HP4232/7205 Development of Self-regulation

Instructor
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Office hour: by appointment

Class times
Mondays: 9:30 – 12:30

Location
S4-SR5 (S4-B2A-10)

Prerequisites
Finish all psychology core courses: HP1000/HP101, HP1100/HP102, HP2000/HP201, HP2100/HP200, HP2300/HP202, HP2400/HP203, HP2500/HP204, HP2600/HP206

Course description and goals
This course provides students with an advanced introduction to empirical findings, methods, and theoretical perspectives on the development of self-regulation. Topics include the development of executive function, theory of mind, and emotion regulation. General developmental trajectories as well as individual differences will be covered. Both biological and environmental impacts, including genetic disposition, parental practices, socio-economic status, and culture, on the development of self-regulation will be discussed. Additionally, developmental disorders related to self-regulation will be introduced.

Learning Objective
1. To increase students’ knowledge in the development of self-regulation.
2. To improve students’ critical thinking.
3. To improve students’ research skills in developmental psychology.

Method of instruction
Lectures, class presentation, discussion, and participation: 3 hours every week
- There is no lecture on Sep 12 due to the public holiday.
- There is no lecture on Sep 26 due to recess.
- There is no textbook for this course. Readings will be assigned.
Lecture schedule

Lec1 (Aug 8) Introduction
Lecture reading: (Fox & Riconscente, 2008)

Lec2 (Aug 15) Willpower
Lecture reading: (Mischel & Ayduk, 2004)
Student presentation: (Cassotti, Aïte, Osmont, Houdé, & Borst, 2014; Mischel & Ebbeson, 1970; Scheres, Tontsch, Thoeny, & Sumiya, 2014)

Lec3 (Aug 22) Attention network and effortful control
Lecture reading: (Posner & Rothbart, 2007)
Student presentation: (Kochanska & Knaack, 2003; Rueda et al., 2004)

Lec4 (Aug 29) Executive function
Lecture reading: (Diamond, 2013)
Student presentation: (Hongwanishkul, Happaney, Lee, & Zelazo, 2005; Prencipe et al., 2011; Taylor, Barker, Heavey, & McHale, 2013)

Lec5 (Sep 5) Emotion regulation
Lecture reading: (Eisenberg, Spinrad, & Eggum, 2010)
Student presentation: (Cole, Dennis, Smith-Simon, & Cohen, 2009; Silk, Steinberg, & Morris, 2003)

Lec6 (Sep 19) Goal and motivation [lecture on how to conduct literature review]
Lecture reading: (Ryan & Deci, 2015)
Student presentation: (Dickson & Moberly, 2013; Klahr & Robinson, 1981; Vansteenkiste, Timmermans, Lens, Soenens, & Van den Broeck, 2008)

Lec7 (Oct 3) Language, symbol, representation, and bilingualism
Lecture reading: (Duncan & Tarulli, 2009)
Student presentation: (Carlson, Davis, & Leach, 2005; Day & Smith, 2013; Poarch & Bialystok, 2015)

Lec8 (Oct 10) Parenting, culture, and family income
Lecture reading: (Kiel & Kalomiris, 2015)
Student presentation: (Friedman et al., 2008; Raver, Blair, & Willoughby, 2013; Talwar, Carlson, & Lee, 2011; von Suchodoletz, Trommsdorff, & Heikamp, 2011)

Lec9 (Oct 17) Implications
- **Draft of the research report is due at 5 pm.**
Lecture reading: (Rothbart & Posner, 2015)
Student presentation:
- Eating (Tan & Holub, 2015)
- Learning and academic context (Blair, Ursache, Greenberg, & Vernon-Feagans, 2015)
- Multitasking (Courage, Bakhtiar, Fitzpatrick, Kenny, & Brandeau, 2015)
- Stress coping (Campbell et al., 2009)

Lec10 (Oct 24) On the improvement of self-regulation
Lecture reading: (Berkman, Graham, & Fisher, 2012)
Student presentation:
- Toilet training (Blum, Taubman, & Nemeth, 2003)
- Training on EF (Diamond, Barnett, Thomas, & Munro, 2007)
- Mindfulness (Fishbein et al., 2015)
- Training on self-regulation and problem solving (Perels, Gurtler, & Schmitz, 2005)

Lec11 (Oct 31) Student research proposal/literature review presentation 1
Presenter:

Lec12 (Nov 7) Student research proposal/literature review presentation 2
Presenter:
Student Assessment (100 points)

- Class participation: 12 points
  - 1 point X 12 lectures = 12 points

- Discussion questions and reflection on research articles: 7 points
  - 1 point X 7 lecture = 7 points

  - Undergraduates can post any discussion on the readings assigned for the lecture on the Discussion Board of the course website. For example, you talk about the research questions, the literature, the design of the experiment, the procedure of the experiment, the data analysis method, the results, the strong points of this study, the weakness of the study, the implication, and future studies. You can talk about one article in particular, compare two or three articles, or discuss all the articles in general. In terms of format, it can be questions or comments. You can have multiple posts. Your questions and comments will be addressed in details during the lecture. The discussion questions are due at 5 pm of each Thursday (Presenters and I need to review the discussions on Friday to prepare the presentation and lecture on the following Monday). Presenters of the week do not need to post any discussion. In total, there are 7 lectures, so please post your discussion 7 times throughout the semester. Your questions or comments for each lecture will be counted as 1 point.

  - Graduates are supposed to submit reflection on the assigned article(s) for 7 times. Each reflection is about 200 words. We do not have specific requirement in terms of the form of the reflection, as long as you reflect how the readings are related to your work. For example, you can talk about how one particular idea can be insightful in your research design or how an argument for you deserves more testing etc. Please submit the reflection via Turnitin assignment on the course website. The reflection is due at 5 pm of each Thursday (Presenters and I need to review the discussions on Friday to prepare the presentation and lecture on the following Monday). Presenters of the week do not need to submit the reflection paper. Your reflection for each lecture will be counted as 1 point.

- Class presentation: 20 points
  - 10 points X 2 times = 20 points
  - Present research articles as well as lead the class discussion and activities.

- Quiz: 11 points
  - 1 point X 11 lectures = 11 points
Quiz will be conducted at the end of each lecture. The content is on the particular lecture. The format is multiple choice, fill-in-blanks, true/false, and etc. Each quiz includes 2 questions.

- Research proposal/literature review: 50 points
  - A research proposal/literature review on any topic related to the development of self-regulation. 5000 words, including the title, abstract, key words, main text, tables, figures, and references.
  - First draft: 10 points. It is due on Oct 17, Monday, 5 pm. Please submit the report via Turnitin assignment on the course website. Feedback and comments will be returned to you by Oct 28, Friday, 5 pm.
  - Presentation: 10 points.
  - Final report: 30 points. It is due on Nov 14, Monday, 5 pm. Please submit the report via Turnitin assignment on the course website.

The above schedule, polices, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Information on Plagiarism:


Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

The key element of this principle is that the author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of some one else’s article, that person should be given credit (p.349 – p.350).
Readings


