Psychology 319
Child & Adolescent Development

(Revised June 2012)

That’s the problem with science. You’ve got a bunch of empiricists trying to describe things of unimaginable wonder. – Calvin (Bill Watterson)

Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s).

Description of Course from Current Undergraduate Catalogue:

319. Child and Adolescent Development. Three semester hours.

How children grow and develop, the stages in the process, and the factors which influence growth and development are considered.

Note: We will look most closely at the development of social metarepresentation, and, perhaps spiritual development, we will emphasize the ways we gain knowledge about child and adolescent psychology through clinical, correlational, and observational procedures, as well as that derived from experimentation. (Though admittedly the last is my favorite way of generating new knowledge myself, it alone is insufficient to give us the view we need).

Textbook:

[ISBN-10:0205149766. In May of 2012 you could get this book new from Amazon for $149.81 or less.]

General Objectives of the Course:

Students taking this course, most of whom are aiming for careers in counseling, psychology, or education will be able to do the following at the end of this course:

1. Describe in broad strokes of course of human development from
conception to childhood along the following dimensions:


b. A re-visioned understanding of the relationship between “nature” and “nurture” as relevant forces in child and adolescent development.

c. Attachment and “object representation,” beginning in early childhood and extending into adolescence.
   i. Core attachment by way of Bowlby and Ainesworth.
   ii. The parallel development of self- and object-representation.
   iii. Normal and atypical development with respect to the representation of the self in relationship to others.

d. Cognitive development, i.e., the emergence of structured thought from its beginnings in \textit{a priori} and genetically regulated behavior through “interiorized” and logical thought in late childhood and early adolescence.
   i. Emerging thought.
   ii. Intelligence and its measurement.
   iii. Thought, motivation, and emotional development.

e. The development of language.
   i. A language module.
   ii. “Mentalese.”
   iii. The acquisition of a particular natural language.
   iv. The reflexive and recombinant character of human language.

f. Social development.
   i. Leaning on others.
   ii. Standing alone (individuation).
   iii. Interdependence.

g. Emotional development.
   i. Core emotional responses.
   ii. Respondent conditioning and emotional development.
   iii. Operant management of affect.
   iv. Cognitive acts and emotional development.

h. Moral and spiritual development.
   i. Confronting death in childhood and adolescence.
   ii. Developing moral thinking.
   iii. Dealing with ghosts, demons, and God: the empirical dimension.
   iv. The archetypal dimension.

2. Describe the concrete details of an individual human life through late adolescence using the framework of the developmental schemes identified in 1. above, noting the related influences of cohort and unique individual experiences as modulators of general developmental trends.

3. Articulate the general strategies used by developmental psychologists to generate new knowledge in their fields.
Topical Outline:

Note: Chapters from Berk will be obviously linked to the topical outline below, but I will make specific assignments as we go along. Initially, I expect you to read ahead of where we are in class as we will spend a while working on the fundamentals, moving quite quickly toward the end. Heck! This is a short class. Start reading now and stop when it doesn’t matter any more. Forewarned... as they say.

I. Opening thoughts and definitions
   a. Historical ideas
   b. Emergence of scientific approaches to development
   c. The nature of childhood and adolescence
      i. Childhood and adolescence in a lifespan perspective
      ii. Plasticity
      iii. Multiple causation

II. Death, dying, and bereavement: Construing death through the lifespan

III. Theoretical modeling in developmental psychology

IV. Making developmental psychology
   a. Hypotheses
   b. Observation
      i. Naturalistic
      ii. Structured
   c. Interviews
   d. Clinical case studies
   e. Ethnography
   f. Correlational and experimental designs
   g. Design strategies for studying development
      i. Longitudinal designs
      ii. Cross-sectional designs
      iii. Sequential designs

V. Biology and the world
   a. Genetics
   b. Phenotypes: Genes and experience
   c. Genes and time: genetic development and the continuous interplay of nature and nurture

VI. Prenatal, perinatal, and neonatal development
   a. Prenatal development
   b. Childbirth
   c. The neonate

VII. Infancy and toddlerhood: Constructing the world and connecting to others
   a. Attachment
   b. Cognition (Piaget and neo-Piagetian models)
c. Language  
d. Play  

VIII. Early childhood: A focus on thought and relationship  
a. Object relations (the psychological birth of the human child)  
b. Love and war (Freud wasn’t all wrong)  
c. Cognitive development: Piaget, neo-Piagetian models, Vygotsky  
d. Cognition: Metarepresentation and theory of mind (ToM)  
e. Morality in early childhood  
f. Language  
g. Play and relationships  

IX. Middle childhood  
a. Cognition  
b. Emotion  
c. Moral and social development  
d. Language  

X. Adolescence  
a. Puberty  
b. Cognition, Piaget, and the self  
c. Identity  
d. Moral development  

Course Assignments and Requirements:

1. Students will take one comprehensive examination at the time of the scheduled final. This exam will be based on the readings, in-class presentations and interactions, and may include a variety of formats, including multiple choice, short answer, and longer essay questions.

2. Project: Using APA format, write a dual developmental history, one for yourself and one for a relative or close family friend who is over 40. (If you are over 55, the other person should be under 25). Base your work on interviews and, where appropriate, your own experiences. Cite these sources appropriately and use any other, more traditional documentation that you would like or need. Include for both developmental histories a consideration of the ecological systems variables described by Brofenbrenner, as well as descriptions of attachment, social, emotional, cognitive, linguistic, self, moral, and spiritual development, using appropriate references to other concepts used in the course. You should emphasize other theoretical models over that of Brofenbrenner, using his approach only as a framework for your larger discussion. These other models may include behavioral models, psychodynamic approaches, Vygotsky, cognitive models, etc., but your analysis should embrace the development of the person as a person (not simply a bundle of different “systems” or “processes”). Please also mention any defining events in either party’s life, and show how they influenced the development you describe. Address in specific ways the similarities and differences in the two lives. Turn in
your written product, which will likely include a number of direct quotes from you and the person whom you interview, no later than the beginning of class, August 24, 2012, by way of the eCollege dropbox for the last week of the course. This project is required, counts 40% of your final grade, and I won’t accept it late (i.e., after 11:59 pm, August 24, 2012, CDT).

**Rubric for Your Project (Dual Developmental History):**

**Dual Developmental History (40 points).** Here is the “rubric” by which I will assign you a score of 0 to 40 points on the assigned script:

<table>
<thead>
<tr>
<th>Question</th>
<th>No, or Almost Not at All</th>
<th>Partially</th>
<th>Almost Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you attached a list of cited references (that is, the references you actually use to write your script) that complies entirely with APA format for a reference list?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Have you cited your sources in text completely according to APA format, including page numbers?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Have you shown, using your data and those of the person you interviewed, an adequately detailed developmental sequence, i.e., have you provided enough information to allow 3-4 theoretical models something to explain?</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Including Brofenbrenner, have you used at least three different theoretical models in depth to account for the developmental data you have collected and described?</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Is your use of each of the theories you choose to explain with an accurate reflection of the theory?</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Do you adequately compare and contrast the two developmental histories, both in the concrete narratives and in the theoretical analyses?</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Is your paper coherent and well organized, including an effective use of transitional phrases and sentences?</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Is the entire paper written and formatted according to the guidelines of the <em>Publication Manual of the American Psychological Association</em>, 6th edition?</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Maximum points under the rubric = 40. Your grade will be the total number of points you earn. You must upload your Dual Developmental History by 11:59 pm on the day assigned, or you will get 0 points on it.

**Grading Procedures:**
1. The examination will count as 60 points; the project 40 points. You will need a total of 90 points to get an A, 80 to get a B, 70 to get a C, and 60 to get a D. Anything less is an F.

2. All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Go, therefore, when you must, but note: Things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and the professor. They may occur before the instructor arrives, or at a break. They are worth the wait and the intervening tedium. When you are absent – even if someone takes notes for you – you will miss them. To ensure that this vital part of your education is there for you, I will enforce the university’s absence policy in the following way:

I will call roll most days. Moreover, since this is a mini-course, and we have to rely on class meetings more completely than other venues for learning, I will expect you to miss no more than 4 of the 12 scheduled class sessions. When you have missed a fifth session, I will no longer accept your class work or your exam, and you will need to drop the course. By definition you miss a class if you arrive more than 10 minutes after I do, or if you leave for more than 10 minutes before I dismiss the class.

As noted elsewhere, some (but not all) work in this course may be made up if it was missed due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general the following things as valid reasons for missing a class:

(1) participation in an authorized university activity;
(2) illness of the student or a first-degree relative or a grandparent who cannot be provided necessary care without the student’s missing class;
(3) death in a student’s immediate family;
(4) fulfilling one’s legal responsibilities (jury duty, court hearings) as a citizen;
(5) documented alien abduction of (not by) the student lasting over 12 hours (or less if impregnated by an alien being during your stay)

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, etc.).

**Conduct:**

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize, steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable in other people. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."

2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.

3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).

4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your
studies in perspective.)

5. Do let those who support and have supported your educational efforts (financially and otherwise) know how much you appreciate them sometime during the term.

6. Don't attack the person of another member of the class (though you should feel free to challenge anyone’s ideas on the basis of data and logic – the dialectic is a form of love).

7. Don't sexually (or otherwise) harass a member of the class.

8. Don't steal others' work.

9. Don't distort the truth, either about your data, its sources, or your colleagues.

10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become who you were meant to be.

**Inserts Required by the University:**

**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Halladay Student Services Building  
Room 303 A/D  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu

Section 11 - Faculty are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student’s Guide Handbook, Polices and Procedures, Conduct)
Guy Teaching Course:

Steve Ball
Associate Professor of Psychology
Office: Henderson 235
Phone (in Developmental Cognition Lab, Binnion 122, enter at southwest door only) – switches to fax after 7 rings, sometimes fewer): 903-886-5586. You can call my cell phone if it is really, really important: 903-366-3263.
You can also track me through the Community Counseling and Psychology Clinic, 903-886-5660.
Office Hours: By appointment.