

Psychology 377

Seminar in Developmental Psychology

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PPHAC 230

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Class meeting time: Mondays 11:45am-2:20pm

Office hours: Mondays 10-11; Tuesdays 10-12; Thursdays 11-12;
We can schedule appointments at other times!

Course description:

This course examines how developmental theory and methodology can be used to understand stress, risk, and resiliency in the family unit. Students will examine how various researchers define and measure stress; explore how different stressors affect child, parent, and family functioning; and discuss the individual and societal implications of stress from the perspective of developmental science.

In keeping with the InFocus theme for this year, Poverty and Inequality, we will examine topics that relate to these areas and discuss causes and consequences of both poverty and inequality. We will also consider intervention programs and social policies that affect those who are victims of poverty and inequality.

Prerequisite: Psychology 211; Recommended: Psychology 370

Specific Course Objectives

1. To stimulate **critical thinking**
2. To promote the **oral expression** of critical thinking
3. To engage in **collaborative learning**
3. To gain a better understanding of the **methods and content of empirical inquiry**
4. To impart more advanced skills in **writing** in different forms that are relevant to the discipline
5. To understand the meaning of our text material and empirical research in an **applied** way

Required reading

Jenson, J. M., & Fraser, M. W. (Eds.) (2016). *Social policy for children and families: A risk and resilience perspective* (3rd ed). Boston, MA: Sage.

Weekly Handouts

Course structure and grading structure

The focus of this seminar will be two-fold.

First, over the course of the semester we will engage in the traditional examination of topics in a developmental seminar with reading, active discussion, and writing opportunities.

Second, we will work with a community partner, *Communities In Schools of the Lehigh Valley*, whose focus is promoting education success and preventing school drop out. We will learn about the organization, work with data collected by the organization, and write research papers to present to the organization at the end of the semester. These research papers with statistical findings should educate the organization about trends in their data (e.g., Which factors promote success? Are there certain factors that predict unsuccessful outcomes for some youth?)

Weekly grades will come from:

Class discussions	15%
Reading summaries	10%
Discussion leader	
Discussion quality and class handout	10%
2-article summary from add'l research	5%

Small writing assignments:

Current events... "In the News" (x2)	15% (7.5% each)
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Community partner research project:

Proposal/data analysis plan with 3-article annotated bib.	10%
Final paper with analyses (APA Style)	20%
Presentation	10%

Miscellaneous:

Engagement, attitude, miscellaneous homework assignments, effort, respect to classmates and instructor, etc.	5%
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Note: We are working with a new community partner this semester, so we may need to adjust assignments or deadlines over the course of the semester. Please be flexible and know that you will always have enough notice and plenty of guidance!

Description of assignments

- *Class discussions.* We will have regular discussion hours throughout the semester. You are expected to read in advance for our discussions. Your participation grade will be based on both the quantity and the quality of your contributions. Agreeing with someone without substance will receive a lower grade than referring to the readings and offering something thoughtful and of substance.

For most classes, I will cover material for the first half of class and student discussion leaders will run the second half of class.

- *Weekly reading summaries.* You will be responsible for turning in a summary of the readings each week, as well as a list of three thoughtful questions that you had after completing the readings. If there are multiple readings, the summary should be integrative, meaning you should tie all the readings together and communicate the main point of the readings for the day. The three questions that you provide about the readings should demonstrate that you thought critically about the material and were able to write questions that challenge us to think about the readings. These will be due for the week beginning week 3 of the semester (see schedule below).

All write-ups must be typed and turned in at the beginning of class. You should also bring a copy for yourself to reference during class. The summary should be single spaced on one page, followed by your three questions at the bottom of the page. You may be called on during discussion to pose one of your questions to the class.

- *Discussion leaders.* Each student will have the opportunity to lead discussion for the second half of a class. Students will be paired as discussion leaders. Discussion leaders are responsible for engaging the class in meaningful and substantive discussion of the readings. Discussion leaders must also prepare a handout for the class with a combination of thoughts, ideas, questions, discussion starters—do not simply summarize the readings and then list questions. Is there something interesting in the news on our topic of the week? Have you read additional articles that shed more light on our topic? (and so on...) Students will be graded both on the quality of the discussion and the quality of the handout.
- *Current events.* There are myriad articles pertaining to stress and families that appear in newspapers on a regular basis. You will be required twice during the semester to turn in a recent news article (it may not be an opinion piece or a blog) from one of the following newspapers ONLY: the New York Times, the Washington Post, the Philadelphia Inquirer, the LA Times, USA Today, the Wall Street Journal, the Daily News of New York, or the New York Post. You will not get credit for the assignment if the newspaper article does not meet the outlined criteria. With the article, you must write a 1 paragraph, single-spaced summary of the article, followed by a 1 paragraph, single-spaced THOUGHTFUL reaction to the article. Be specific in your summary but do not plagiarize!!!

Your printed article and 1 page assignment need to be stapled and turned in together. You will be graded on the quality of your concise but accurate summary and the level of critical thinking demonstrated in the reaction paragraph.

- *Communities In Schools Assignments.* You will have 3 graded assignments that relate to CIS.

First, you will write a research paper proposal that is supported by an annotated bibliography (APA Style) and a data analysis plan. Second, you will write a complete, APA style paper with an abstract, introduction, method section, results and discussion sections, and a reference page. This paper must follow APA style in its entirety. Third, you will give a presentation to our Communities In Schools partners. This presentation will be geared toward educating the staff of CIS about some aspect of their annual data.

Note: Specific guidelines for these three assignments will be distributed and discussed in class.

- *Miscellaneous.* Five percent of your grade will come from the instructor's assessment of your overall performance over the course of the semester. Are you late for class? Do you turn assignments in on time? Are you fully engaged in our class meetings? Do you show respect for your classmates' and instructor's ideas and opinions? Did you complete all listed assignments and any extra homework assignments that were given in class?

Class policies

Attendance

Given that we meet only 1 time per week, your presence is expected in every class. Failure to attend any class will result in a 5-point deduction from your final course average. If your final average is a 90 and you have one absence, for instance, it will be reduced to an 85 (80 if you have two absences, and so on).

Late papers/assignments

Late papers/assignments will be accepted until 48 hours after the start of class on Monday at 11:45am. If you turn in your paper after the start of class on Monday but before midnight on Monday, there will be a 10 point deduction; if you turn in your paper between Tuesday 12:01am and Tuesday 11:59pm, there will be a 20 point deduction; if you turn in your paper between Wednesday 12:01am and Wednesday 11:45am there will a 30 point deduction. After that time, no paper will be accepted late.

Using the above guidelines for grading, assignments/papers will only be accepted late if an email is sent with the assignment as an attachment (to determine the time it was turned in). Hard copies must be put in the bin outside of my office door or turned into the department secretary if she is available.

There will be no exceptions...not even “my printer wouldn’t work,” “my computer broke,” or “the computer didn’t save it.” Back up all your files...save to the server...save to disk...SAVE EARLY AND SAVE OFTEN. If there is a printer problem and you are minutes from the start of class, email me the finished document as an attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply. This policy applies to all papers for this class.

If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time. And remember, in fairness to other students, LATE IS LATE.

Academic Support Center

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Workload

Students in this class should expect to work, *on average*, 8-10 hours per week. This course requires a lot of time, attention, and planning. Be sure to anticipate deadlines and due dates to that you can pace yourself throughout the semester. Some weeks may require fewer hours than others, so spread out your work accordingly.

Communication

Email can be a good means of communication, but people's perceptions differ on what constitutes an acceptable response time. Therefore, I discourage email communication about class. If you have questions, come and see me during office hours or set up an appointment for another time to meet with me.

Academic Integrity

The Policy on Academic Honesty (Student Handbook) states, "Moravian College expects its students to perform their academic work honestly and fairly." Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

The Moravian College Student Handbook reads, "[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source." Failure to do so is plagiarism, a major form of dishonesty. Specific procedures for attribution for this course are outlined in the APA Publication Manual (3 copies are available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. **Students must turn in copies of all sources used for papers and are expected to "keep all notes, drafts, and materials used in preparing assignments until a final course grade is given."** A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the office of the Academic Dean.

All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the current APA Manual (available in the Reference section of Reeves Library). Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class. **Psychology 211 is a prerequisite for this class and thus, you are expected to know APA style for citations and references.**

Put simply: If you are caught cheating, you will receive a failing grade. **If they are not your thoughts and ideas and you present them as such, then it is plagiarism.**

Schedule

August 31	Course overview Models of risk and resilience	J&F Ch 1
September 7	LABOR DAY	
September 14	Antipoverty Policies and Programs Discussion Leaders 1	J&F Ch 2

September 21	Child Welfare Policies and Programs Discussion Leaders 2 <i>In the News 1 Due</i>	J&F Ch 3
September 28	Education Policy 1:15 CIS Visitors Jennifer Danese, VP of Operations Katie, Data Analyst	J&F Ch 4
October 5	Site visit, Communities In Schools	
October 12	FALL BREAK	
October 19	Child Mental Health Policy Discussion Leaders 3 <i>Research Proposal/Analysis Plan Due</i>	J&F Ch 5
October 26	DATA DAY! (I will describe to you exactly what you will need to have for class this day)	
November 2	Health Policy Discussion Leaders 4	J&F Ch 6
November 9	Policies on Disabilities Discussion Leaders 5 <i>In the News 2 Due</i>	J&F Ch 7
November 16	Adolescent Substance Abuse Discussion Leaders 6	J&F Ch 8
November 23	Juvenile Justice Policies Discussion Leaders 7	J&F Ch 9
November 30	Integration of Policies Discussion Leaders 8	J&F Ch 10
December 7	Presentations for CIS <i>Final papers due</i>	