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 pre-natal development, birth and postpartum, Piaget’s Cognitive Development theory, Bowlby’s theory of Attachment, and successful development throughout the lifespan, in terms of normative physical, cognitive, social and emotional development.

A combination of readings, lectures, class discussions, online assessments, and written work will be used throughout the course. This course covers a lot of material and it is imperative not only that you read the material carefully but with a critical eye as well. My goal is to give you an understanding of lifespan development and how it may apply to you, people you know, or perhaps if you choose a career in psychology, your future patients. I expect you to take an active, analytic, critical and self-critical approach to the material, theories, and methods we cover, as well as your own beliefs and ideas regarding the subject.

Student Learning Objectives
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.

Course Requirements
ISBN 978-1260040364

Blackboard
We will use Blackboard for posting important class documents including information about tests, supplemental readings, specific instructions for the various writing assignments, announcements, etc. In addition, homework and project assignments will be posted on Blackboard, as well as online class day materials. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. 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 ISP.
Course Evaluation

Readings and Assignments: All students are expected to come to class having completed all assigned readings. You are required to read assigned chapters from the text before the class during which we will discuss them. You may also be assigned additional readings throughout the semester. Instructions on accessing assigned readings will be posted on Blackboard. These supplemental readings are designed to broaden your understanding of the subject material.

Exams (50% of final grade)
Exams will be taken in class and cover the textbook chapters and class discussions from the preceding section (see class schedule).

There will be four tests and one final comprehensive examination which will count towards the final grade. Exams will be multiple choice. Each test is worth 100 points. There will be no make-up tests. If you are unable to complete tests on the scheduled date, please contact the instructor in advance to arrange alternate arrangements.

You are allowed to drop one exam, which will allow for unforeseen contingencies or a low test score. If you are satisfied with your first four exam scores, you may use this optional drop test for your final. If you missed any of the first four tests, or did not score as well as you would like, then you should plan to take the final exam.

Lifespan Interviews- pick 2 of the 3 to complete (each interview is worth 10%, 2 together equal 20% of final grade; all information is on BlackBoard)

1) Parent Interview due 03/01
2) Adolescent Interview due 03/29
3) Late Adulthood Interview due 04/19

Virtual Pregnancy (15% of final grade)
The purpose of this activity is to provide students with the unique opportunity of experiencing a hypothetical pregnancy and its attendant costs (primarily financial, but including emotional, psychological, and lifestyle costs as well). The idea behind this exercise is to give students practical experience, information, and insight into the daunting task of seeing a pregnancy through from conception to delivery. Part One, Calculate the Cost, is due on 02/08, and Part Two, Narrative of the Virtual Pregnancy, is due on 03/01.

Homework/Quiz/Other (15% of final grade)
Weekly Homework, in-class activities, and pop quizzes will be assigned throughout the semester. Credit for in-class work will be graded on accuracy, completeness, and how well it was used to prepare for and contribute to class discussions. Incomplete work or missing part of the class may result in loss of credit for that assignment.
Your overall grade will be calculated based on the following:

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<table>
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<tbody>
<tr>
<td>Exams (5 at 100 points each/10% each)</td>
<td>5 exams offered, drop lowest score</td>
<td>50%</td>
</tr>
<tr>
<td>Lifespan Interviews</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Virtual Pregnancy</td>
<td></td>
<td>15%</td>
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<tr>
<td>Homework/Quiz/Other</td>
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<td>15%</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
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90-100% = A indicates work of distinction, of consistent and exceptionally high quality
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. Emergency situations which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.

**Classroom Expectations**

- Students are expected to attend every class meeting.
  
  - *It is the responsibility of the student to obtain any material missed during an absence from his/her classmates. It is always your responsibility to determine what happened in class during your absence.*

- We are all adults and it is expected that we will 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 and using cell phones disrespectful.

- Please respect your classmates’ desire to learn in an environment free from unnecessary distractions. Do not engage in any behavior which is disruptive to the class. This includes engaging in side conversations, reading/writing that has nothing to do with class, surfing the web, sending/receiving text messages, etc. If I see this occurring in class, I will assume that you are not participating and may ask you to leave.

- Please silent cell phones and electronic alarms before class begins.

- If there is a situation or issue that you know about ahead of time, please let me know. Please do not schedule other 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.
If it is necessary for you to enter or leave the classroom once class is in session, do so in the quietest and least disruptive fashion possible.

Using Resources Outside of Class
There are a number of resources available to you outside of class and I strongly encourage you to contact me if you have any questions, difficulties, comments, or simply want feedback. *I want you to succeed in this class.*

I encourage you to set up study groups or work with a partner whenever appropriate. Discussing the textbook material together and talking about what we are doing in class can be a great way to test your ability to express the ideas you are developing.

You are also strongly encouraged to make use of the Center for Academic Student Achievement (CASA). CASA offers a variety of services including tutoring, writing assistance, and mentors. The personnel in the center are a great resource to help you with various aspects of academic and college life. You can access their website for additional information at [http://casa.tamu.edu/](http://casa.tamu.edu/).

The Counseling Center can help you to better understand and address factors which may interfere with your academic success. Counseling can help to increase self-awareness, improve self-confidence, strengthen coping skills, and teach you more effective strategies for all aspects of your life. Counselors can also help you to improving study skills, reduce text anxiety, strengthen time management skills, and improve problem solving skills. They are located in the Driftwood Building and you can access their website at [http://counseling.tamu.edu/](http://counseling.tamu.edu/).

Correspondence
Email is the best way to get in touch with me. *Be sure to include your full name and course section number in the email subject line.* I generally respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. While most questions can probably be answered via email, you may also schedule meetings during office hours to discuss more complicated concerns. Be sure to identify and remedy any concerns as early as you can during the semester. The more time we have to address concerns, the more likely it is that we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point. I will also periodically send emails to your student islander account. If you haven't already, you are encouraged to sync your islander email with your phone so that you don't miss any important messages.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment the first time, and if done again, 10 points will be removed from the student’s final grade.
**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would 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., emails, 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.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.**

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. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th, 2019 is the last day to drop a class with an automatic grade of “W” this term.

**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.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_app eals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_app eals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Disabilities Accommodations**
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 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.

**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.
# COURSE SCHEDULE

*This is a tentative schedule. Dates may change at the discretion of the Instructor. Additional weekly assignments are posted within Blackboard.*

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>CHAPTER READINGS</th>
<th>MAJOR ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION I: Introductions</strong></td>
<td><strong>Week 1</strong></td>
<td><strong>01/14-01/18</strong></td>
<td>Welcome and Introduction to the course History, Theory, and Methods</td>
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<tr>
<td></td>
<td><strong>Week 2</strong></td>
<td><strong>01/21-01/25</strong></td>
<td>Biological Beginnings</td>
</tr>
<tr>
<td><strong>SECTION II: Birth and Infancy</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>01/28-02/01</strong></td>
<td>Biological Beginnings</td>
</tr>
<tr>
<td></td>
<td><strong>Week 4</strong></td>
<td><strong>02/04-02/08</strong></td>
<td>Infancy</td>
</tr>
<tr>
<td></td>
<td><strong>Week 5</strong></td>
<td><strong>02/11-02/15</strong></td>
<td>Infancy Friday – Exam I – Chapters 1-4</td>
</tr>
<tr>
<td><strong>SECTION III: Early and Late Childhood</strong></td>
<td><strong>Week 6</strong></td>
<td><strong>02/18-02/22</strong></td>
<td>Early Childhood</td>
</tr>
<tr>
<td></td>
<td><strong>Week 7</strong></td>
<td><strong>02/25-03/01</strong></td>
<td>Early Childhood Late Childhood</td>
</tr>
<tr>
<td></td>
<td><strong>Week 8</strong></td>
<td><strong>03/04-03/08</strong></td>
<td>Late Childhood Friday – Exam II – Chapters 5-8</td>
</tr>
</tbody>
</table>
### SECTION IV: Adolescence and Early Adulthood

<table>
<thead>
<tr>
<th>Week 9</th>
<th>03/11-03/15</th>
<th>Spring Break</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>03/18-03/22</td>
<td>Adolescence</td>
</tr>
<tr>
<td>Week 11</td>
<td>03/25-03/29</td>
<td>Early Adulthood</td>
</tr>
<tr>
<td>Week 12</td>
<td>04/01-04/05</td>
<td>Early Adulthood Friday – Exam III – Chapters 9-12</td>
</tr>
</tbody>
</table>

- Ch. 9&10 Homework – Due 03/22
- Ch. 11&12 Homework – Due 03/29
- Adolescent Interview Due 03/29
- Exam 3 – Friday 04/05

### SECTION V: Middle and Late Adulthood

<table>
<thead>
<tr>
<th>Week 13</th>
<th>04/08-04/12</th>
<th>Middle Adulthood</th>
<th>Chapters 13 &amp; 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>04/15-04/19</td>
<td>Middle Adulthood Late Adulthood, Death &amp; Grieving</td>
<td>Finish Chapters 13 &amp; 14 Chapter 15-17</td>
</tr>
<tr>
<td>Week 15</td>
<td>04/22-04/26</td>
<td>Late Adulthood, Death &amp; Grieving Friday- Exam 4 Chapters 13-17</td>
<td>Chapters 15 – 17</td>
</tr>
<tr>
<td>Week 16</td>
<td>04/29-05/03</td>
<td>2nd - Reading Day</td>
<td>Final Comprehensive Exam</td>
</tr>
</tbody>
</table>

- Ch. 13&14 Homework – Due 04/12
- Ch. 15-17 Homework – Due 04/19 Late Adulthood Interview Due 04/19
- Exam 4 – Friday 04/26