

**FCHD 6520/7520
Development during Childhood
FALL 2016**

Instructor: Aryn M. Dotterer, Ph.D.
Day: Friday
Time: 11:30-3:00
Place: FCHD W
Office: FL 215
Phone: (435)797-2387
Email: aryn.dotterer@usu.edu
Office Hours: by appointment

Course Description

Covers developmental period from age 3 to about age 12. Focuses on major developmental domains of physical, cognitive, and emotional/social development across context related to expertise of instructor. To receive credit for [FCHD 7520](#), students must fulfill additional requirements.

FCHD 6520/7520 is a graduate level seminar of major issues concerning children and adolescents, with attention to a developmental perspective. The social ecology of child and adolescent development--an understanding of children and adolescents in their social contexts--is emphasized.

Learning Objectives

By the end of this course students will be able to demonstrate:

1. Broad and accurate knowledge of the basic features of cognitive, social, and psychological development during childhood.
2. Understanding of how personal characteristics such as gender, socioeconomic status, and racial or ethnic background, as well as social contexts such as the family, peer group and school interact to affect child development.
3. The capacity to critically evaluate research or writings on child development based on social scientific theory and research on child development.

CLASS REQUIREMENTS

Discussion leadership: Master's level students will select one week during the semester and PhD students will select two weeks during the semester to lead a 45 – 60 minute discussion in class based on an assigned paper or topic. The discussion leaders should find at least one empirical article related to the assigned readings that forms a basis for the discussion. Post your reading(s) on Canvas at least seven days prior to your assigned week. Creative material from outside of the class readings (movie clips, stories from the popular press, etc.) is encouraged. Your choice to use PowerPoint (or similar presentation tools) or to incorporate a class activity should reflect your teaching philosophy and preference. Please see the rubric below. **25%**

Discussion Leadership Rubric:

(1) Thorough

- a. Are the major components of the article described?
- b. Did you analyze the theory, method, and results?
- c. What are the strengths and weaknesses of the article?
- d. How does article relate to what was stated in the week's readings? Why did you select this reading?

(2) Professional

- a. Is the presentation organized?
- b. Does the presenter appear prepared for the presentation?
- c. Are there typos?
- d. Did the presentation include a "question/answer" section?
- e. Did you engage the classroom in discussion?

(3) Creative

- a. Did you include illustrations of the major topics described in the article, such as media clips including films, tv, or newspaper articles?
- b. Did you use an innovative technique to stimulate discussion?

Discussion Questions: In addition to active participation in class, there will be **ten** opportunities for you to send to the class, via Canvas (discussion board forum), at least **TWO** discussion questions related to that week's readings. Only 8 of these will count toward your final grade (2 can be dropped). These should be posted on Canvas in the corresponding forum no later than 11:59 p.m. on Wednesday (before our Friday class). No two questions can be the same. In most cases, your question should integrate at least two articles and should "go beyond" the material in the article. They should be questions that require thought and discussion to answer; avoid yes/no questions or questions that have answers directly from the reading. These will be used to guide our *discussion* in class. **Please print out and bring your questions to that week's class meeting as well. These will be graded. 20%**

Class Participation: Much of the success of a seminar depends on everyone's participation in discussions. Class participation involves coming prepared, asking thoughtful questions, contributing to other students' ideas, and evaluating the course readings. The goal is to create discussions that represent as many points of views as possible. Thus, every student should take responsibility for speaking up and for listening during discussion. Your class participation will be evaluated by me based on the regularity and the quality of your involvement in discussions and activities. **15%**

Final paper: Options include literature review, empirical paper, or application paper. Your choice in selecting which type of final paper you complete may reflect your research interests or may facilitate your progress in the graduate program. A **literature review** is similar to the introduction of a research article or grant proposal and will conclude with one or more research questions. Rather than answering a question, you will provide the support for the importance of a research question that you will pose at the end of your paper. The paper needs to include an overview of relevant theories, a summary and critique of relevant research, and directional hypotheses. An **empirical paper** attempts to answer a research question with data. The paper should include an abbreviated literature review, methods, results, and discussion. An **application** paper identifies a topic covered in this seminar and applies it to real life. Options may include identifying a program for children or adolescents and evaluate the extent to which theory & research presented in this seminar is represented in the program; develop a model program based on theory & research regarding child/adolescent development; select a topic of interest from this seminar and conduct an observation on a child adolescent. Use theory and empirical articles from class readings to determine what your observation will focus on and to explain what you observed. All papers must be typed and use APA format. Final papers should incorporate readings from the class as well as readings you selected on your own. Final papers will be presented during class on **12/2 and 12/9**. Final papers are due in class on Friday, December 9. **40%**

Book Analysis (Doctoral students only): Doctoral students will select a pre-approved book on child or adolescent development and write a book analysis. A book analysis is a synthesis that includes a summary of the book as well as a critical analysis using research and theory to guide the analysis. Your book analysis should apply material from the course (i.e., using at least three required readings) **and** at least two journal articles or other scholarly work that you have selected on your own. Papers must be typed and use APA format. The Book Analysis is due in class on **Friday, November 18**. Further details will be discussed in class. **25%**

Grading Distribution:

95%-100%	A	73%-76.9%	C
90%-94.9%	A-	70%-72.9%	C-
87%-89.9%	B+	67%-69.9%	D+
83%-86.9%	B	63%-66.9%	D
80%-82.9%	B-	60%-62.9%	D-
77%-79.9%	C+	Less than 59.9%	F

Course Policies

Disability Accommodation:

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Moises Diaz, Director of Multicultural Student Services (435)797-1733 - moises.diaz@usu.edu; James Morales, Vice President of Student Services (435)797-1712 - james.morales@usu.edu; Ann Austin, Director of the Center for Women and Gender (435)797-1527 - ann.austin@usu.edu; or the Affirmative Action and Equal Opportunity Office (435)797-1266 - www.usu.edu/aaeo. You can learn about your student rights by visiting: www.usu.edu/student-services/studentcode.

Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communication Via Email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are

responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- At the USU website, click on the link "MyUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using your A number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Classroom Civility:

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>.

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

*Unsolicited conversations should not take place while class is in session.

*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

***Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code. See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

Course Schedule, Topic, and Assigned Readings

Week 1

Friday, September 2 --- Introduction to course; Brief history of childhood/adolescence; What questions do developmental theories address?

Week 2

Friday, September 9 --- Nature, Nurture, Development in Context

Blair, C., & Raver, C. C. (2012). Child development in the context of adversity: experiential canalization of brain and behavior. *American Psychologist*, 67(4), 309.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. *Handbook of child psychology*.

Plomin, R., Shakeshaft, N. G., McMillan, A., & Trzaskowski, M. (2014). Nature, nurture, and expertise. *Intelligence*, 45, 46-59.

*Optional:

Coll, C. G., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Garcia, H. V. (1996). An integrative model for the study of developmental competencies in minority children. *Child development*, 1891-1914.

Week 3

Friday, September 16 --- Risk and Resilience

Ernestus, S. M., & Prelow, H. M. (2015). PATTERNS OF RISK AND RESILIENCE IN AFRICAN AMERICAN AND LATINO YOUTH. *Journal of Community Psychology*, 43(8), 954-972.

Masten, A. S., & Monn, A. R. (2015). Child and family resilience: A call for integrated science, practice, and professional training. *Family Relations*, 64(1), 5-21.

Osofsky, J., Kronenberg, M., Bocknek, E., & Hansel, T. C. (2015, August). Longitudinal Impact of Attachment-Related Risk and Exposure to Trauma Among Young Children After Hurricane Katrina. In *Child & Youth Care Forum* (Vol. 44, No. 4, pp. 493-510). Springer US.

Week 4

Friday, September 23 --- Cognitive Development

Byrnes, J. P. (2008) Cognitive Development During Adolescence, in Blackwell Handbook of Adolescence (eds G. R. Adams and M. D. Berzonsky), Blackwell Publishing Ltd, Oxford, UK. doi: 10.1002/9780470756607.ch11

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social–emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental psychology*, 51(1), 52.

Zelazo, P. D., & Carlson, S. M. (2012). Hot and cool executive function in childhood and adolescence: Development and plasticity. *Child Development Perspectives*, 6(4), 354-360.

Week 5

Friday, September 30 --- Self-concept and Identity

Coelho, V. A., Marchante, M., & Jimerson, S. R. (2016). Promoting a positive middle school transition: a randomized-controlled treatment study examining self-concept and self-esteem. *Journal of youth and adolescence*, 1-12.

Cole, D. A., Maxwell, S. E., Martin, J. M., Peeke, L. G., Seroczynski, A. D., Tram, J. M., & Maschman, T. (2001). The development of multiple domains of child and adolescent self-concept: A cohort sequential longitudinal design. *Child Development*, 72, 1723–1746. doi:10.1111/1467-8624.00375.

Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., ... & Seaton, E. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21-39.

Week 6

Friday, October 7 --- Parenting during Childhood and Adolescence

Juang, L. P., Qin, D. B., & Park, I. J. (2013). Deconstructing the myth of the “tiger mother”: An introduction to the special issue on tiger parenting, Asian-heritage families, and child/adolescent well-being. *Asian American Journal of Psychology*, 4(1), 1.

Morris, A. S., Cui, L., & Steinberg, L. (2013). Parenting research and themes: What we have learned and where to go next.

Lowe, K., & Dotterer, A. M. (2013). Parental monitoring, parental warmth, and minority youths' academic outcomes: Exploring the integrative model of parenting. *Journal of youth and adolescence, 42*(9), 1413-1425.

Rinaldi, C. M., & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. *Early Childhood Research Quarterly, 27*(2), 266-273.

Week 7

Friday, October 14 --- Child Development in the Context of Family Relationships

Bradley, R. H., Pennar, A., & Iida, M. (2015). Ebb and Flow in Parent-Child Interactions: Shifts from Early through Middle Childhood. *Parenting, 15*(4), 295-320.

Marceau, K., Ram, N., & Susman, E. J. (2015). Development and lability in the parent-child relationship during adolescence: Associations with pubertal timing and tempo. *Journal of Research on Adolescence, 25*(3), 474-489.

McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and Family, 74*, 913-930. doi: 10.1111/j.1741-3737.2012.01011.x

Week 8

Friday, October 21 --- No Class; Writing time/meet with Professor Dotterer

Week 9

Friday, October 28 --- Peer Relationships

Brown, B. B. (2004). Adolescents' relationship with peers. In R. M. Lerner, & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 363-394). Hoboken, NJ: John Wiley & Sons.

Lin, T. J., Justice, L. M., Paul, N., & Mashburn, A. J. (2016). Peer interaction in rural preschool classrooms: Contributions of children's learning-related behaviors, language and literacy skills, and problem behaviors. *Early Childhood Research Quarterly, 37*, 106-117.

Logis, H. A., Rodkin, P. C., Gest, S. D., & Ahn, H. J. (2013). Popularity as an organizing factor of preadolescent friendship networks: Beyond prosocial and aggressive behavior. *Journal of Research on Adolescence, 23*(3), 413-423.

Wolke, D., Copeland, W. E., Angold, A., & Costello, E. J. (2013). Impact of bullying in childhood on adult health, wealth, crime, and social outcomes. *Psychological science*, 24(10), 1958-1970.

Week 10

Friday, November 4 --- Income, Poverty, and Socioeconomic Status

Dawson-McClure, S., Calzada, E., Huang, K. Y., Kamboukos, D., Rhule, D., Kolawole, B., ... & Brotman, L. M. (2015). A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems. *Prevention Science*, 16(2), 279-290.

Hackman, D. A., Gallop, R., Evans, G. W., & Farah, M. J. (2015). Socioeconomic status and executive function: developmental trajectories and mediation. *Developmental Science*, 18(5), 686-702.

Jocson, R. M., & McLoyd, V. C. (2015). Neighborhood and Housing Disorder, Parenting, and Youth Adjustment in Low-Income Urban Families. *American journal of community psychology*, 55(3-4), 304-313.

Weininger, E. B., Lareau, A., & Conley, D. (2015). What Money Doesn't Buy: Class Resources and Children's Participation in Organized Extracurricular Activities. *Social Forces*, sov071.

Week 11

Friday, November 11--- Early Care and Education

Cote, S. M., et al. (2013). Child care quality and cognitive development: Trajectories leading to better preacademic skills. *Child Development*, 84, 752-766.

<http://onlinelibrary.wiley.com/store/10.1111/cdev.12007/asset/cdev12007.pdf?v=1&t=hk5mfl4z&s=c5cac17f3709d2bfa10dd7228f0da29c04efa319>

Dowsett, C.J., Huston, A.C., Imes, A.E., & Gennetian, L. (2008). Structural and process features in three types of child care for children from high and low income families. *Early Childhood Research Quarterly*, 23, 69-93.

<http://www.sciencedirect.com/science/article/pii/S0885200607000427>

Dotterer, A. M., Burchinal, M., Bryant, D., Early, D., & Pianta, R. C. (2013). Universal and targeted pre-kindergarten programmes: a comparison of classroom characteristics and child outcomes. *Early Child Development and Care*, 183(7), 931-950.

Week 12**Friday, November 18 ---Development during the Elementary and Middle School Years**

Dotterer, A. M., McHale, S. M., & Crouter, A. C. (2009). The development and correlates of academic interests from childhood through adolescence. *Journal of Educational Psychology, 101*(2), 509.

Wang, M. T., & Eccles, J. S. (2012). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence, 22*(1), 31-39.

Fosco, G. M., Stormshak, E. A., Dishion, T. J., & Winter, C. E. (2012). Family relationships and parental monitoring during middle school as predictors of early adolescent problem behavior. *Journal of Clinical Child & Adolescent Psychology, 41*(2), 202-213.

Book Analysis Due

Week 13**Friday, November 25 --- No Class**

Week 14**Friday, December 2 ---Class Presentations**

Week 15**Friday, December 9 --- Class Presentations****Final Papers Due**