

THEORIES OF DEVELOPMENT, PSY 4905 (CRN 20456)
CAPSTONE SELECTED TOPICS COURSE
WEBER STATE UNIVERSITY, FALL 2019
T 1:30 – 4:10 PM, LH 204

Professor: Dr. Cade Mansfield	Office Hours: 1:30 to 3:30 M, W and 1:30 to 2:30 F
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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 course 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. Capstone courses 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 course serves two main purposes: 1) to allow psychology majors a final opportunity to practice and demonstrate the critical thinking, reflection, and integrative learning skills they will need to succeed after graduation, and 2) to allow the Psychology department a final opportunity to assess whether it has been successful in 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 AND OBJECTIVES

This capstone examines 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 of developmental psychology that theories 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 what you have learned 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 findings in developmental psychology. By means of reading, analyzing, writing, and participating in class, you will work toward 5 learning goals.

Goal 1: Knowledge Base. You will 1) describe key concepts, principles, and overarching themes in developmental psychological theories, 2) develop a working knowledge of the main issues and mechanisms of development for classic and contemporary developmental theories (e.g., maturational, psychoanalytic, constructivist, ethological, developmental neuroscience, sociocultural, bioecological, social learning, information processing, developmental psychopathology).

Goal 2: Scientific Inquiry and Critical Thinking. You will 1) use scientific reasoning to interpret developmental phenomena, 2) demonstrate and develop psychological literacy, 3) engage in integrative thinking and problem solving, 4) interpret developmental research.

Goal 3: Ethical & Social Responsibility in a Diverse World. You will 1) apply ethical standards to evaluate psychological science, 2) build interpersonal relationships, and 3) adopt values (e.g., skepticism, open-mindedness, respect for diversity & the dignity of all people) that build community.

Goal 4: Communication. You will 1) demonstrate effective writing for different purposes, 2) exhibit effective presentation skills for different purposes, and 3) interact effectively with others.

Goal 5: Professional Development. You will 1) exhibit self-efficacy and self-regulation, 2) and refine project management skills.

REQUIRED TEXT, COURSE MATERIALS, AND CANVAS

Miller, P.H. (2016). *Theories of Developmental Psychology* (6th ed). Worth Publishers. E-book ISBN:9781319200473. E-book rental for \$42 (6 months) or paperback rental for \$46 (6 months) at

<https://store.macmillanlearning.com/us/product/Theories-of-Developmental-Psychology/p/1429278986>.

See also rental and purchase options at Chegg Books. Additional required readings are available in Canvas for you to download/print. Log-in with your Wildcat username and password. From the "Courses" tab, click on "PSY 4905". You will be able to access the syllabus, readings, and other course materials, as well as announcements and your grades.

For assistance with Canvas, email wsonline@weber.edu or call 626-6499. For assistance with usernames and/or

passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

GRADING

Source	Possible Points
Course Attendance/Participation (12 @ 8 pts each)	96
Weekly Conversation Starters (12 @ 5 pts each)	60
My Theory of Development Papers (1 st @ 25, 2 nd @ 35)	60
Review and Reflect Papers (4 @ 30 pts)	120
Revolutionary Study Presentation	80
Total Possible Points (approx.)	416

Grade	Percentage Cutoff	Grade	Percentage Cutoff
A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	F	Below 59.9%

COURSE ATTENDANCE/PARTICIPATION (12 x 8 = 96 Points, 24% of course grade). This is a small, senior-level course to be conducted in seminar format, which requires that you attend and participate. Learning is most effective when it is a collaborative process. Aside from attending, you are responsible for asking questions and making thoughtful contributions to class discussion.

- Excluding week 1 and 15, we will meet 13 times to discuss course material. You are expected to attend each class and to be prepared to discuss the films and accompanying readings in depth. You may miss a maximum of 1 of the 13 regular classes without penalty. You are not excused from attending any student presentation classes in week 15 and peer evaluations are part of your final presentation grade. If you miss more than 1 class without my permission, your final grade will be docked by 3% for each subsequent class missed. Course attendance and participation are critical to your success in this course.
- For example, if you attended only 9 classes and did not have my permission to miss the additional 3 classes, 9% would 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).
- Class participation will be evaluated daily on a 5-point scale (weighted to 8 points) in terms of the overall quantity and degree of thoughtfulness of your contributions (0=absent, 2=present, no participation, 4=below average participation, 6=average participation, 8=above average participation).

WEEKLY “CONVERSATION STARTERS” (12 X 5 = 60 Points). Before each class you will submit a well thought-out “conversation starter” based on one or more of the readings on canvas. You also need to bring a copy of your conversation starter to class to share with others. A conversation starter should focus on saying something about the theory or theories that we have covered that week that fosters exploration of the topic with others. The conversation starter would be one to three sentences distilled from something you found especially salient, important, interesting, and thought-provoking about the readings. It exists as a kind of “based on what I read and understood from the chapter, here is what we should think about together this week. Now, let’s talk about that.” These are SUPER important because they put you the students in ownership of the direction that our conversation will go. You have to read carefully and think carefully in order to create a genuinely good conversation starter. Your goal with these is to get the group going on a meaningful discussion of the most key concepts as you understood them.

- These must be posted in Canvas by 9 am on class day. This deadline is important to facilitate our weekly discussion of the readings and it is reflected in the course calendar in Canvas. Late postings will not be accepted and will earn 0 points.
- These posts are worth 5 points (0 = not posted or not on time; 1=below average – it seems like the student did not think much about the ideas and the post does not represent much depth of thought or reading; 2 = average the student’s post generates some conversation but is generally superficial in terms of getting at core issues of discussion, 3 = above average, the student’s conversation starter was of good quality such that it generated some

conversation that helped us delve in to developmental theory and/or research finding; 4 = Well above average, the student's conversation starter demonstrated depth of understanding and demonstrated that the student read and integrated multiple ideas in the conversation in class, and was interesting to consider; 5 = Great!, the student's conversation starter was of very high quality, it demonstrated a sophisticated depth of understanding, clearly integrated multiple ideas or multiple readings, it generated conversation and it was very interesting in relation to understanding developmental theories.

“MY THEORY OF DEVELOPMENT” PAPERS (Paper 1 @ 25, Paper 2 @ 35 = 60 Points). You will submit a “my theory of development” paper at the beginning and at the end of the course.

- PAPER 1: You come into this course having taken at least one developmental course (Child or Adolescent Psychology). In the first week, you will read about the nature and value of developmental theories, as well as the issues they address. You will write a short paper (~750-1000 words or 3-4 double-spaced pages) that outlines your theory of development as you start the course (due Week 2).
- It may be helpful to reflect on your own development over the past 10 years (or across adolescence into early adulthood). Try to make an inventory of all the ways you have changed (e.g., your interests, goals, roles, relationships, personal insight, physical self) and all the ways you are the same (e.g., your personality/temperament, talents, strengths, roles, relationships). Think about change and continuity in your own development. Then consider this in light of at least 2 of the following questions: 1) What is the basic nature of humans? 2) Is development quantitative or qualitative? 3) How do nature and nurture contribute to development? 4) What is it that develops?
- PAPER 2: By the end of the course, we will have covered ~12 theories and many studies that have revolutionized the field of child development. For week 15, you should reflect on and reconsider what you wrote in paper 1, and take up the following questions in a short paper (~1000-1500 words or 4-6 double-spaced pages).
 - In what ways are your views of development the same and/or different from the start of the course? Are there things you now understand about developmental theories (or a particular theory) that you did not understand or had not considered before this course? Do you see any aspects of your own development (thus far) differently in light of the theories covered in this course? Why/why not?
- My ToD Paper 1 is worth 25 points. My ToD Paper 2 is worth 35 points. They will be graded for integration of and reflection on material, definition and justification of claims, addressing the required questions, and presentation (rubric in Canvas).
- My ToD papers are due by 9 am on due date (see Course Schedule). Late papers are penalized 10% per 24-hour period (starting after the 12 hour grace period until 9 pm on class day) and not accepted after 5 days (or -50%).

REVIEW AND REFLECT PAPERS (4 x 30 = 120 Points). You will submit 4 review and reflect (R&R) papers that review key concepts from and reflect on the meaning of the week's readings for you.

- The review section of your paper should summarize the major idea(s) of the week's readings. I do not expect an exhaustive outline: you need to choose the major issues that the theory addresses, and/or the mechanism of development, and/or the strengths and weaknesses you want to discuss. 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.
- 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 language that is more conversational, including the use of the first person (“I”), is acceptable as long as concepts are clearly defined and referenced.
- R&R papers are due in weeks 4-13. Half the class will submit papers on EVEN weeks (#4, 6, 8, 10, 12); the other half will submit papers on ODD weeks (#5, 7, 9, 11, 13). Paper groups will be decided in week 1. You can skip one paper in your block (odd or even) since only 4 papers are required.
- R&R papers should be ~1000-1500 words (4-6 double-spaced pages) and are worth 30 points. They will be graded for review and synthesis of main ideas, reflection on the implications and/or personal relevance of the

ideas, completeness, and presentation (rubric in Canvas).

- R&R papers are due by 9 am on class day (see Course Schedule). Late papers are penalized 10% per 24/hr period (starting after the 12 hr grace period @ 9 pm) and not accepted after 5 days (or -50%).

“REVOLUTIONARY STUDIES IN CHILD PSYCHOLOGY” PRESENTATIONS (80 points). 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. Wallace E. Dixon, Jr. wrote “Twenty Studies that Revolutionized Child Psychology” (2nd 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 we will cover in this course.

- You will choose one chapter from Dixon’s book (see table below) and give a ~ 15-minute presentation with the aid of PowerPoint to the class. Dr. Mansfield will provide you with a copy of the chapter.
- Your presentation will provide a brief biographical sketch 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 chapter that will start and 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); however they must be approved by Dr. Mansfield. You are strongly encouraged to dress and present the material in a professional manner.
- The presentation is due by class time on the week you choose. Grading is contingent on my receipt of the PowerPoint by your presentation day (rubric in Canvas).

TOPIC/WEEK	REVOLUTIONARY STUDY	DIXON CH #: THEME	STUDENT
Psychoanalytic, 5	Werner & Smith (2001). Journeys from childhood to midlife: Risk, resilience, and recovery.	#17: (1st ed), Armadillos aren’t the only mammals that grow armor	
Constructivism, 6	Piaget, miscellaneous	#2: From mollusks to rugrats: Biological principles & psychological ideas	
Constructivism, 6	Piaget (1945). Play, dreams, and imitation.	#3: When thinking begins	
Constructivism, 6	Baillargeon et al (1985). Object permanence in five-month-old infants.	#5: The drawbridge studies & object permanence	
Evolution, 7	Fantz (1961). The origin of form perception.	#8: The eyes have it & form perception	
Ethology, 7	Harlow & Harlow (1965). The affectional systems.	#16: She loves me, but she loves me not	
Ethology, 7	Bowlby (1969). Attachment and Loss Vol. 1.	#17: The invisible bungee cord	
Ethology, 7	Ainsworth et al. (1978). Patterns of attachment: A psychological study of the Strange Situation.	#18: What a Strange Situation	
Developmental Neuroscience, 8	Hubel & Wiesel (1962). Receptive fields, binocular interaction and functional architecture in the cat’s visual cortex.	#9: Developmental lessons from kitten brains	
Developmental Neuroscience, 8	Werker & Tees (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life.	#10: Was it something I said?	
Sociocultural, 9	Vygotsky (1978). Mind in Society: The Development of Higher Psychological Processes.	#4: A Marxist revolution in psychology	
Bioecological, 10	Bronfenbrenner (1977). Toward an experimental ecology of human development.	#14, Governments, grade schools, and grocery stores: Multiple levels of influence	
Social Learning, 11	Bandura et al (1961). Transmission of aggression through imitation of aggressive models.	#12: Monkey see, monkey do	
Social Learning, 11	Mischel et al (1989). Delay of gratification in children.	#15: Patience makes the heart grow fonder	
Social Learning, 11	Meltzoff & Moore (1977). Imitation of facial and manual gestures by human neonates.	#13: The tongue that launched a thousand studies	
Developmental Psychopathology, 13	Thomas, Chess & Birch (1968). Temperament and behavior disorders in children.	#19: “If you were born first, I would’ve stopped”	

Theories Today, 14	Thelen & Ulrich (1991). Hidden skills: A Dynamic Systems analysis of treadmill stepping during the first year.	#6: Children in chaos & Dynamic Systems theory	
Theories Today, 14	Baron-Cohen et al (1985). Does the Autistic child have a “theory of mind”?	#22: Mind over matter	
Theories Today, 14	Premack & Woodruff (1978). Does the chimpanzee have a theory of mind?	#7 (1st): “Do you know what I know?”	

EXAMS - There are no exams currently scheduled for this course. However, I reserve the right to add exams of any format and length should I deem it a necessary means of assessing your learning.

EXTRA CREDIT REFLECTION. You have the opportunity to submit an extra credit reflection at the end of the course if you have completed all the required work for the course. This is an optional assignment.

- The reflection assignment is described in the assignment in Canvas and due by 9 am on 12/7. Successful completion will earn you one increment in your final grade reported to the Registrar (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you no extra credit points.

COURSE POLICIES

- Attendance and class conduct. Your attendance and participation are required and critical to your success. Students who will be absent while representing the University in officially recognized University activities must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors
- If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.
- The cancellation deadline is September 16th; the last day to withdraw for semester courses is November 5th (see Catalog for details and instructions).
- Students have the right to a course that is relatively free of unnecessary distractions that could impair their course participation. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. No adult or child visitors are allowed in class without instructor approval. Audio recorders and computers are permitted in class for course purposes (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).

REASONABLE ACCOMMODATION. Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD, <http://weber.edu/ssd>) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request.

ACADEMIC DISHONESTY. Cheating and plagiarism violate the Student Code (PPM 6-22 IV D). Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own).

- Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). WSU subscribes to Turnitin, an electronic service that verifies the originality of student work. Course enrollment requires that all of your assignments be submitted to Turnitin, where they are anonymously retained.
- FAQs about Plagiarism, Quotations and Paraphrasing
 - How can I avoid plagiarism? You must give credit to the original source whenever you 1) use another person’s actual spoken/written words, 2) paraphrase another person’s spoken/written words, 3) use another person’s ideas, concepts, or theories, as well as facts/statistics/graphs/drawings that are not common knowledge.
 - WHEN and HOW should I quote material? You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s. For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author,

year, and page number in parentheses at the end of the quote. Consider this example: Contrary to Plato and Descartes who assumed that knowledge is innate or inborn, Locke proposed that “the mind at birth is a blank slate—a “white paper”—on which experience writes” (Myers, 2005, p. 3).

- What is paraphrasing, and how do I do it right? Paraphrasing is rewriting an author’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words, and lets your reader know the source of your information. When paraphrasing, you must rewrite the original language, change the original sentence structure, and include an APA-style citation. Merely changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts is plagiarism.

COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS (TEXT, CANVAS)	ASSIGNMENT (by 9 am)
1	8/27	Course Overview		
2	9/3	Introduction to Theory	Miller CH 1, 1-24 Newman & Newman CH 1, 1-15	“My ToD” Paper 1
3	9/10	Early Theories Gesell’s Maturation Theory	Crain Ch 1, pp 3-21 Crain Ch 2, pp 22-34	Discussion Post
4	9/17	Psychoanalytic Theories: Freud	Miller CH 3, 95-132	Discussion Post R&R paper (EVEN)
5	9/24	Psychoanalytic Theories: Erikson	Miller CH 3, 132-152 Crain CH 12, 281-305	Discussion Post R&R paper (ODD) Revolutionary Study Talks
6	10/1	Constructivism and Piaget	Miller CH 2, 25-94	Discussion Post R&R paper (EVEN) Revolutionary Study Talks
7	10/8	Ethology & Evolution	Miller CH 5, 211-248 Newman & Newman Ch 2, 19-48	Discussion Post R&R paper (ODD) Revolutionary Study Talks
8	10/15	Developmental Neuroscience	Miller CH 5, 248-275 Belsky et al. (2007) 300-304 van IJzendoorn... (2011) 305-310 Conradt (2017) 107-112	Discussion Post R&R paper (EVEN) Revolutionary Study Talks
9	10/22	Vygotsky’s Sociocultural Theory	Miller CH 4, 153-210	Discussion Post R&R paper (ODD) Revolutionary Study Talks
10	10/29	Bronfenbrenner’s Bioecological Theory	Newman & Newman Ch 10, 284-307 Ceci (2006), 173-174 Rosa & Tudge (2013), 243-258	Discussion Post R&R paper (EVEN) Revolutionary Study Talks
11	11/5	Social Learning Theory	Miller CH 6, 277-316	Discussion Post R&R paper (ODD) Revolutionary Study Talks
12	11/12	Information-Processing	Miller CH 7, 317-375	Discussion Post R&R paper (EVEN) Revolutionary Study Talks

13	11/19	Developmental Psychopathology	Cicchetti (1984) 1-7 Sroufe et al. (2005) 219-238 Sroufe et al. (2005) 239-264 Sroufe (2013) 1215-1224	Discussion Post R&R paper (ODD) Revolutionary Study Talks
14	11/26	Theories Today & Reflections	Miller CH 9, 401-420 Miller CH 10, 421-43	Discussion Post Revolutionary Study Talks
15	12/3	NO CLASS		
	12/7			“My ToD” Paper 2 Extra Credit Reflection

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. .