Psychology 5324.001 – Advanced Developmental Psychology
Fall, 2019
Mondays: 4:20 pm – 6:50 pm, CI 127

Dr. Lisa Comparini, instructor
Office hours (BH 317): T-Th 1:30 – 3:00; W 11:45 – 1:45 & by appointment
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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 are 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 (50 points): Two in-class short essay tests (1-2 pages), each of which will be worth up to 25 points. These will be completed in a closed-book setting. Please see course schedule for dates.

Presentations & Précis (60 points): Each student, as part of a team of fellow classmates, will be in charge of doing three short presentations, preparing a handout 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). Detailed instructions and a rubric are provided on blackboard.

Final exam (25 points): The final exam will be in the form of short essay questions, similar to the in-class essay tests.

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 discussed 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 even when you are not one of the presenters for that day. 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 and informed 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. Try to plan ahead so that you do not have to leave unless we are taking a break.

Final grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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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 (3), Handout (Précis) (3)</td>
<td>10 points each, 60 total</td>
</tr>
<tr>
<td>In-class essay tests (2)</td>
<td>25 points each, 50 total</td>
</tr>
<tr>
<td>Final (in-class essay test)</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>320 points</strong></td>
</tr>
</tbody>
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90-100% (288 -- 320 points) - A
80-89% (256 – 287 points) - B
70-79% (224 – 255 points) - C
60-69% (192 – 223 points) - D
Statement of Civility
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.

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. November 8th is the last day to drop a class with the automatic grade of “W” this term.

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/, and from our local Writing Center at CASA.

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.

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.

**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:


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.

**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.
Tentative Course Schedule and Outline

Class #1 – August 26
- Overview of the course
- Infancy
  Davies, pp. 3-6, 133-137, chapters 1, 3, 4
  Sroufe et al., preface

September 2 – Labor Day Holiday

Class #2 – September 9
- Theoretical Foundations & Prenatal Development
  Davies, chapter 5
  Sroufe et al., chapters 1, 2
  Presentation 1: Rutter, M. & the ERA Study Team (1999)

For further reading:

Class #3 – September 16
- Birth & Infancy (Motor & Cognitive Development)
  Davies, chapter 6
  Sroufe et al., chapters 3-5

For further reading:

Class #4 – September 23
- Infancy & Toddlerhood (Cognitive & Socioemotional Development)
  Davies, chapters 7 & 8
  Sroufe et al. chapter 6
- First set of Take-home Essay Questions handed out (due October 1: turn in hard copy in class and upload to BB by 4:00 pm)
For further reading:

Class #5 – September 30
- Toddlerhood (Attachment & Culture)
- In class essay test #1
- First set of Take-home Essay Questions due

For further reading:

Class #6 – October 7
- Early Childhood (Cognitive Development)
  Davies, chapter 9, 10
  Sroufe et al. chapter 7

For further reading:
Class #7 – October 14

- Early childhood (Traditional & Sociocultural approaches to cognition and parenting)
  - Davies, chapters 11-12

For further reading:
  [http://www.unco.edu/cebs/diversity/pdfs/Cultural%20Ways%20of%20Learning%20Individual%20Traits%20or%20Repertoires%20of%20Practice_Gutierrez_Rogoff.pdf](http://www.unco.edu/cebs/diversity/pdfs/Cultural%20Ways%20of%20Learning%20Individual%20Traits%20or%20Repertoires%20of%20Practice_Gutierrez_Rogoff.pdf)

Class #8 – October 21

- Middle childhood (Physical & Cognitive development)
  - Presentation 7: Correa-Chavez, Rogoff, & Mejia Arauz (2005)

For further reading:

Class #9 – October 28

- Middle childhood – The School Context
  - Sroufe et al. chapter 8
  - Second set of Take-home Essay Questions handed out (due November 5: turn in hard copy in class and upload to BB before class)

For further reading:
Class #10 – November 4

- Adolescence
  Sroufe et al., chapter 9
  https://www.loc.gov/exhibits/mead/field-samoa.html
- In class essay test #2
- Second set of Take-home Essay Questions due

For further reading:
https://archive.org/details/comingofageinsam00mead


Class #11 – November 11

- Early/Emerging Adulthood
  Sroufe et al., chapter 10

Class #12 – November 18

- Middle adulthood Special Topic: Fathers Shaping Child Development

For further reading:

Class #13 – November 25

- Late Adulthood
- Diehl (1998), Lang (2001)
- Third set of Take-home Essay Questions handed out (due Dec 3: turn in hard copy in class and upload to BB before class)
Class #14 – December 2
• Third set of Take-home Essay Questions
• Capstone Discussion: Development and psychopathology
  Davies, chapter 13
  Sroufe et al., chapters 12, 13, & 14
• Third set of Take-home Essay Questions due

Final Exam – TBA

Reserve Readings


