



CD/PS 361 DEVELOPMENTAL PSYCHOLOGY
IES Abroad Paris

DESCRIPTION:

This course provides a comprehensive overview of human development from infancy to late adulthood, examining the physical, cognitive, emotional, and social changes that occur across the lifespan. By integrating perspectives from psychology, biology, and sociology, students gain a deeper understanding of how genetics, environment, and personal experiences shape development. A key focus is on the processes underlying developmental change, equipping students with the knowledge to analyze its causes and complexities and apply this understanding to real-life settings. Additionally, the course emphasizes critical evaluation of psychological research, helping students develop the skills to assess developmental studies objectively.

Students will explore major developmental theories, including those of Piaget, Erikson, and Vygotsky, as well as key topics such as prenatal development, childhood learning, adolescent identity formation, and adulthood transitions like career, relationships, and aging. The course also delves into cognitive and emotional development, language acquisition, temperament, and attachment. Further discussions include intelligence, moral development, and the role of social influences—family, peers, education, and technology—in shaping human growth. Through case studies and research analysis, students will engage with real-world applications of developmental psychology, making this course particularly valuable for those pursuing psychology, education, or related fields.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

PREREQUISITES: At least one semester of Introduction to Psychology is a prerequisite for this course

ADDITIONAL COST: None

METHOD OF PRESENTATION: lessons include lectures (using slides and videos), role-playing, class discussions, case studies and course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation 10%
- Research paper 20%
- Presentation 10%
- Reflection paper 15%
- Midterm exam 20%
- Final exam 25%

Details of required work:

- Research paper: Students prepare a research question based on a topic of their choice covered in the course. This forms the basis of their academic paper. The research paper is due on week 5, session 1, by 6.00 pm. Students who submit their papers after the deadline will lose 4 percentage points from the paper's grade. The research paper should be 3000 words in length (2500-3000 words), typed, doubled-spaced, font 12, and should be submitted both electronically (to the Professor's e-mail) and in paper format to the instructor in class.
- Reflection paper: Students reflect on their experience of the connection between their psychological features and their developmental history, using the psychological concepts and theories covered in the course. If students are not comfortable to reflect on their features and development, they can choose to analyze a fictional character from a book or a historical figure. The reflection paper is due on week 8, session 1, by 6.00 pm. Students who submit their papers after the deadline will lose 4 percentage points from the paper's grade. The reflection paper should be 2000 words in length (1750-

2000 words), typed, doubled-spaced, font 12 and should be submitted both electronically (to the Professor's e – mail) and in paper format to the instructor in class.

Papers will be graded on Content and Analysis (50%), Structure and Organization of Content (40%), and referencing and in-text citation (10%). All submitted papers must follow APA formatting. Professors will instruct students on the use of this format during the course.

- Presentation: Students give a presentation of their research paper to the class. Presentations should last a maximum of 10 minutes. Students' presentations will be graded on content and analysis, structure, delivery and engagement, and originality.
- Midterm exam: Written test with both multiple-choice and open-ended questions
- Final exam: Written test with both multiple-choice and open-ended questions, and one case study.

Grading Rubric for student participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

LEARNING OUTCOMES:

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

- Understand the core theories and research methods in developmental psychology, with a focus on the lifespan approach, and the interplay of genetic and environmental factors in development.
- Examine key stages of physical and cognitive development (from prenatal development to infancy and early childhood), as well as emotional and social development (during infancy, toddlerhood, and early childhood)
- Explore cognitive, emotional, and social growth during middle childhood, and evaluate the development of emotional regulation, identity, and social interactions during adolescence and early adulthood.
- Assess the impact of cognitive, emotional, and social changes during middle adulthood and late adulthood.

CONTENT:

Week & Session	Content	Assignments & Reading
<u>Week 1</u>	Introducing developmental psychology: Overview of Lifespan Development and Research Methods	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 1: History, Theory, and Research Strategies, pp. 2-41 Kahn, R., Brandt, D. and Whitaker, R. (2004). <i>Combined Effect of Mothers' and Fathers' Mental Health Symptoms on Children's Behavioral and Emotional Well-being</i>. Archives of Pediatrics & Adolescent Medicine, 158(8), p.721-729
	Foundations of Development- Genetic and Environmental context	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 2: Foundations of Development: Genetic and Environmental Foundations, pp. 44-67 <i>Turkheimer, E., Haley, A., Waldron, M., d'Onofrio, B., & Gottesman, I. I. (2003). Socioeconomic status modifies heritability of IQ in young children. Psychological science, 14(6), 623-628.</i> <i>Friedman, N., Haberstick, B., Willcutt, E., Miyake, A., Young, S., Corley, R. and Hewitt, J.(2007). Greater Attention Problems During Childhood Predict Poorer Executive Functioning in Late Adolescence. Psychological Science, 18(10), pp.893-900.</i>

<u>Week 2</u>	Prenatal Development, Birth, & Newborn Adaptation	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 3: Prenatal Development, Birth, and the Newborn Baby. pp. 69-95; 103-111 Bahrick, L., Todd, J., Castellanos, I. and Sorondo, B. (2016). <i>Enhanced attention to speaking faces versus other event types emerges gradually across infancy</i>, <i>Developmental Psychology</i>, 52(11), pp.1705-1720.
	Infancy and Toddlerhood: Brain Development, Physical and Cognitive Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 4: Physical Development in Infancy and Toddlerhood pp. 96-117 Chapter 5: Cognitive Development in Infancy and Toddlerhood pp. 149-178 O'Connor, T. G., Monk, C. and Fitelson, E. M. (2014), <i>Practitioner Review: Maternal mood in pregnancy and child development – implications for child psychology and psychiatry</i>, <i>J Child Psychology and Psychiatry</i>, 55: pp. 99–111. doi:10.1111/jcpp.12153. Mills, K., Lalonde, F., Clasen, L., Giedd, J. and Blakemore, S. (2012). <i>Developmental changes in the structure of the social brain in late childhood and adolescence</i>, <i>Social Cognitive and Affective Neuroscience</i>, 9(1), pp.123-131.

<u>Week 3</u>	Infancy and Toddlerhood: Emotional and Social Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 6: Emotional and Social Development in Infancy and Toddlerhood pp. 182-208 Wermelinger, S., Gampe, A., & Daum, M. M. (2017). <i>Bilingual toddlers have advanced abilities to repair communication failure</i>, <i>Journal Of Experimental Child Psychology</i>, pp.15584-94. doi:10.1016/j.jecp.2016.11.005
	Early Childhood: Physical and Cognitive Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 7: Physical and Cognitive Development in Early Childhood, pp. 214-252 Gopnik, A., Choi, S. and Baumberger, T. (1996). <i>Cross-linguistic differences in early semantic and cognitive development</i>. <i>Cognitive Development</i>, 11(2), pp.197-225.
<u>Week 4</u>	Early Childhood: Emotional and Social Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 8: Emotional and Social Development in Early Childhood, pp. 256-286 Maguire, L. K., Niens, U., McCann, M., & Connolly, P. (2016). <i>Emotional Development among Early School-Age Children: Gender Differences in the Role of Problem Behaviours</i>, <i>Educational Psychology</i>, 36(8), pp.1408-1428 Hemphill, S. A., & Littlefield, L. (2006). <i>Child and Family Predictors of Therapy Outcome for Children with Behavioral and Emotional Problems</i>, <i>Child Psychiatry and Human Development</i>, 36(3), pp.329-349.doi:10.1007/s10578-005-0006-1

	Middle Childhood: Cognitive, Emotional and Social Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 9: Physical and Cognitive Development in Middle Childhood, pp. 303-317; Chapter 10: Emotional and Social Development in Middle Childhood, pp.334-356 <i>Giofrè, D., & Cornoldi, C. (2015). The structure of intelligence in children with specific learning disabilities is different as compared to typically development children. Intelligence, pp. 5236-43, doi:10.1016/j.intell.2015.07.002</i> Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., & Aritzeta, A. (2016). Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach, <i>Journal Of Adolescence</i>, pp. 531-539 doi:10.1016/j.adolescence.2016.08.009
<u>Week 5</u>	Class presentations 1 Deadline for research paper submission	Graham, A. and Fitzgerald, R. (2010). <i>Supporting Children's Social and Emotional Well-being: Does 'Having a Say' Matter?</i>, <i>Children & Society</i>, 25(6), pp. 447-457
	Adolescence: Physical and Cognitive Development	Berk, L. E. (2022). Development through the lifespan (7th ed.), Chapter 11: Physical and Cognitive Development in Adolescence, pp. 387-397 Fink, G. and Rockers, P. (2014). <i>Childhood growth, schooling, and cognitive development: further evidence from the Young Lives study</i>, <i>American Journal of Clinical Nutrition</i>, 100(1), pp.182-188. Fuhrmann, D., Knoll, L. and Blakemore, S. (2015). <i>Adolescence as a Sensitive Period of Brain Development</i>, <i>Trends in Cognitive Sciences</i>, 19(10), pp.558-566.

<u>Week 6</u>	Adolescence: Emotional and Social Development	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 12: Emotional and Social Development in Adolescence, pp: 406-422 Jiang, Y., You, J., Hou, Y., Du, C., Lin, M., Zheng, X., & Ma, C. (2016). <i>Buffering the effects of peer victimization on adolescent non-suicidal self-injury: The role of self-compassion and family cohesion</i>, <i>Journal of Adolescence</i>, pp. 53107-115. doi:10.1016/j.adolescence.2016.09.005 Hopkins, T., Clegg, J., & Stackhouse, J. (2016). <i>Young offenders' perspectives on their literacy and communication skills</i>, <i>International Journal Of Language & Communication Disorders</i>, 51(1), pp.95-109. doi:10.1111/1460-6984.12188 Van Goethem, A. J., van Hoof, A., van Aken, M. A., Raaijmakers, Q. A., Boom, J., & de Castro, B. O. (2012). The role of adolescents' morality and identity in volunteering. Age and gender differences in a process model, <i>Journal of Adolescence</i>, 35(3), pp.509-520. doi:10.1016/j.adolescence.2011.08.012
	Early Adulthood: Cognitive, Emotional and Social Development (Part I)	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 13: Physical and Cognitive Development in Early Adulthood, pp. 456-463 Shulman, E. P., Harden, K. P., Chein, J. M., & Steinberg, L. (2015). <i>Sex differences in the developmental trajectories of impulse control and sensation-seeking from early adolescence to</i>

		early adulthood, <i>Journal of Youth and Adolescence</i>, 44(1), pp.1-17 doi:10.1007/s10964-014-0116-9. Greischel, H., Noack, P., & Neyer, F. J. (2016). <i>Sailing uncharted waters: Adolescent personality development and social relationship experiences during a year abroad</i>, <i>Journal Of Youth and Adolescence</i>, 45(11), pp.2307-2320. doi:10.1007/s10964-016-0479-1
<u>Week 7</u>	Midterm exam 1.5 hrs	Gregson, K. D., Erath, S. A., Pettit, G. S., & Tu, K. M. (2016). <i>Are they listening? Parental social coaching and parenting emotional climate predict adolescent receptivity</i>, <i>Journal Of Research On Adolescence</i>, 26(4), pp.738-752 doi:10.1111/jora.12222

	Early Adulthood: Cognitive, Emotional and Social Development (Part II) 1.5 hrs class time	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 13: Emotional and Social Development in Early Adulthood, pp. 470-498. McElwain, N. L., Ogolsky, B. G., Engle, J. M., Holland, A. S., & Mitchell, E. T. (2016). <i>Child–child similarity on attachment and temperament as predictors of positive interaction during acquaintanceship at age 3</i>. <i>Developmental Psychology</i>, 52(9), 1394-1408. doi:10.1037/dev0000190 Wang, F. L., Eisenberg, N., Valiente, C., & Spinrad, T. L. (2016). <i>Role of temperament in early adolescent pure and co-occurring internalizing and externalizing problems using a bifactor model: moderation by parenting and gender</i>. <i>Development And Psychopathology</i>, 28(4, Part 2), pp.1487-1504. doi:10.1017/S0954579415001224
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		Widow, R., Briley, D. A., Short, S. E., & Boardman, J. D. (2016). <i>Gender and genetic contributions to weight identity among adolescents and young adults in the U.S.</i>, <i>Social Science & Medicine</i>, pp.16599-107. doi:10.1016/j.socscimed.2016.07.044.
<u>Week 8:</u>	Middle Adulthood Cognitive Development: Changes in mental abilities	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 15: Physical and Cognitive Development in Middle Adulthood, pp. 524-531 Takeuchi, M. S., Miyaoka, H., Tomoda, A., Suzuki, M., Liu, Q., & Kitamura, T. (2010). <i>The Effect of Interpersonal Touch during Childhood on Adult Attachment and Depression: A Neglected Area of Family and Developmental Psychology?</i>, <i>Journal Of Child And Family Studies</i>, 19(1), pp.109-117. Dohm-Hansen, S., English, J. A., Lavelle, A., Fitzsimons, C. P., Lucassen, P. J., & Nolan, Y. M. (2024). The 'middle-aging' brain. <i>[Journal Name]</i>. https://doi.org/10.1016/j.jneurobiol.2024.03.001
	Course-related trip TBC Deadline for reflection paper submission	Clark-Keefe, K. (2014). <i>Becoming Artist, Becoming Educated, Becoming Undone: Toward a Nomadic Perspective of College Student Identity Development</i>, <i>International Journal Of Qualitative Studies In Education (QSE)</i>, 27(1), pp.110-134.

<u>Week 9:</u>	Middle Adulthood Emotional and Social development: Stability and Change in Self-concept and personality	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 16: Emotional and Social Development in Middle Adulthood, pp. 538-549 Allemand M, Gomez V, Jackson JJ. Personality trait development in midlife: exploring the impact of psychological turning points. Eur J Ageing. 2010 Aug 20;7(3):147-155. doi: 10.1007/s10433-010-0158-0. PMID: 28798625; PMCID: PMC5547353. Tang, E., Luyten, P., Casalin, S., & Vliegen, N. (2016). <i>Parental personality, relationship stress, and child development: A stress generation perspective. Infant And Child Development</i>, 25(2), pp.179-197. doi:10.1002/icd.1922

	Guest Speaker-TBC Dr. Felicity Brown, UNICEF?	Marjanovič-Umek, L., & Fekonja-Peklaj, U. (2017). <i>The roles of child gender and parental knowledge of child development in parent-child interactive play, Sex Roles</i>, doi:10.1007/s11199-016-0734-7 Reitz-Krueger, C. L., Warner, T. C., Newsham, R. L., & Reppucci, N. D. (2016). <i>Who's to blame? Perceptions of adolescents' maturity and responsibility in sexual relationships with an older partner, Psychology, Public Policy, And Law</i>, 22(1), pp.105-113 doi:10.1037/law0000065.
<u>Week 10:</u>	Navigating the Golden Years: Cognitive, Emotional, and Social Growth in Late Adulthood (Part I)	Berk, L. E. (2022). Development through the lifespan (7th ed.).Chapter 17: Physical and Cognitive Development in Late Adulthood, pp. 594-603
	Navigating the Golden Years: Cognitive, Emotional, and Social Growth in Late Adulthood (Part II)	Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 18: Emotional and Social Development in Late Adulthood, pp. 608-633

Week 11

Death, Dying and Bereavement

Berk, L. E. (2022). Development through the lifespan (7th ed.). Chapter 19: Emotional and Social Development in Middle Adulthood, pp. 644-669

Course-related trip to Musée de l'histoire d'immigration

<u>Week 12</u>	Cross-cultural perspective on human development	Bai, Y., Zhang, L., Liu, C., Shi, Y., Mo, D., & Rozelle, S. (2017). Effect of Parental Migration on the Academic Performance of Left Behind Children in North Western China. <i>The Journal of Development Studies</i>, 54(7), 1154–1170. https://doi.org/10.1080/00220388.2017.1333108 Lam, T., & Yeoh, B. S. A. (2019). Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. <i>Journal of Ethnic and Migration Studies</i>, 45(16), 3085–3104. https://doi.org/10.1080/1369183X.2018.1547022 Raturi, R., & Cebotari, V. (2022). The impact of parental migration on psychological well-being of children in Ghana. <i>Journal of Ethnic and Migration Studies</i>, 49(1), 192–211. https://doi.org/10.1080/1369183X.2022.2076070
	The impact of Technology on human development	Nesi, J., Widman, L., Choukas, Bradley, S., & Prinstein, M. J. (2016). <i>Technology based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation</i>, <i>Journal Of Research On Adolescence</i>, doi:10.1111/jora.12274 Douglass, S., Mirpuri, S., & Yip, T. (2017). <i>Considering friends within the context of peers in school for the development of ethnic/racial identity</i>, <i>Journal of Youth and Adolescence</i>, 46(2), pp.300-316.

		doi:10.1007/s10964-016-0532-0 Cyr, B., Berman, S. L., & Smith, M. L. (2015). <i>The role of communication technology in adolescent relationships and identity development</i> , <i>Child & Youth Care Forum</i> , 44(1), pp.79-92. doi:10.1007/s10566-014-9271-0
Week 13	MANDATORY 1.5 hrs REVIEW SESSION	
FINAL EXAM Date TBD	Final exam – 1.5 hrs	

COURSE-RELATED TRIPS:

- Musée de l’histoire d’immigration
- TBC

REQUIRED READINGS:

- Bai, Y., Zhang, L., Liu, C., Shi, Y., Mo, D., & Rozelle, S. (2017). Effect of Parental Migration on the Academic Performance of Left Behind Children in North Western China. *The Journal of Development Studies*, 54(7), 1154–1170. <https://doi.org/10.1080/00220388.2017.1333108>
- Cyr, B., Berman, S. L., & Smith, M. L. (2015). *The role of communication technology in adolescent relationships and identity development*. *Child & Youth Care Forum*, 44(1), pp.79-92. doi:10.1007/s10566-014-9271-0.
- Dohm-Hansen, S., English, J. A., Lavelle, A., Fitzsimons, C. P., Lucassen, P. J., & Nolan, Y. M. (2024). The 'middle-aging' brain. *[Journal Name]*. <https://doi.org/10.1016/j.jneurobiol.2024.03.001>
- Fuhrmann, D., Knoll, L. and Blakemore, S. (2015). *Adolescence as a Sensitive Period of Brain Development*. *Trends in Cognitive Sciences*, 19(10), pp. 558-566.
- Gregson, K. D., Erath, S. A., Pettit, G. S., & Tu, K. M. (2016). *Are they listening? Parental social coaching and parenting emotional climate predict adolescent receptivity*. *Journal of Research on Adolescence*, 26(4), pp.738-752 doi:10.1111/jora.12222.
- Hemphill, S. A., & Littlefield, L. (2006). *Child and Family Predictors of Therapy Outcome for Children with Behavioral and Emotional Problems*. *Child Psychiatry And Human Development*, 36(3), pp.329-349 doi:10.1007/s10578-005-0006-1.
- Hopkins, T., Clegg, J., & Stackhouse, J. (2016). *Young offenders’ perspectives on their literacy and communication skills*. *International Journal of Language & Communication Disorders*, 51(1), pp.95-109 doi:10.1111/1460-6984.12188.
- Jiang, Y., You, J., Hou, Y., Du, C., Lin, M., Zheng, X., & Ma, C. (2016). *Buffering the effects of peer victimization on adolescent non-suicidal self-injury: The role of self-compassion and family cohesion*. *Journal of Adolescence*, pp.53107-115 doi:10.1016/j.adolescence.2016.09.005.
- Kahn, R., Brandt, D. and Whitaker, R. (2004). *Combined Effect of Mothers' and Fathers' Mental Health Symptoms on Children's Behavioral and Emotional Well-being*. *Archives of Pediatrics & Adolescent Medicine*, 158(8), pp.721.
- Mills, K., Lalonde, F., Clasen, L., Giedd, J. and Blakemore, S. (2012). *Developmental changes in the structure of the social*

brain in late childhood and adolescence. Social Cognitive and Affective Neuroscience, 9(1), pp.123-131.

- Nesi, J., Widman, L., Choukas, Bradley, S., & Prinstein, M. J. (2016). *Technology based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation. Journal of Research on Adolescence*, doi:10.1111/jora.12274.
- O'Connor, T. G., Monk, C. and Fitelson, E. M. (2014), *Practitioner Review: Maternal mood in pregnancy and child development – implications for child psychology and psychiatry. J Child Psychology and Psychiatry*, 55: pp.99–111. doi:10.1111/jcpp.12153.
- Reitz-Krueger, C. L., Warner, T. C., Newsham, R. L., & Reppucci, N. D. (2016). *Who's to blame? Perceptions of adolescents' maturity and responsibility in sexual relationships with an older partner. Psychology, Public Policy, And Law*, 22(1), pp.105-113 doi:10.1037/law0000065.
- Shulman, E. P., Harden, K. P., Chein, J. M., & Steinberg, L. (2015). *Sex differences in the developmental trajectories of impulse control and sensation-seeking from early adolescence to early adulthood. Journal Of Youth And Adolescence*, 44(1), pp.1-17 doi:10.1007/s10964-014-0116-9.
- Tang, E., Luyten, P., Casalin, S., & Vliegen, N. (2016). *Parental personality, relationship stress, and child development: A stress generation perspective. Infant and Child Development*, 25(2), pp.179-197 doi:10.1002/icd.1922.
- Wedow, R., Briley, D. A., Short, S. E., & Boardman, J. D. (2016). *Gender and genetic contributions to weight identity among adolescents and young adults in the U.S. Social Science & Medicine*, pp.16599-107 doi:10.1016/j.socscimed.2016.07.044.
- Van Goethem, A. J., van Hoof, A., van Aken, M. A., Raaijmakers, Q. A., Boom, J., & de Castro, B. O. (2012). *The role of adolescents' morality and identity in volunteering. Age and gender differences in a process model. Journal of Adolescence*, 35(3), 509-520. doi:10.1016/j.adolescence.2011.08.012

RECOMMENDED READINGS:

- Bahrick, L., Todd, J., Castellanos, I. and Sorondo, B. (2016). *Enhanced attention to speaking faces versus other event types emerges gradually across infancy. Developmental Psychology*, 52(11), pp.1705-1720.
- Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., & Aritzeta, A. (2016). *Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach. Journal of Adolescence*, 531-539 doi:10.1016/j.adolescence.2016.08.009.
- Clark-Keefe, K. (2014). *Becoming Artist, Becoming Educated, Becoming Undone: Toward a Nomadic Perspective of College Student Identity Development. International Journal of Qualitative Studies in Education (QSE)*, 27(1), pp. 110-134.
- Douglass, S., Mirpuri, S., & Yip, T. (2017). *Considering friends within the context of peers in school for the development of ethnic/racial identity. Journal of Youth and Adolescence*, 46(2), pp. 300-316. doi:10.1007/s10964-016-0532-0.
- Fink, G. and Rockers, P. (2014). *Childhood growth, schooling, and cognitive development: further evidence from the Young Lives study. American Journal of Clinical Nutrition*, 100(1), pp.182-188.
- Friedman, N., Haberstick, B., Willcutt, E., Miyake, A., Young, S., Corley, R. and Hewitt, J. (2007). *Greater Attention Problems During Childhood Predict Poorer Executive Functioning in Late Adolescence. Psychological Science*, 18(10), pp.893-900.
- Giofrè, D., & Cornoldi, C. (2015). *The structure of intelligence in children with specific learning disabilities is different as compared to typically development children. Intelligence*, pp. 5236-43. doi:10.1016/j.intell.2015.07.002.
- Gopnik, A., Choi, S. and Baumberger, T. (1996). *Cross-linguistic differences in early semantic and cognitive development. Cognitive Development*, 11(2), pp.197-225.
- Graham, A. and Fitzgerald, R. (2010). *Supporting Children's Social and Emotional Well-being: Does 'Having a Say' Matter? Children & Society*, 25(6), pp.447-457.
- Greischel, H., Noack, P., & Neyer, F. J. (2016). *Sailing uncharted waters: Adolescent personality development and social relationship experiences during a year abroad. Journal Of Youth And Adolescence*, 45(11), pp.2307-2320. doi:10.1007/s10964-016-0479-1.
- Lam, T., & Yeoh, B. S. A. (2019). *Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. Journal of Ethnic and Migration Studies*, 45(16), 3085–3104. <https://doi.org/10.1080/1369183X.2018.1547022>
- Maguire, L. K., Niens, U., McCann, M., & Connolly, P. (2016). *Emotional Development among Early School-Age Children: Gender Differences in the Role of Problem Behaviours. Educational Psychology*, 36(8), pp.1408-1428.
- Marjanovič-Umek, L., & Fekonja-Peklaj, U. (2017). *The roles of child gender and parental knowledge of child development in parent-child interactive play. Sex Roles*, doi:10.1007/s11199-016-0734-7.
- McElwain, N. L., Ogolsky, B. G., Engle, J. M., Holland, A. S., & Mitchell, E. T. (2016). *Child–child similarity on attachment and*

temperament as predictors of positive interaction during acquaintanceship at age 3. *Developmental Psychology*, 52(9), pp.1394-1408 doi:10.1037/dev0000190.

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IES PARIS ATTENDANCE POLICY

Your academics are a priority, and regular class attendance class is mandatory, respectful, and essential to academic success. Being absent from class will prevent you from maximizing your learning and will negatively affect your participation grade.

Lateness

Please arrive on time for each class meeting. Arriving late for class is disruptive for faculty members and students alike and will prevent you from maximizing your learning.

- 0 to 15 minutes = late
- Over 15 minutes = 1 absence

If you arrive late 3 times, it will be counted as an absence.

Absences

If you must be absent, please email both your professor and the academic team as soon as possible (mfedon@iesabroad.org) and (emaines@iesabroad.org). Absences for medical reasons and/or emergencies will be considered excused, but justification will be required. In this case, we will need:

- a *certificat médical*,
- from a French doctor,
- must be submitted within 24 hours of the absence,
- or proof of upcoming medical appointment.

If you are absent for an exam, presentation, or other graded in-class assignment, you must provide justification for the absence, or you will receive an automatic F.

Our attendance policy allows each student to miss one 3h course and two 1.5h class sessions without it affecting the final grade of the class. Above that, your final grade will be lowered. The following example is for a 1.5h class:

Final grade: A-
 1 unexcused absence: A-
 2 unexcused absences: A-
 3 unexcused absences: B+
 4 unexcused absences: B

And so on...

For any and all absences students are required to fill out the **ABSENCE FORM**, which can be found using the following link:

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<https://airtable.com/appwRSChoi8XeQUhz/shrkeAL2VXGdy1RH5>

Any documentation FOR AN EXCUSED ABSENCE must be uploaded to this platform.