

HDF 652: Theories of Human Development

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Fall 2008

Stone 246, Thursdays, 9.00-11.50

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In this class we shall focus on some of the major developmental theories. The readings for this course will consist primarily of original papers by the theorists under discussion, with one week typically devoted to a discussion of the theory and a second week devoted to applications of that theory in research. A guiding presupposition of the course is that theories fit into one of three worldviews or metatheoretical perspectives (mechanism, organicism, and contextualism), and we will examine each theory in its metatheoretical context. Similarly, although research methods can be studied in their own right, and can be evaluated in terms of how well they are applied in practice, methods should be closely tied to theory. We will therefore examine the methods to determine the extent to which they are appropriately related to the theory.

You will need to buy, if you don't already have it, APA (2001), *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA. The required papers are available in Blackboard (<https://blackboard.uncg.edu>), under "Course Documents." Currently the most stable platform from which to use Blackboard, is Mozilla Firefox (a free download from: <http://www.mozilla.com/en-US/> (just click "download"). A copy of this syllabus can be found under "Course Information" in case you lose this one.

Course requirements

1. **Paragraphs and questions**. Almost every week, except weeks in which you are presenting, you need to produce one or more paragraphs (maximum of 250 words total) and one question on each of the readings for that week. You are required to write three paragraphs and questions for the second week of class, and six more during the semester (you can skip one week, or drop your lowest score). The paragraphs (single-spaced) need to present what you think is an important concept or issue about which the author wrote, and why you think it is important. You also need to formulate a question for discussion about each of the papers. Each question should focus on things that you think are important and worthy of discussion. You need to use APA style (with the exception of single spacing and use of your name in the running header), including title page, appropriate headings and running header, appropriate quotations and/or citations, references, etc. I'll give you more details in class. Refer to the *APA Publication manual*, 5th edition, for additional help on appropriate style if needed. The paragraphs and questions need to be sent as an email attachment to jrtudge@uncg.edu by 2 p.m. on Tuesday (a point will be removed for each hour late). The paragraphs and questions, together, are worth 30% of your final grade.

Each of the paragraphs and questions will be graded using the following rubric:

	Excellent	Good	Weak	Nonexistent
Major idea	You chose one of the most important aspects of this reading and wrote about it accurately. (4-5)	What you chose to write about was not particularly important, but you wrote about it accurately. (2-3)	You chose an unimportant issue to write about, or one that was important but did not write about it accurately. (1)	Unimportant, incorrectly understood, nonexistent, or plagiarized. (0)
Question	The question is about an important issue and is likely to lead to an interesting discussion in class. (3)	The question might lead to an interesting discussion, but the topic is not particularly important. (2)	Unlikely to lead to an interesting discussion in class, perhaps because the topic is not important. (1)	Irrelevant or nonexistent. (Score 0)
APA and grammar	The writing fully conforms with APA norms and there are no typographical or	The writing either partly conforms with APA norms or there are typographical or grammatical errors. (1)	The writing only partly conforms with APA norms and there are typographical or grammatical errors (0)	

grammatical errors. (2)			
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Grades for each of the paragraphs (including related questions) will be: A = 9-10; B = 7-8; C = 4-6; D = 0-3.

2. Presentations. Two formal presentations, of 20 minutes each, with one on a theory and the other on methods. These presentations should be thought of as preparations for conference presentations; questions from the audience should be kept for the end of the presentation (except for minor questions about clarification).

The purpose of the presentations is not simply to cover what is in the reading for that week; you may summarize the main issues, but you should assume that people will have read the material. Instead (or in addition) you need to go beyond what is in the readings, for example, by making links to other theories (discussing similarities or differences), or by linking to one or other of the basic paradigms, or by linking to research that might support or attack the theory. The grades for the presentation will be based on the extent to which you:

- present coherently and clearly, showing that you have understood the topic and at least some of the key issues and arguments that the author(s) make(s), and included relevant and interesting “outside” material [0-4 points];
- “talk” to your audience (as opposed to reading from the paper), with good eye contact [0-1 point];
- don’t talk looking back over your shoulder at the material that appears on the overhead [0-1 point];
- use appropriate overheads or slides (visible, not too much information on any one overhead) [0-1 point];
- keep to your time limit (no less than 16 minutes, no more than 21 minutes) [0-1 point];
- have an appropriate introduction (informing your audience what you plan to cover) and conclusion (some type of summarizing statements) [0-2 points].

It will help you to restrict your notes to a minimum (so that you are not tempted to read them) and to practice a couple of times prior to the actual presentation. Make sure that your overheads use a font that is clear and large enough to be seen, and that you do not try to get too much information on any one overhead. You should prepare a version of your presentation for all class members (using the “handout” facility in PowerPoint is the easiest way to do this).

Each presentation is worth approximately 15% of your final grade, and A = 9-10, B = 7-8, C = 5-6.

3. Final paper. A final paper should cover one of the theories of your choice. You should summarize the theory, taking no more than 50% of your paper. The remaining space should be devoted to (a) explaining how it fits into one or other of the major paradigms, (b) empirical support for the theory (i.e., relevant research), and (c) weaknesses of the theory. As with the brief discussion papers, you need to use APA style (see above) and be careful not to plagiarize (see above). The final paper is worth 40% of your final grade.

The rubric for grading the papers is as follows:

	Excellent	Good	Weak	Unmentionable
Summary of the theory (no more than half the paper).	A good, clear, and accurate summary of the major components of the theory. (5-6)	Many, but not all of the major components of the theory, described accurately, or all of the components, with some inaccuracy. (3-4)	Not all of the major components are discussed and those that are described do not seem to be well understood. (1-2)	Not worth considering, or plagiarized. (Score 0)
Fit with paradigm, empirical support, and weaknesses	You have shown why the theory fits the appropriate paradigm, and have described well both support for the theory and its weaknesses. (5-6)	One of these three aspects was not described well, but the other two were. (3-4)	One of these three aspects was described well, but the other two were not. (1-2)	Hmmm, perhaps you ran out of time before you could write this section. (0)
APA and grammar	The writing fully conforms with APA norms and there are no (or almost no) typographical or	The writing either partly conforms with APA norms or there are typographical or grammatical errors. (1)	The writing only partly conforms with APA norms and there are typographical or	

grammatical errors. (2)

grammatical errors. (0)

Grades for your paper will be: 11-14 A; 8-10 B; 5-7 C; D 0-4

Be careful not to plagiarize, using someone else's words as your own. Note that slightly modifying the original words (changing a word here or there, leaving out a clause from a sentence, etc.) still constitutes plagiarism. Sometimes this happens by chance if you take fairly extensive notes on some text, and then simply use those words in your own paper—but it is still plagiarism. If you use an author's words you must put them in quotation marks and cite your source (author's name, date, and page number), and if you summarize you must also cite your source (author's name and date only). If you have any doubts at all, take this workshop: <http://library.uncg.edu/depts/ref/tutorial/integrate/>. Plagiarism is a serious issue. The minimum penalty, for a first offence, is F on the assignment, and a report filed with the appropriate office on campus.

August 28: Introduction to the syllabus.

September 4: Paradigms and theories (no student presentations)

Goldhaber, Chapter 1

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

Tudge, J. R. H. (2008). Chapter 3 (Theory), *The everyday lives of young children: Culture, class, and childrearing in diverse societies*. New York: Cambridge University Press.

September 11: Social cognitive theory

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.

September 18: Social cognitive research

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development* 72(1), 187-206.

September 25: Piaget

Piaget, J. (1983). Piaget's theory. In P. H. Mussen (Series Ed.) & W. Kessen (Vol. Ed.), *Handbook of child psychology: Vol. 1. History, theory, and methods* (4th ed., pp. 103-128). New York: Wiley. (Original work published in 1970.)

October 2: Piagetian research

Piaget, J. (1977). *The grasp of consciousness: Action and concept in the young child*. London: Routledge & Kegan Paul. (Original work published in 1974). (Chapter 15: Seriation.)

October 9: Vygotsky's cultural-historical theory

Tudge, J. R. H., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207-228). Mahwah, NJ: Lawrence Erlbaum Associates.

October 16: Vygotskian research

Scrimsher, S., & Tudge, J. R. H. (2003). The teaching/learning relationship in the first years of school: Some revolutionary implications of Vygotsky's theory. *Early Education and Development*, 14(3), 293-312.

October 23: No class

October 30: Bronfenbrenner's bioecological theory

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 793-828). New York: John Wiley.

November 6: No class (NCFR)**November 13:** Developmental psychobiology

Gottlieb, G. (2000). Understanding genetic activity within a holistic framework. In L. R. Bergman, R. B. Cairns, L.-G. Nilsson, & L. Nystedt (Eds.), *Developmental science and the holistic approach* (pp. 179-201). Mahwah, NJ: Lawrence Erlbaum.

November 20: Research on gene–environment interaction

Riggins-Caspers, K. M., Cadoret, R. J., Knutson, J. F., & Langbehn, D. (2003). Biology-environment interaction and evocative biology-environment correlation: Contributions of harsh discipline and parental psychopathology to problem adolescent behaviors. *Behavior Genetics*, 33(3), 205-220.

November 26: Thanksgiving

December 1 (Monday): *Your paper is due by 9 am on December 1; one grade removed for every day late*

December 4: Summing up