
PSYC 4419 Advanced Topics in Developmental Psychology

Spring 2026 – January 12th – April 28th

Lecture: Tuesday/Thursday 12:30PM – 1:50PM – Location TBD

Lab: Thursday 3:30PM – 5:20PM – Location TBD

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Erin Quinn Austin

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Instructor Information

Instructor Name

Erin Austin, PhD

Office Location

SWSH 404T [View Campus Map](#)

Email Address

Erin.Austin@uta.edu

Faculty Profile

[Erin Austin](#) (<https://www.uta.edu/academics/faculty/profile?username=erinb>)

Office Hours

By appointment, virtual and in person

Communication Guidelines

My preferred communication method is Email and Canvas Inbox, I will respond to both so please do not send the same message twice. Please do not call or use MS Teams to communicate with me. I will respond to emails and Canvas messages within 24 hours or the next business day.

Teaching Assistant Name—TBD

Office Location

Email Address

Office Hours

By appointment, virtual and in person

Course Information

Section Information

Lecture: PSYC 4410-001

Lab: PSYC 4410-002

Course Delivery Method

This course is designated ON-CAMPUS, which means students will be required to attend all class sessions on campus (unless otherwise noted in the syllabus) on all scheduled days/times throughout the semester.

For a full definition of the course modalities, please visit the [Course Modalities page](#).

Time and Place of Class Meetings

The lecture portion of this course meets Tuesday/Thursdays in **Location TBD** from 12:30PM – 1:50PM

The lab portion of this course meets Thursdays in **Location TBD** from 3:30PM-5:20PM

In person attendance is required for both lecture and lab.

Time Zone

This course operates on Central Time. All times listed for class meeting times, exams, and assignment deadlines are in Central Time.

Description of Course Content

This course will cover current topics in Developmental Psychology using an interactive, participatory format that includes a lecture portion and a laboratory section. The course will focus on specific content topics that are especially relevant today to better understand and use advanced concepts in Developmental Psychology. Completion of the course is essential for students who are interested in pursuing a career in Developmental Psychology research.

Prerequisites

Prerequisites: C or better in [PSYC 2300](#), [PSYC 3200](#), [PSYC 3300](#), and [PSYC 3310](#).

Student Learning Outcomes

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

1. Summarize key theoretical perspectives and historical foundations of developmental psychology using course readings and lecture material.
2. Compare and contrast developmental research methods by applying them to case examples in discussions and reflections.
3. Evaluate classic and contemporary research articles in developmental psychology through structured journal reflections and group discussions.
4. Integrate biological, cognitive, affective, and social domains of development in written and group-based assignments.
5. Analyze cultural influences on development using examples from scholarly readings, media, and experiential activities.

6. Apply theories of temperament, emotion, self, and social cognition to real-world scenarios through group labs and reflective writing.
7. Create an annotated bibliography that synthesizes and evaluates scholarly sources on a selected developmental topic.
8. Develop an annotated outline for a research paper that connects developmental theory and empirical evidence.
9. Interpret gender and sexuality development using developmental frameworks in written reflections and class discussions.
10. Examine risk and resilience processes across development through case studies, media, and group-based lab activities.
11. Demonstrate critical thinking and effective academic writing in exams, reflections, and writing assignments.
12. Collaborate effectively in group-based lab activities and discussions by contributing informed, respectful perspectives.

Textbooks and Other Course Materials

Recommended Course Materials

The textbooks and other materials listed below are optional but recommended.

You do not need to purchase any books for this course. Articles, videos, and other materials used in lecture sessions and lab presentations will be provided on Canvas as the course progresses.

Descriptions of major assignments and examinations

Lecture Assignments (50% Total)

Research Article Presentation (10%)

Each student will present a peer-reviewed empirical article related to a course topic. The goal is to clearly explain the study's background, methods, findings, and real-world implications to classmates who have not read the article. Presentations should also include critical evaluation and personal reflection. Talks should be 10-12 minutes with 1-2 minutes for Q&A. Visual aids (e.g., PowerPoint) are required and must be submitted on Canvas before your presentation. Full guidelines and the grading rubric are available on Canvas.

Peer Feedback and Reflection Assignments (10%)

Following each research article presentation, you will complete a form that includes both constructive feedback for the presenter and a brief personal reflection on what you learned. This assignment is designed to enhance your critical thinking, support peer development, and deepen your understanding of course material. There will be 10 opportunities to complete this form, but only 9 submissions will count toward your final grade. All responses should be respectful, specific, and thoughtful. Full instructions and the form are available on Canvas.

Exams (30%)

There will be two Unit Exams administered in class on the dates specified in the schedule below. Exams are non-cumulative. Content will be a mixture of lecture, reading, and practical content. Each exam will consist of 40 multiple-choice questions, and two short answer questions. Exams will be worth 100 points each.

Research Proposal (20% Total)

This writing project will enable you to experience what goes on behind the scenes of scientific research. Your assignment is to write a research proposal that includes a review of the current understanding of the topic, a clearly stated hypothesis, a description of the experimental or observational methods you would use to test your hypothesis, and a discussion of how your research will contribute to the chosen field of psychology. Your initial ideas and observations must be transformed into a carefully designed project that could feasibly be conducted and published in a peer-review journal. Even though you will not be able to collect and analyze data, you still need to work hard to ensure that you have considered all variables and have devised a solid, replicable study that tests a specific hypothesis. While writing your proposal, imagine that you must convince a funding agency that your project is worthy of funding support. To make a convincing case for why your project is valuable, you not only need to review what's been done so far and what you intend to do in your study, but you also need to situate your work within the broader context of the field and clearly explain why your study is unique, important, and represents a significant contribution to the field. Refer to the research articles we have discussed in class and in your textbook as models for the particular style, structure, and ways previous research is referred to in this genre of scientific writing. Rubrics for assignments will be posted on Canvas.

Topic (1%)

Topics for your Research Proposal should be approved before beginning any substantial work on the project. Students will submit a 200-word paragraph describing the developmental topic they wish to explore and describing key variables.

Annotated Bibliography (3%)

To help in the literature review process, you will write an annotated bibliography for 6 articles relevant to your proposal. For each article, you will write (1) a brief description of the research and key variables, (2) a critique the strengths and weakness of the studies, and (3) a reminder as to why this article is relevant to your research proposal and how you plan to use this article in the proposal (you should include key information from the article in this description).

Annotated Outline (3%)

To help prepare to write the rough draft of the research proposal, you will complete an annotated outline. You will map out your proposal including how many paragraphs each section should include, write the first sentence of every paragraph, and include bullet points of information you want to include in each paragraph.

Rough Draft (5%)

You will be required to bring a rough (but nearly final) draft of your research proposal to lab where you will be asked to critique the rough draft manuscript for two of your fellow students. On the assigned lab day, you will exchange copies of your manuscript draft with your classmates. Everyone will make edits on their own devices and track changes, so the edits are clear to the document's author. Your fellow students will provide you with comments and suggestions you can use in doing your revisions. This simulates the process of review used by scientific journals. This will hopefully provide you, as well as your classmates, with valuable information when they revise their paper before their final submission.

Final Draft (6%)

The final draft is the polished, publish ready, version of your research proposal.

Presentation (7%)

You will give a formal presentation at the end of the semester of the completed research proposal. The presentation should last approximately 10 minutes and should include background information, methods, and broader implications. There will also be 3-5 minutes for answering questions.

Lab Assignments (25% Total)

The lab portion of this class is designed to help students learn how to read and discuss various forms of scientific media. There is a focus on learning written and oral communication skills. Students will complete various assignments in lab and outside of lab to facilitate this. Typically, there will be 2-3 presentations each lab followed by small group discussions about the topic. Rubrics for assignments will be posted on Canvas.

Lab Attendance (5%)

Lab attendance is mandatory. Each class is worth 1 point and students may earn up to 13 points. Promptness is expected, arriving over 10 minutes late will result in a .25 deduction in that day's attendance point.

Lab Assignments (20%)

Lab assignments provide an opportunity to actively apply course concepts to real-world situations through interactive and experiential learning. Each week, you will engage in activities that may include analyzing case studies, discussing research findings, exploring developmental scenarios, or observing human behavior in context. While the specific focus of each lab will vary, assignments generally follow a consistent structure: research a relevant issue, discuss it with your peers, reflect on its broader significance, and submit a written response. These assignments are designed to reinforce course content, promote critical thinking, and encourage meaningful engagement with developmental psychology beyond the textbook. Detailed instructions will be provided each week on Canvas.

Expectations for Out-of-Class Study

Workload for this course is intensive and requires significant effort in and out of class. Each week we will cover a specific topic in depth. Each week, materials will include 2-3 journal articles, video, and lecture slides. It is your responsibility to keep up with course readings, assignments, and due dates. A general rule of thumb for college course is that for every credit hour earned, you should spend 3 hours per week working outside of class time. A 3-credit course would have the minimum expectation of 6 hours of reading, studying, and working on assignments outside of class time. It is your responsibility to manage your time and workload appropriately and schedule time each week for reading and studying in this course. Students who succeeded in this class have set up designated times outside of class dedicated to reading and completing coursework. Generally, successful students managed their time wisely and take advantage of the resources offered to them including meeting with the professor, TAs, Statistic Tutors, and attending Supplemental Instruction sessions when available.

Technology Requirements

Canvas (<https://uta.instructure.com>): Assignments, grades, announcements and additional course materials will be posted on Canvas for this class and most of your other courses at UTA. I recommend checking Canvas on a regular basis as I will update it throughout the semester. If new to Canvas please complete the Canvas Student Orientation training course before starting

the course: <https://uta.instructure.com/courses/17157> Canvas support is available 24/7 by calling 1-855-597-3401 or by clicking on the “?” icon on your Canvas Dashboard.

Visit the [UTA Libraries Technology page](#) for a list of items that can be checked out or used at the library.

Recording of Classroom and Online Lectures

Faculty maintain the academic right to determine whether students are permitted to record classroom and online lectures. Recordings of classroom lectures, if permitted by the instructor or pursuant to an ADA accommodation, may only be used for academic purposes related to the specific course. They may not be used for commercial purposes or shared with non-course participants except in connection with a legal proceeding.

As the instructor of this course, I elect to allow recording of classroom or online lectures.

Grading Information

Grading is based on a mastery model. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources. *I make it a policy not to “bump” any final grade up to the next higher grade.* Please do not ask me to do otherwise; communications requesting to add points to your final grade or create additional opportunities to earn extra points, will be ignored. If you want a specific grade, then you need to put in the effort necessary to obtain said grade.

Graded Assignments & Values

Assignment Name	Value (%)
Lecture Assignments (50%)	
Peer Feedback & Reflection (9)	10%
Research Article Presentation	10%
Exams (2)	30%
Research Proposal (25%)	
Topic Paragraph	1%
Annotated Bibliography	3%
Annotated Outline	3%
Rough Draft	5%
Final Draft	6%
Class Presentation	7%
Lab Assignments (25%)	
Lab Attendance (13)	5%
Lab Assignments (9)	20%
Total	100%

Students are expected to keep track of their performance throughout the semester which Canvas facilitates and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

Final Grade Calculation

Range (pts or %)	Letter Grade
90.0 – 100%	A
80.0 – 89.9%	B
70.0– 79.9%	C
60.0– 69.9%	D
< 59.9%	F

Make-Up Exams & Late Work Policy

Lecture attendance is required and assignment due dates are set at the beginning of the semester to ensure that you complete assignments in a timely manner and use the assignments to help you better prepare for and study for the exams. Late work is not accepted in this course. Assignments that are submitted after the original due date will be considered late. Make-up opportunities for in-class activities, homework, quizzes, and lecture exams will only be given if documentation is received for a university-approved absence and arrangements are made with me **prior** to your absence. *Requests to make-up work for any other reason that does not fall under university excused absences such as a serious medical emergency or other extenuating circumstances will be evaluated on a case by case basis after documentation is received and are at the discretion of faculty approval. Documentation must be clear, easily readable, and include relevant dates. You must make-up missed work within 3 working days of the original due date.* Students who miss a class meeting(s) for any reason or miss portions of classes due to tardiness or early departure will **still be held accountable for all of the material that is covered** during those sessions, including materials presented in lecture that are not in the book. If you miss a class, find a classmate (or two) with whom you can share resources. **Please do not email me to ask what materials you missed in class.** Material covered in class is your responsibility.

Extra Credit Policy

There is a 5-point extra credit opportunity for this class. We are going to spend the semester discussing research methods and techniques for analyzing research hypotheses. Therefore, you have the option to reflect on the research process through the eyes of a research participant. You may receive up to 5 extra credit points towards your lowest exam grade if you participate as a research participant in the Department of Psychology's Participant Pool (SONA). You may participate in additional research voluntarily. To gain these Extra Credit points you **MUST** be enrolled in SONA. Details are available on the psychology website at <http://www.uta.edu/psychology/>. Also, you may not use the same experiment for SONA credits in more than one course at a time.

Grades & Feedback Timeline

I will post grades to the Canvas gradebook within 1 week of the due dates.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current [University Catalog Grades and Grading Policies](#). For the Department of Psychology, see the [Grade Grievance Form](#).

University & Course Policies

UTA students are encouraged to review the institutional policies and informational sections below and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>), which includes the following policies, among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Email

Official communication from UTA to you will come only through your UTA e-mail box. Your UT Arlington email is the official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a UTA email account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using UTA Email is available at [Email Services – Office of Information Technology – The University of Texas at Arlington \(uta.edu\)](https://uta.edu/office-of-information-technology). Please access it regularly, or forward it to your current email address, as your success in college will depend on your ability to respond quickly.

I will communicate with you using Canvas email. To contact me by Canvas email, go to your Canvas inbox (left hand side of Canvas homepage), open a new message, select this course, and then select my name. Using Canvas email will allow me to know which section and group you are enrolled in and I can respond to your question or concern sooner. I will not answer emails sent from personal (non-MyMav) accounts since these are not secure.

I am generally good at responding to student e-mails within 24 hours. If you do not hear from me within 48 hours of your initial correspondence, please feel free to send me a reminder Canvas email. Please keep in mind that I do not answer emails after 6PM (Central Time). I will respond to emails sent after 6PM the following day. If you need assistance or have a question about an assignment, please plan accordingly and ask for help sooner rather than later. It is not guaranteed that I will be available to respond to emails sent within 5 hours of the deadline for any assignment. I do want to help you and answer any questions you may have, so please send your questions to me well ahead of the deadline so I can assist you.

Please keep in mind that I **will not** respond to your email if it relates to the following:

- Questions regarding information that can be found on the syllabus
- Information that can be found on Canvas or in a Canvas Course announcement
- Asking for more points to be added to your grade or to have your grade bumped to the next letter grade

Correct Files

Students are responsible for submitting the correct, complete, and viable file(s) with the correct assignments. Files that are submitted to the wrong assignment or assignments that are submitted with an incorrect, incomplete, or corrupt file can be replaced with corrected files only if the correction is made prior to the original due date and time. Corrected files or submissions that occur after the original due date will be considered late (see Late Work policy). Students are strongly encouraged to submit assignments in advance of the due time, then log out of Canvas, log back in and check that the assignment was successfully submitted, that the file is not corrupt, is the correct file, is complete, and is attached to the correct assignment.

Technological Difficulties

Given the online nature of this course, technological issues are possible. However, technological difficulties (Wi-Fi connectivity issues, browser issues, computer problems etc.) are not a valid reason to ask for an extension or ask that the work not be considered late (see Late Work policy). It is your responsibility to make sure you have access to a computer, the course assignments, and reliable Wi-Fi. Make sure your system is compatible BEFORE you start taking a quiz - look in the *troubleshooting* tab in Connect and it will show you if you have the required applications etc. to be successful at uploading the videos, tasks, etc. Further, it is also your responsibility to give yourself enough time before the deadline to deal with any technological difficulties that will arise. If you experience any problems with Canvas, Canvas Help is the best resource to contact for help. Canvas Help is available on your Canvas Dashboard menu as indicated by the “?” icon. Keep in mind that Canvas records the time and date each student visits any page on Canvas but it does not record specific error messages students receive. The more information you can provide Student Tech with the situation in which you encountered the problem, including any error messages you received, the more able they will be to help you. If you experience any problems with Connect, McGraw-Hill Tech Support is the best resource to contact for help (<https://mhedu.force.com/CXG/s/ContactUs>). They can assist you with any troubleshooting issues that you should have.

Cheating and Plagiarism Course Policy

Any student who engages in academic misconduct including cheating and plagiarism on any assignment or quiz will receive a ZERO on that assignment No exceptions. It is the responsibility of the student to understand what plagiarism is, how to avoid it, and how to properly cite your sources. Additional information is available at [Student Conduct](#).

Anti-Plagiarism Software

Any written assignment that you complete in this course will be processed using the anti-plagiarism software. This software is integrated with Canvas and will give you a similarity score for your assignments that will be visible to both you and your professor. If there are instances where your writing is similar to, or matches against, a source within the database, it will be flag for your professor to review. **Any work that is submitted that has a similarity score over 25% will not be graded and will receive a zero.** You can see your similarity score as soon as you submit your assignment. In the event that your similarity score is too high, you should revise your document and resubmit your assignment up until the assignment is due.

Attendance

Attending class sessions is a critical predictor and indicator of student success. The University of Texas at Arlington does not recognize a single attendance policy but encourages faculty to establish class-specific policies on attendance. As the instructor of this section, note that you should be aware that we can track your progress in Canvas—in fact, we can see each page you accessed and the time when that occurred.

The U.S. Department of Education requires that UT Arlington have a mechanism in place to verify Federal Student Aid recipients' attendance in courses. UT Arlington instructors are expected to report the last date of attendance when submitting students' final course grades; specifically, when a student earns a course grade of F, instructors must report the last date a student attended their class. For on-campus classes, last date of attendance can be based on attendance rosters or on academic engagements—a test, participation in a class project or presentation, or Canvas-based activity. Online or distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities in Canvas to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance. The last date of attendance is reported to the U.S. Department of Education for federal financial aid recipients.

Generative AI Use in This Course

The use of Generative AI (GenAI) in course assignments and assessments must align with the guidelines established by the instructor. Unauthorized use of GenAI could result in breaches of academic integrity. Instructors bear the responsibility of clearly delineating the permissible uses of GenAI in their courses, underscoring the importance of responsible and ethical application of these tools.

The [UTA Office of Community Standards](#) articulates the university's stance on [academic integrity and scholastic dishonesty](#). These standards extend to the use of GenAI. Unauthorized or unapproved use of GenAI in academic work falls within the scope of these policies and will be subject to the same disciplinary procedures.

As the instructor of this course, I have adopted the following policy on Student use of GenAI:
Prohibition of GenAI Use: In this course, the focus is on the development of independent critical thinking and the mastery of subject-specific content. To ensure that all submitted work accurately reflects personal understanding and original thought, the use of Generative AI (GenAI) tools in completing assignments or assessments is strictly prohibited. This policy supports our commitment to academic integrity and the direct measurement of each student's learning against the course's Student Learning Outcomes (SLOs). Any work found to be generated by AI will be subject to academic review.

Academic & Wellness Resources

Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring, and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](https://www.uta.edu/student-success/course-assistance) (<https://www.uta.edu/student-success/course-assistance>). To request disability accommodations for tutoring, please complete this [tutoring request form](https://www.uta.edu/student-success/course-assistance/tutoring/request) (<https://www.uta.edu/student-success/course-assistance/tutoring/request>).

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits,

workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) (<http://www.uta.edu/owl>) for detailed information on all our programs and services.

Academic Plaza

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](https://library.uta.edu/hours) (<https://library.uta.edu/hours>) of operation.

UTA CARE Team

UT Arlington is committed to the safety, success, and well-being of our students. To support our community, UTA has created a CARE Team, which is a dedicated group of campus professionals responsible for helping students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you know of someone experiencing challenges, appearing distressed, needing resources, or causing a significant disruption to the UTA community, please submit a [CARE Referral](#) by visiting the [Behavior Intervention Team](https://www.uta.edu/student-affairs/dos/behavior-it) (<https://www.uta.edu/student-affairs/dos/behavior-it>) page. You may also submit a referral for yourself if you would like additional support.

NOTE: If a person's behavior poses an immediate threat to you or someone else, contact UTA Police at 817-272-3303 or dial 911. If you or someone you know needs to speak with a crisis counselor, please reach out to the [MAVS TALK 24-hour Crisis Line](https://www.uta.edu/student-affairs/caps/crisis) (<https://www.uta.edu/student-affairs/caps/crisis>) at 817-272-8255 or the [National Suicide and Crisis Lifeline](https://988lifeline.org/) (<https://988lifeline.org/>) at 988.

Student Services

Everything you need to make the most of your time as a student (and beyond) is all on campus. Below are a few resources to get you started.

- [Student Services Home](#)
- [Student Access and Resource \(SAR\) Center](#)
- [Military and Veteran Services](#)
- [Health Services](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Activities and Organizations](#)
- [Recreation](#)

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](https://libraries.uta.edu/research/librarians) (<https://libraries.uta.edu/research/librarians>) that can assist students with research projects, tutorials on plagiarism, and citation references, as well as support with databases and course reserves.

Safety Information & Resources

Face Covering Policy

Face coverings are not mandatory; all students and instructional staff are welcome to wear face coverings while they are on campus or in the classroom.

MavAlert System

The MavAlert system sends information to cell phones or email accounts of subscribed users in case of an emergency. Anyone can subscribe to MavAlerts at [Emergency Communication System](https://www.uta.edu/uta/emergency.php) (<https://www.uta.edu/uta/emergency.php>).

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Course Schedule

Week	Date	Lecture Topic	Assignment
1	T 1/13	History of Developmental Psychology	
	Th 1/15	Articles: White, 1992; Thelen & Adolph, 1992; Cairns et al., 1992	Peer Feedback & Reflection
	Lab:	Peer Dialogue with Vignette Analysis	Lab Week 1, Topic Approval
2	T 1/20	Theories of Developmental Psychology	
	Th 1/22	Articles: Bronfenbrenner, 2005; Sameroff, 2010, Baltes, 1987	Peer Feedback & Reflection
	Lab:	Writing Workshop	Annotated Bibliography
3	T 1/27	Research Methods	
	Th 1/29	Articles: Kagan, 2008; Kuhn; 1995; Card & Little, 2007	Peer Feedback & Reflection
	Lab:	Research Design Challenge	Lab Week 3
4	T 2/3	Culture in Development	
	Th 2/5	Articles: Paulussen-Hoogbeem, et al., 2007; Coll & Pachter, 2002; Bornstein, 2012	Peer Feedback & Reflection
	Lab:	Peer Dialogue in Cultural Case Study	Lab Week 4
5	T 2/10	Genetics and Prenatal Experience	
	Th 2/12	Articles: Field, 2011; Pennington et al., 2009; Hay et al., 2010	Peer Feedback & Reflection
	Lab:	Prenatal Risk Profile	Lab Week 5
6	T 2/17	Exam 1 Review	
	Th 2/19	Exam 1	
	Lab:	Writing Workshop	Annotated Outline
7	T 2/24	Gender and Sex	
	Th 2/26	Articles: Dunham et al., 2016; Croft et al., 2014; Fausto-Sterling et al., 2012	Peer Feedback & Reflection
	Lab:	Identity Development in Gender and Sex	Lab Week 7
8	T 3/3	Temperament, Emotion, Self	
	Th 3/5	Temperament, Emotion, Self	
	Lab:	Temperament in Context	Lab Week 8
Spring Break – No Classes: March 9th and 13th			
9	T 3/17	Articles: Morris et al., 2007; Rothbart, 2007; Kerns et al., 2016	Peer Feedback & Reflection
	Th 3/19	Parenting and Attachment	
	Lab:	Attachment and Internal Working Models	Lab Week 9
10	T 3/24	Parenting and Attachment	
	Th 3/26	Articles: Caspi et al., 2003; Groh et al., 2014; Waldinger & Schulz, 2016	Peer Feedback & Reflection
	Lab:	Parenting Styles and Practices	Lab Week 10
11	T 3/31	Siblings and Peers	
	Th 4/2	Articles: Conger & Little, 2010; Hartup, 1996; Mikami et al., 2010	Peer Feedback & Reflection

	Lab:	Researching Peer Relationships	Lab Week 11
Week	Date	Lecture Topic	Assignment
12	T 4/7	Risk and Resiliency	
	Th 4/9	Articles: Lynch et al., 2006; Sroufe, 2013; Lerner et al., 2012	Peer Feedback & Reflection
	Lab:	Mapping Harm, Building Healing	Lab Week 12
13	T 4/14	Exam 2 Review	
	Th 4/16	Exam 2	
	Lab:	Writing Workshop	Rough Draft, Peer Review
14	T 4/21	Presentations	
	Th 4/23	Presentations	
	Lab:	Presentations	
15	T 4/28	Presentations	
16	Th 5/7		Final Paper