion and participation is part of your course grade. Please physically raise your hand, use the virtual “raise hand” or Chat functionality so we minimize talking over each other.
- ❖ It’s easy to change your name and indicate your pronouns on Zoom. On the Zoom in-meeting controls, click Participants. Hover your mouse over your name, then click the ellipses. Click rename. A pop-up box will appear in which you can enter your display name and pronouns.
- ❖ I will do my best to use approaches that encourage active participation and I hope you will take advantage of them. One of these approaches is the breakout room feature to facilitate smaller group discussions. I may randomly assign you to a breakout room or I may assign teams. As the host, I can circulate among the breakout rooms to check-in on your discussion and help. You can use the whiteboard features in the breakout rooms to record ideas.
- ❖ I will record our Zoom meetings, and you will be asked to consent when you join. Recordings will not be shared with anyone outside of our class and they will only “live” in our course. I will share recordings with you based on our communication about your course engagement.
- ❖ In addition to the obvious – reading chapters before they are discussed in class, completing assignments on-time, and contributing to class discussions – I welcome your feedback regarding how well the class is meeting your needs. I will follow the course schedule and work to create and maintain a class atmosphere in which you feel free to listen to others and express your views and ask questions to increase your learning. We will treat each other with respect and patience – we are all learning and growing.

## **COURSE POLICIES**

Course policies ensure that the classroom is a safe environment for your learning. Policies on diversity and inclusivity, respect for persons, discriminatory harassment, reasonable accommodation, attendance and class conduct, email etiquette, course recordings, use of Gen AI and academic dishonesty are provided in Canvas (see Modules).

## **ACADEMIC AND SOCIAL SUPPORT SERVICES**

I am excited to help you on your path to learn about developmental psychology, successfully complete my course, and continue on your path toward graduation. Unfortunately, sometimes our path will encounter roadblocks, such as food insecurity, physical and mental health challenges, and family and work-related issues, that threaten your progress. Weber State wants to keep you on your path toward your dreams. Thus, you have available to you many resources to support you academically (e.g., tutoring, Writing Center), technically (e.g., hardware and software for learning), and to be a successful and healthy student (e.g., child care, food pantry, financial aid, campus recreation, counseling and psychological services). Please avail yourself of these resources to “be brilliant” at Weber.

## **REQUIRED MATERIALS**

**Textbook:** Miller, P.H. (2016). *Theories of Developmental Psychology* (6<sup>th</sup> ed). Worth Publishers.

ISBN:9781429278980. Day One Access (<https://www.weber.edu/financialservices/DayOneAccess.html>).

**Technology:** Because this course is delivered virtually over Zoom, you need access to a personal PC/laptop or cellphone with internet connection. If you lack technology resources, there is [campus support](#).

**Canvas:** From the “Courses” tab, click on “PSY 4140” to access the syllabus, readings, discussion boards, assignments, and stay current with announcements and grades.

## COURSE ASSESSMENTS

	<u>Points</u>	<u>~% of Total</u>	<u>Learning Goals</u>
Course Attendance/Participation	120 (12 @ 10 pts)	24	1, 2, 3, 4
Weekly Debrief Quiz	65 (13 @ 5 pts)	13	1, 2, 3, 4
Review & Reflect Papers	150 (3 @ 50 pts)	30	1, 2, 3, 4, 5
"My Theory of Development" Paper	80	16	1, 2, 3, 4, 5
Revolutionary Study Presentation	80	16	1, 2, 3, 4, 5
<b>TOTAL</b>	<b>495</b>	<b>100</b>	

All assessments - except participation and the presentation - have a **24-hour grace period**. Grades are earned, not negotiated. All students receive every possible consideration to ensure their final grade reflects their course performance. Final grades will be assigned based on the percent of total points earned, as follows:

<b>A</b>	(100 - 93%)	<b>B</b>	(86.9 - 83%)	<b>C</b>	(76.9 - 73%)	<b>D</b>	(66.9 - 63%)
<b>A-</b>	(92.9 - 90%)	<b>B-</b>	(82.9 - 80%)	<b>C-</b>	(72.9 - 70%)	<b>D-</b>	(62.9 - 60%)
<b>B+</b>	(89.9 - 87%)	<b>C+</b>	(79.9 - 77%)	<b>D+</b>	(69.9 - 67%)	<b>E</b>	(59.9 - 0%)

### COURSE ATTENDANCE/PARTICIPATION (24% OF COURSE GRADE)

- ❖ **Purpose:** Learning is a collaborative process contingent on our engaged participation. You are responsible for attending, asking questions, and making thoughtful contributions to class discussion based on your careful reading of the assigned material.
- ❖ **Task:** Excluding week 15, we will meet 13 times to discuss course material. You are expected to attend each class and to be prepared to discuss the readings in depth and contribute in meaningful ways to class discussion.
- ❖ **Criteria for Success:** Class participation is worth **10 points** (see rubric in Canvas). Students who earn full points have their cameras on, fully engage in activities, lead discussion, support their classmates, report out from breakout groups, raise insightful questions, and engage in ways that reveal their careful reading and integration of material. You may miss 1 of the 13 regular classes without penalty. If you miss more than 1 class without my permission, your final grade will be docked by 3% for each subsequent missed class. I understand you may encounter challenges. There is no penalty for missed classes (to a point) because of extenuating circumstances, which will be determined via collaboration between instructor and student. Course participation is critical to your success. For example, if you miss 3 unexcused classes, 9% will be docked from your final grade. If you attend all 13 classes, your lowest score will be dropped from your final grade (only the highest 12 scores will count toward your final grade).

### WEEKLY DEBRIEF QUIZ (13% OF COURSE GRADE)

- ❖ **Purpose:** To give you the opportunity to engage in a structured reflection on the value of a given theory for your emerging theory of development. The debrief is *not* intended to share what you "liked" about class discussion. Your purpose is to reflect on something from that theory that may inform your emerging theory of development.
- ❖ **Task:** After each class (Week 2-14), you will complete and submit that week's debrief quiz in the Canvas module.
- ❖ **Criteria for Success:** Debrief quizzes must be submitted in Canvas by **4 pm on Wednesdays** (see Course Schedule). While debriefs have a firm due date, you have a **24-hour grace period** to submit late debriefs for full credit. No debrief quizzes will be accepted beyond the grace period.

### REVIEW AND REFLECT PAPERS (30% OF COURSE GRADE)

- ❖ **Purpose:** Papers give you the opportunity to **review** key concepts from and **reflect** on the meaning of the week's readings for you. Papers are designed to develop your skills of critical thinking, reflection, integration, and professional writing necessary for success after graduation.
- ❖ **Task:** You will submit 3 papers that **review** key concepts from and **reflect** on the meaning of the week's readings for you. R&R papers give you an opportunity to establish an informed opinion on a theory (and its assumptions) *before* talking about it in our weekly discussion. The act of writing facilitates learning, in part, because it forces us to clarify our thoughts and to focus our attention, and it highlights the limits of our understanding. The language in your R&R papers does not have to be formal as in journal writing. Expressive and conversational language, including the use of the first person ("I"), is acceptable as long as concepts are defined and referenced.
  - The **review section** of your paper should summarize the major idea(s) of the week's readings. I do not expect an exhaustive outline. It's typically helpful to review the theory's position on developmental issues and mechanisms of development, as well as some information about the general orientation of the theory. Papers

should *not* be a mere chronological summary of the readings; you should articulate the major points the author is trying to convey with clear definitions and well-justified claims.

- The **reflection section** of your paper should voice your thinking about what you read. We tend to use reflection when we are trying to make sense of how diverse ideas fit together, when we are trying to relate new ideas to what we already know, or when new ideas challenge what we already know. The reflection section of your paper gives you the opportunity to take the learning inside of you and set it out for us to share as a means of discovery and development. Consider discussing what ideas resonated with you and/or what ideas frustrated you and why. This section should integrate and apply material.

**Reference information:** I have provided you with the readings and references in the syllabus. No reference page is needed in your papers. However, you always have to use APA format for in-text citations and when you quote material from the readings. For example, “Miller (2016) discussed...” or “Newman and Newman (2015) outlined the requirements of a good theory...” or “insert direct quote here” (Miller, 2016, p. 89).

- ❖ **Criteria for Success:** R&R papers are due in weeks 4-13. **Group 1** will submit papers on weeks #4, 7, 10; **Group 2** will submit papers on weeks #5, 8, 11; **Group 3** will submit papers on weeks #6, 9, 12. Paper groups will be decided in week 1. If you skip a paper in your block, you are required to write a paper for week #13 (makeup). Papers are due by **9 am on Tuesdays, before class** (see Canvas). You have a **24-hour grace period** to submit late papers for full credit. After the grace period, late papers are marked down 10% per 24-hour period, and are not accepted after **3 days late**. There is no penalty for late papers because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me within a day of the due date to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion. Exemplary papers are typically ~5-6 double-spaced pages. Papers are worth 50 points. They are graded for review and synthesis of main ideas (25 pts), reflection on the implications and/or personal relevance of the ideas (20 pts), and writing style (see rubric in Canvas).

### “MY THEORY OF DEVELOPMENT” PAPER (16% OF COURSE GRADE)

- ❖ **Purpose:** As we end the course, we have covered the value of developmental theories and ~12 theories of development. I want you to reflect on what you wrote in your weekly debrief quizzes and your review and reflect papers, as well as how your thinking has changed over the course as you take up the following questions about development in this paper.
- ❖ **Task:** Your paper must address each of the following topics:
  1. Based on what you have learned, articulate your position on the *four developmental issues* (i.e., human nature, qualitative versus quantitative development, nature versus nurture, what develops). Your discussion must include quotes from the readings with appropriate citations, definitions and discussions of key concepts, and your personal reflection on their meaning for your position.
  2. Articulate how your *views of development* are the same and/or different from the start of the course; that is, discuss change and continuity in your views of development. What do you now understand about developmental theories, in general, or about a particular theory that you did not understand or had not considered before this course?
  3. Use at least one theory from class to discuss your expected *future development*. From the lens of this theory, how and why will you grow and/or stay the same in terms of personality, cognition, social processes, mental health, physical health, happiness and well-being?

This paper should be ~6-8 double-spaced pages with APA-formatted in-text citations. For example, “Miller (2016) discussed...” or “Newman and Newman (2015) outlined the requirements of a good theory...” or “insert direct quote here” (Miller, 2016, p. 89). No reference page is necessary if you are citing material provided in the course.

- ❖ **Criteria for Success:** The paper is due on **Friday, 12/6 at 9 am**. You have a **24-hour grace period** to submit late papers for full credit. After the grace period, late papers are marked down 10% per 24-hour period, and will not be accepted after **3 days late**. There is no penalty for late papers because of extenuating circumstances, which will be determined via collaboration between instructor and student. Reach out to me within a day of the due date to discuss the circumstances preventing your timely completion so we can negotiate a deadline for completion. The paper is worth 80 points, and will be graded for your position on the basic nature of humans (10 pts), whether development is quantitative or qualitative (10 pts), the contributions of nature and nurture to your theory of development (10 pts), and what it is that develops (10 pts), as well as your reflection on your learning and views on development (15 pts), consideration of your future development in the context of a specific theory (15 pts), and quality of writing (10 pts) (see rubric in Canvas).

**“REVOLUTIONARY STUDIES IN CHILD PSYCHOLOGY” PRESENTATION (16% OF COURSE GRADE)**

- ❖ **Purpose:** Theories are valuable, in part, because they guide future research. Theories stimulate new research methodologies, new observations, and may make us take a second look at familiar behavior. Dixon wrote “*Twenty Studies that Revolutionized Child Psychology*” (2<sup>nd</sup> ed., 2016) “to spread enthusiasm for child psychology by laying out the field in the context of 20 studies that have revolutionized our way of thinking about children” (p. 4). The revolutionary studies in Dixon’s book provide applications, extensions, and/or challenges to many of the developmental theories in this course.
- ❖ **Task:** You will choose one chapter from Dixon’s book (see table below; complete Ranking Survey) and give a ~20-25-minute presentation with the aid of PowerPoint/Canva or other presentation software to the class. Chapters are provided in Canvas (see Modules).
  - Your presentation will provide a brief biographical sketch and/or historical context for the study, outline the study and key concepts accurately and completely, present the material in an organized way, and engage your peers in questions about your study that will frame our weekly discussion of the relevant theory.
  - The presentation must include the reference (i.e., the title of the article reviewed in the Dixon chapter). The use of other materials and/or activities is encouraged (e.g., video clips illustrating the study, photos of the researchers) but they must be approved by Dr. Shaw. Presentations should be professional in manner and tone.
- ❖ **Criteria for Success:** Presentations are worth 80 points (see rubric in Canvas) and due by class time on the week you choose. Because of the size of the class, I may restrict presentations to one per week.

TOPIC/WEEK	REVOLUTIONARY STUDY	DIXON CH #: THEME	STUDENT
Ethology, 7	Harlow & Harlow (1965). <i>The affectional systems.</i>	#16: <i>She loves me, but she loves me not</i>	
	Bowlby (1969). <i>Attachment and Loss Vol. 1.</i>	#17: <i>The invisible bungee cord</i>	
	Ainsworth et al. (1978). <i>Patterns of attachment: A psychological study of the Strange Situation.</i>	#18: <i>What a Strange Situation</i>	
Developmental Neuroscience, 8	Hubel & Wiesel (1962). <i>Receptive fields, binocular interaction and functional architecture in the cat’s visual cortex.</i>	#9: <i>Developmental lessons from kitten brains</i>	
	Werker & Tees (1984). <i>Cross-language speech perception: Evidence for perceptual reorganization during the first year of life.</i>	#10: <i>Was it something I said?</i>	
Sociocultural, 9	Vygotsky (1978). <i>Mind in Society: The Development of Higher Psychological Processes.</i>	#4: <i>A Marxist revolution in psychology</i>	
Bioecological, 10	Bronfenbrenner (1977). <i>Toward an experimental ecology of human development.</i>	#14, <i>Governments, grade schools, and grocery stores: Multiple levels of influence</i>	
Social Learning, 11	Bandura et al (1961). <i>Transmission of aggression through imitation of aggressive models.</i>	#12: <i>Monkey see, monkey do</i>	
	Mischel et al (1989). <i>Delay of gratification in children.</i>	#15: <i>Patience makes the heart grow fonder</i>	
Developmental Psychopathology, 13	Thomas, Chess & Birch (1968). <i>Temperament and behavior disorders in children.</i>	#19: <i>“If you were born first, I would’ve stopped”</i>	
Theories Today, 14	Thelen & Ulrich (1991). <i>Hidden skills: A Dynamic Systems analysis of treadmill stepping during the first year.</i>	#6: <i>Children in chaos &amp; Dynamic Systems theory</i>	
	Baron-Cohen et al (1985). <i>Does the Autistic child have a “theory of mind”?</i>	#22: <i>Mind over matter</i>	
	Premack & Woodruff (1978). <i>Does the chimpanzee have a theory of mind?</i>	#7 (1 <sup>st</sup> ): <i>“Do you know what I know?”</i>	

**EXTRA CREDIT REFLECTION**

- ❖ You are invited to submit the optional extra credit reflection at the end of the course if you have completed the required coursework (i.e., you have missed no more than 1 class and 2 debriefs). Extra credit cannot be submitted to make up for a missed paper/presentation.
- ❖ The reflection paper is described in Canvas and due on **12/6 at 9 am**. You have a **24-hour grace period** to submit a late reflection for full credit. Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., C+ to B-). Partial, late, or substandard completion of the paper will give you *no* extra credit points.

## COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS (TEXT, CANVAS)	ASSIGNMENT (by 9 am)
1	8/27 8/30	Course Overview		<i>Rev Study Rank Survey (4 pm)</i>
2	9/3 9/4	Introduction to Theory	Miller Ch 1; Newman Ch 1	<i>Debrief Quiz (by 4 pm)</i>
3	9/10 9/11	Early Theories Gesell's Maturation Theory	Crain Ch 1 Crain Ch 2	<i>Debrief Quiz (by 4 pm)</i>
4	9/17 9/18	Psychoanalytic: Freud	Miller Ch 3 (95-131)	<i>R&amp;R paper (Group 1)</i> <i>Debrief Quiz (by 4 pm)</i>
5	9/24 9/25	Psychoanalytic: Erikson	Miller Ch 3 (132-152) Crain Ch 12	<i>R&amp;R paper (Group 2)</i> <i>Quiz (by 4 pm)</i>
6	10/1 10/2	Constructivism and Piaget	Miller Ch 2	<i>R&amp;R paper (Group 3)</i> <i>Debrief Quiz (by 4 pm)</i>
7	10/8 10/9	Ethology & Evolution	Miller Ch 5 (211-248) Newman & Newman Ch 2	<i>Revolutionary Study Talks</i> <i>R&amp;R paper (Group 1)</i> <i>Debrief Quiz (by 4 pm)</i>
8	10/15 10/16	Developmental Neuroscience	Miller Ch 5 (248-275) Belsky et al. (2007) 300-304 van IJzendoorn... (2011) 305-310 Conradt (2017) 107-112	<i>Revolutionary Study Talks</i> <i>Midterm Feedback (by 10/23)</i> <i>R&amp;R paper (Group 2)</i> <i>Debrief Quiz (by 4 pm)</i>
9	10/22 10/23	Vygotsky's Sociocultural Theory	Miller Ch 4	<i>Revolutionary Study Talks</i> <i>R&amp;R paper (Group 3)</i> <i>Debrief Quiz (by 4 pm)</i>
10	10/29 10/30	Bronfenbrenner's Bioecological Theory	Newman & Newman Ch 10 Ceci (2006)	<i>Revolutionary Study Talks</i> <i>R&amp;R paper (Group 1)</i> <i>Debrief Quiz (by 4 pm)</i>
11	11/5 11/6	Social Learning Theory	Miller Ch 6	<i>Revolutionary Study Talks</i> <i>R&amp;R paper (Group 2)</i> <i>Debrief Quiz (by 4 pm)</i>
12	11/12 11/13	Information-Processing	Miller Ch 7	<i>R&amp;R paper (Group 3)</i> <i>Debrief Quiz (by 4 pm)</i>
13	11/19 11/20	Developmental Psychopathology	Cicchetti (1984); Sroufe et al. (2005) Ch 11 & 12; Sroufe (2013)	<i>Revolutionary Study Talks</i> <i>R&amp;R paper (makeup)</i> <i>Debrief Quiz (by 4 pm)</i>
14	11/26 11/27	Theories Today & Reflections	Miller Ch 9 & 10	<i>Revolutionary Study Talks</i> <i>Debrief Quiz (by 4 pm)</i>
15	12/3 12/6	<b>NO CLASS</b>		<i>"My ToD" Paper (by 9 am)</i> <i>Extra Credit (by 9 am)</i>