Description and Goals of the Course
This course will introduce you to major theories and topics in the field of developmental psychology. We will emphasize theories of attachment and successful development throughout the lifespan, in terms of normative physical, cognitive, social and emotional development.
A combination of readings, lecture, class discussion, and written work will be used throughout the course. There is a lot of reading, and to be successful in this course, you will need to not only read the assigned materials, but read them carefully, critically, and actively. The goal of this course is to understand the material and how it may relate to you and people you know.

Student Learning Outcomes.
1) Accurately describe the main points of the developmental theories we cover in the textbook; and how they apply to development throughout the lifespan.
2) Use the information from your text as background knowledge and information to apply to real-world situations.

Requirements and Grades:


Please read assigned chapters from the text before the class during which we will discuss them.

Blackboard: This course will use Blackboard, including for exams. Please check it regularly, as announcements will be posted there, as well as any changes to the syllabus or assignments. If you do not know your login information for Blackboard, please contact the IT Help Desk, (361) 825-2692. If there are issues within your Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your Internet Service Provider.

Exams. There will have 3 online exams and 1 in-class exam. They will cover the textbook chapters and any additional information covered in class. Exams will be multiple choice and short answer. Each exam will be worth 100 points.

A comprehensive final exam will be given at the end of the semester.

Attendance/In-class activities/assignments/participation. Attendance is expected. If you miss a class, you will still be responsible for any notes, handouts, announcements, etc that may have taken place during the missed class. Attendance will be taken throughout the semester. If you are late to class or leave early, you will not receive credit for that class. Time permitting; there may be some in-class assignments. These will not be announced ahead of time. This work will be tied to in-class discussions and so will constitute the “participation” part of your grade. Credit for in-class work will be based on completeness and accuracy. Late work will not be accepted. Incomplete work or missing part of the class (arriving late or leaving early) may result in loss of credit for that assignment.

90-100% - A indicates work of distinction, of consistent and exceptionally high quality
### Grade Conversion Table

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

80-89% - B indicates good work, maybe not consistent or of distinction  
70-79% - C indicates average work  
60-69% - D indicates marginal work  
Below 60% - F indicates unacceptable work

### VERY IMPORTANT - LATE WORK/MISSED EXAMS:

No late assignments will be accepted without deduction of points as this creates inequalities between students who prepare their work on time and those who do not, and also creates difficulties in grading for the instructor. Emergency situations which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.

### A few words about Classroom and online etiquette:

Treat other students, teaching assistants/graders, and the instructor with respect. During discussions, feel free to express your disagreement with ideas but refrain from criticizing or belittling anyone (including researchers, authors, etc.) with whom you disagree. Also, while I understand the demands on a college student’s life (social, work-related and academic), I consider sleeping in class disrespectful.

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, reading or writing that has nothing to do with the class, surfing the web, sending or receiving text messages, etc. If I see this going on in class, I will assume that you are not participating and may ask you to leave.

Turn off all cell phones, and electronic alarms before class begins. If you have a specific situation that you feel requires you to use an electronic device, please see me before class.

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. If there is an emergency that you know about ahead of time, please let me know. Please do not schedule other important activities such as work or meetings during class time. You will not be excused from in-class work missed when you schedule other activities such as these during class meeting times.

### Academic Honesty

All forms of academic dishonesty will not be tolerated in this class. This includes, but is not limited to: handing in another’s work as your own, using unauthorized notes in an exam, copying another’s answers for an exam, turning in the same papers for two different classes, purchasing or otherwise obtaining papers written by another and turning that work in as your own. It is expected that ideas and information used in your work, which are not part of your own personal experience, will be appropriately referenced (seek help if you do not know how to reference your sources; I can help you, and there are other resources available on campus). If academic dishonesty is suspected, I will follow the disciplinary guidelines in the TAMUCC student code of conduct.

### 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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

### DISABILITY SERVICES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Course Calendar (Tentative)

Week 1 (1/18): MLK Holiday : No Class
Week 2 (1/25): Welcome/Intro to Class and Text Chapter 1
Week 3 (2/01): Biological Beginnings Chapter 2
Week 4 (2/08): Infancy - Physical, Cognitive and Socioemotional Development Chapter 3-4
Week 5 (2/15): Early Childhood - Physical, Cognitive and Socioemotional Development Chapter 5-6
Week 6 (2/22): Exam 1 - online via Blackboard Chapters 1-6
Week 7 (2/29): Middle and Late Childhood Chapter 7-8
Week 8 (3/07): Adolescence Chapter 9-10
Week 9 (3/14-18): Spring Break Enjoy!
Week 10 (3/21): Exam 2 Chapters 7-10
Week 11 (3/28): Early Adulthood Chapter 11-12
Week 12 (4/04): Middle Adulthood Chapter 13-14
Week 13 (4/11): Exam 3 Chapters 11-14
Week 14 (4/18): Late Adulthood Chapter 15-16
Week 15 (4/25): Death, Dying, and Grieving & Exam 4 Chapter 17 (Exam 15-17)
Final Exam: Monday, May 9th at 7:15 p.m.-9:45 p.m. Comprehensive

Syllabus subject to change