Recommended readings:

Required readings:

*Selected Reserve Readings (available in the library); see list with complete references below

** Please have readings with you in class each week (articles and/or texts) since we will often need to reference them as part of our class activities and discussions.

Description of the Course: This course will introduce you to major theories and topics in the field of developmental psychology. Our focus will be on the normal physical, cognitive, emotional, and social development of children from conception through young adulthood, with an emphasis on attachment theory. We will emphasize the ways in which various socializing agents (e.g., parents, teachers, siblings, and peers) contribute to successful development and highlight a view of development as a process whereby individuals are shaped by their history of experience, current circumstances, but also active contributors to the circumstances that create the experiences that will be a part of their new history. We will explore genetic, biological, and environmental (e.g., familial, social, cultural) influences that impact development, paying special attention to risk and protective factors. As part of this course, you will have multiple opportunities to read, discuss, and critically evaluate work in the field of child development through a combination of lectures, class discussions, student presentations, and writing assignments.

Student Learning Outcomes: Throughout the course of the semester, I would like you to be better and better able to:

1) clearly articulate the main tenets of each theory we discuss, demonstrating a clear understanding of each theory’s strengths, weaknesses, and historical significance to the three domains of development (physical, cognitive, social/emotional),

2) explain how attachment theory in particular has drawn from a number of fields (not limited to psychology) and been applied to developmental and clinical research and practice,

3) use the various theories covered in class to propose general treatment plans for hypothetical clinical scenarios (such as those presented in your text books) that reflect your fluency with both the general and the specific ideas covered in the course.
Course Requirements and Evaluation Procedure:

Take-home essay questions (180 points): There will be a total of 6 short (2-3 pages) take-home essays, each of which counts for 30 points towards your final course grade. In writing these essays, I will ask you to integrate information presented in class with assigned readings. Please see course schedule for dates. All essays are to be typed, 12-font, double-spaced and written in APA style. Extensions will not be granted unless you have an unavoidable emergency. In this case, please contact me immediately so that we can negotiate a reasonable due date. Outside of unavoidable emergencies, I will not accept late papers without substantial penalty, equal to half a letter grade per day late, including weekends and holidays.

In-class essay tests (40 points): Two in-class short essay tests, each of which will be worth up to 20 points, will help assess your mastery of the material you prepared in the take-home essays. These will be relatively brief and will test your ability to write about the issues you covered in depth in the take-home essays, but will be presented in a slightly different way and in a closed-book setting. Please see course schedule for dates.

Presentations & Précis (40 points): Each student, as part of a team of several fellow students, will be in charge of doing a short presentation, preparing a handout (in the form of a précis), and leading a discussion on two of the assigned primary source articles throughout the semester (10 points for each presentation, 10 points for each handout/précis). Each presentation, including the handout and discussion, will focus on summarizing and critically reflecting on one article (the one assigned for that week) AND as making clear how the reading for that week connects with lecture, previous class discussions, and previous textbook and primary source readings. More detailed instructions will be provided separately.

Final exam (25 points): The final exam will be in the form of short essay questions.

Final Reflection Paper (15 points): Along with your final exam, I ask you to also turn in a 1-2 page paper in which you reflect on how well you feel you have achieved the goals of the course (check explicit goals as stated above in this syllabus). You may also wish to comment on any personal goals you had or developed during the semester. I will not evaluate this writing in terms of whether or not you say you have achieved these goals, but rather on how well you are able to articulate your experience throughout the semester in terms of the course content. Note this is not meant to be an evaluation of me or of the course (you will be asked to do this separately), but of yourself. We will discuss this further in class.

Attendance & Participation: I will not take attendance; however, your participation in class discussions is very important. I expect each student to have completed readings in such a way that you are able to critically discuss them during class. This does not necessarily mean that you will always feel that you have a thorough understanding of what you have read, but you should at least have relevant comments and questions to contribute to our class discussions. While I will certainly take a leadership role in facilitating discussions, I expect you the students to contribute significantly to discussions in which we explore the course readings in detail.

I encourage each of you to also participate in some of the opportunities for reflective writing and informal discussion of the articles on Blackboard. A forum has been created for each group presentation.
on the Discussion Board. Use this space to comment critically (i.e. thoughtfully and constructively) on the articles, to post related material you may run across on the internet to raise questions, etc. I will also create a general discussion space for you to use to discuss things that may not be specifically related to one of the journal articles.

A few words about classroom etiquette:

- Treat other students, the instructor, and authors of books and articles we read with respect. Feel free to express your disagreement with ideas but refrain from criticizing or belittling anyone with whom you disagree.
- Please also respect your classmates’ desire to learn in an environment free from unnecessary distractions. Do not engage in any behavior that is disruptive to the class. This includes engaging in side conversations, talking on the phone, text messaging, reading or writing that has nothing to do with the class, etc.
- Turn off all beepers, cell phones, etc. before class begins.
- If it is absolutely necessary for you to enter or leave the classroom once class is in session, do so in the quietest and least disruptive fashion possible.

Final grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-home essay questions (6 total)</td>
<td>30 points each, 180 total</td>
</tr>
<tr>
<td>Presentations (2), Précis (2)</td>
<td>10 points each, 40 total</td>
</tr>
<tr>
<td>In-class essay tests (2)</td>
<td>20 points each, 40 points</td>
</tr>
<tr>
<td>Final (in-class essay test)</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td>300 points</td>
</tr>
</tbody>
</table>

90-100% (270 -- 300 points) - A
80-89% (240 -- 269 points) - B
70-79% (210 -- 239 points) - C
60-69% (180 -- 209 points) - D

**Academic Honesty Policy**

As is true of all institutions of higher learning and intellectual communities in general, academic integrity is very highly valued at TAMUCC. I take this issue very seriously such that cheating on exams, plagiarism, and unauthorized collaboration on materials that are turned in will be strongly sanctioned. Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at [http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/generali/general.html](http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/generali/general.html) and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Tutoring and Learning center [http://falcon.tamucc.edu/~tlcweb/si.htm](http://falcon.tamucc.edu/~tlcweb/si.htm) before engaging in

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any questionable behavior. We will make use of APA style for all citations, references, etc. (this will be relevant when you prepare writings for the course), so I encourage you familiarize yourself with how this is done (check here http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html for a nice summary and introduction to using APA style in your writing).

**Students with Disabilities**

TAMUCC is committed to ensuring the full participation of all students in its programs. I share this commitment with the university. If you have a documented disability (or you think you may have a disability) and, as a result need a reasonable accommodation to participate in class or complete course requirements, please contact the office of Disability Services at X 5816 (http://disabilityservices.tamucc.edu/) as soon as possible to request such accommodations. Disability Services is located in Driftwood 101. In addition, make sure to speak with me so that I can help accommodate your particular needs.

**ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.
Course Schedule and Outline

Class #1 – September 4
  • Introductions and Overview of the course

Class #2 – September 11
  • Infancy
    Davies, pp. 3-6, 133-137, chapters 1, 3, 4
    Sroufe et al., preface

Class #3 – September 18
  • Infancy
    Davies, chapter 5
    Sroufe et al., chapters 1, 2
    Presentation 1: Rutter, M. & the ERA Study Team (1999)

Class #4 – September 25
  • Infancy
    Davies, chapter 6
    Sroufe et al., chapters 3-5

Class #5 – October 2
  • Toddlerhood
    Davies, chapter 7
    Sroufe et al. chapter 6

Class #6 – October 9
  • Toddlerhood
    Davies, chapter 8
    Presentation 4: Bruner, J., & Sherwood, V. (1976)
  • First set of Take-home Essay Questions handed out (due Monday March 18, at beginning of class)
Class #7 – October 16
- In class essay test #1
- First set of Take-home Essay Questions due
- Preschool Years
  Davies, chapter 9, 10
  Sroufe et al. chapter 7

Class #8 – October 23
- Middle childhood
  Davies, chapters 11-12

Class #9 – October 30
- Middle childhood
  Sroufe et al. chapter 8

Class #10 – November 6
- Middle childhood
  Presentation 8: Goldberg, W., Greenberger, E., & Angel, S. (1996)
- Second set of Take-home Essay Questions handed out (due Monday April 15, at beginning of class)

Class #11 – November 13
- In class essay test #2
- Second set of Take-home Essay Questions due
- Adolescence
  Sroufe et al., chapter 9

Class #12 – November 20
- Emerging Adulthood
  Sroufe et al., chapter 10
Class #13 – November 27
- Emerging Adulthood, continued
  Sroufe et al., chapter 10
- Third set of Take-home Essay Questions handed out (due Monday May 6, at beginning of class)

Class #14 – December 4
- Third set of Take-home Essay Questions due
- Final Reflection Paper due
- Capstone Discussion: Development and psychopathology
  Davies, chapter 13
  Sroufe et al., chapters 12, 13, & 14

Final exam day – Wednesday, December 18, 4:30-7:00
Supplemental Reserve Readings


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*Grade Appeal Process.* As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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