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 and Goals 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 biological, familial, social and 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. 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, 2) discuss 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 attachment theory 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: There will be a total of 8 short (2-3 pages) take-home essays, each of which counts for 25 points towards your final course grade. In writing these essays, I will ask you to integrate information presented in class with assigned readings. The first set of questions
will be handed out in class on Oct. 21st and is due at the beginning of class one week later on Oct. 28th. The second set will be handed out Dec. 9th and is due Dec 16th (your final exam date) by 4:30 p.m. 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.

**Presentations:** Each student, as part of a team of 4 or five other students, will be in charge of leading a discussion on 3 of the assigned articles throughout the semester. Presentations will focus on summarizing and critically reflecting on the article, as well as preparing to lead a class discussion on how the readings connect with each other and with lecture and class discussions. More detailed instructions will be provided separately.

**Final Reflection Paper:** Along with your final 4 essay questions to be turned in as 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 are also free to do this separately), but of yourself. We will discuss this further in class.

**Final Portfolio:** More and more, the use of the *portfolio* in professional settings is making it important that we all become familiar with how to prepare a portfolio, as well as to understand the purposes of a portfolio. Therefore, I will ask that you prepare a course portfolio that will 1) serve as an organizational tool for you throughout the semester, and 2) help me to evaluate your participation and progress in the course. 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 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.

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 try to 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, and electronic alarms 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>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Take-home essay questions (8 total)</td>
<td>25 points each, 200 total</td>
</tr>
<tr>
<td>Presentations (3)</td>
<td>20 points each, 60 total</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Organization of final portfolio</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>280 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100% (252 - 280 points)</td>
<td>A</td>
</tr>
<tr>
<td>80-89% (224 – 251 points)</td>
<td>B</td>
</tr>
<tr>
<td>70-79% (196 – 223 points)</td>
<td>C</td>
</tr>
<tr>
<td>60-69% (168 – 195 points)</td>
<td>D</td>
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**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 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](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/](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.
Course Outline

Class #1 – Sept 2
Introductions and Overview of the course

Class #2 – Sept 9
Infancy
Davies, pp. 3-6, 133-137, chapters 1, 3, 4
Sroufe et al., preface,

Class #3 – Sept 16
Infancy
Davies, chapter 5
Sroufe et al., chapters 1, 2
Presentation 1: Rutter, M. & the ERA Study Team (1999)

Class #4 – Sept 23
Infancy
Davies, chapter 6
Sroufe et al., chapters 3-5

Class #5 – Sept 30
Toddlerhood
Davies, chapter 7
Sroufe et al. chapter 6

Class #6 – Oct 7
Toddlerhood
Davies, chapter 8
Presentation 4: Bruner, J., & Sherwood, V. (1976)

Class #7 – Oct 14
Preschool Years
Davies, chapter 9, 10
Sroufe et al. chapter 7

Class #8 – Oct 21
Review and Final Prep for Essay Questions 1-4

Class #9 – Oct 28 - Midterm Essay Questions due today in class
Middle childhood
Davies, chapters 11-12
Class #10 – Nov 4
Middle childhood
Sroufe et al. chapter 8

Class #11 – Nov 11
Middle childhood
TBA
Presentation 8: Goldberg, W., Greenberger, E., & Angel, S. (1996)

Class #12 – Nov 18
Adolescence
Sroufe et al., chapter 9

Class #13 – Nov 25
Emerging Adulthood
Sroufe et al., chapter 10

Class #14 – Dec 2
University Faculty/Course Evals
Capstone Discussion: Development and psychopathology
Davies, chapter 13
Sroufe et al., chapters 12, 13, & 14

Class #15 – Dec 9
Review and Final Prep for Essay Questions 5-8

Final Essay Questions due Tuesday December 16, 4:30
Supplemental Reserve Readings


