Psychology 5324.001 – Advanced Developmental Psychology
Texas A & M – Corpus Christi
Fall, 2017
Mondays: 4:20 pm – 6:50 pm, EN 107

Dr. Lisa Comparini, instructor
Office: BH 317
Office Hours: M: 10:00 – 11:00, T, Th: 11:00 – 12:00, W: 10:00 – 12:00, by appointment
Phone #: X 2184
Email: lisa.comparini@tamucc.edu

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) critically evaluate empirical work in the field (primary sources) and integrate findings with the broader theories articulated in #1 above,

3) explain how the transactional approach and attachment theory in particular have drawn from a number of fields (not limited to psychology) and been applied to developmental and clinical research and practice.
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 (see SLOs #1 & 2 above). 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. These will be relatively brief and will be completed in a closed-book setting. Please see course schedule for dates.

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

Final exam (20 points): The final exam will be in the form of short essay questions.

Final Reflection Paper (5 points): The purpose of this paper (3-5 pages, double-spaced) is for you to reflect on your experiences in the course throughout the semester and to write about how you were able to integrate your learning from all aspects of the course, including the assigned readings, weekly discussions, class activities, group work/presentations, and independent reading and writing. For many of you, this will have been the first graduate course you have taken. Feel free to discuss initial expectations, and how your experience was different from your expectations and from your work as an undergraduate. Because students learn different things in different ways, there are no “right or wrong” answers; papers will be evaluated on content depth and quality – not on one’s opinions. More specific guidelines will be handed out 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>
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<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>25 points each, 50 total</td>
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<tr>
<td>Final (in-class essay test)</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>5 points</td>
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<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>300 points</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>270 -- 300 points</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>240 -- 269 points</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>210 -- 239 points</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>180 -- 209 points</td>
<td>D</td>
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Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. I also ask, as a matter of professional courtesy, that all phones and other electronic devices not directly related to the ongoing course activities, be put away for the duration of class time.

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.

No form of academic dishonesty will be tolerated in this class. This includes, but is not limited to: handing in another’s work as your own, using unauthorized materials on an exam, collaborating with others on 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. You are expected to avoid plagiarism (whether intentional or unintentional) by carefully citing your sources on all work. Any information used in your assignments that is not your own idea should be appropriately referenced using APA style (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 occurs, you will at minimum, receive a zero on the assignment, and the incident will be reported as described in the TAMUCC student code of conduct. 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 and if you have any questions or are unclear about anything, by all means please talk with me before engaging in any questionable behavior.

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.

Dropping the Class
I hope that you never find it necessary to drop this or any other class; however, it is sometimes in a student’s best interest to do so. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply no longer attending and participating in the class will NOT automatically result in your being dropped from the class. November 15 is the last day to drop a class with an automatic grade of “W” this term.

**Students with Disabilities**
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**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., email, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Course Schedule and Outline

Class #1 – August 28
- Introductions and Overview of the course

(no class Monday September 4 – Labor Day)

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)

For further reading:


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

For further reading:

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

For further reading:


Class #6 – October 9
- Toddlerhood
  Davies, chapter 8
  Presentation 4: Bruner, J., & Sherwood, V. (1976)

For further reading:


- First set of Take-home Essay Questions handed out (due next class, 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

For further reading:


Class #8 – October 23

- Middle childhood
  Davies, chapters 11-12

For further reading:


**Class #9 – October 30**

- **Middle childhood**
  - Sroufe et al. chapter 8

  For further reading:


**Class #10 – November 6**

- **Middle childhood**
For further reading:


- Second set of Take-home Essay Questions handed out (due next class, 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
- Special Topic: Fathers Shaping Child Development

For further reading:


Third set of Take-home Essay Questions handed out (due next class, at beginning of class)

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

Final Exam – Monday, December 11, 4:30-7:00

Supplemental Reserve Readings


