

**Psychology 416 Syllabus**  
**Development of Attachment in Infancy and Childhood:**  
**Theory, Research, and Clinical Implications**

Spring 2015

Tue/Thur 11-12:15

Room 1234 Biology/Psychology Building

Instructor: Dr. Jude Cassidy  
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Format

This course is divided into three sections. One reviews Bowlby's attachment theory in detail, and examines Bowlby's notions related to attachment, separation, and loss. A second section examines attachment methods and research. Several assessments of attachment are examined through extensive use of videotaped examples, including Ainsworth's infant "strange situation," and more recent assessments for use with toddlers, young children, and adults. The third section is a brief focus on the implications of attachment theory and research for clinicians working with both individuals and families.

This course is designed to be of broad interest. The section related to developmental research traditions will cover what is known about precursors, outcomes, and stability of individual differences in attachment quality from infancy and childhood. The section related to clinical research traditions will discuss research examining attachment and psychopathology as well as current thinking about the contributions that attachment theory and research can make to preventive and therapeutic interventions. Some sections also relate to psychobiology and neuroscience, and use ethological and evolutionary perspectives for examining attachment behavior across species.

The range of developmental material covered in this course is quite broad. It covers biological foundations of development (temperament, infant contributions, survival advantage of specific behaviors), cognitive development (representations of self and others; representational models as similar to Piaget's schema notion; changes in the parent-child relationship throughout childhood as a function of children's developing cognitive capacities), language development (child-parent discourse; adult discourse in the Adult Attachment Interview as predictive of child functioning), social/emotional development (self-esteem, peer relations, sociability), and developmental psychopathology (developmental precursors of a variety of disorders; risk and protective factors).

## Requirements

Requirements fall into three categories:

### **1. Class activities: Class participation, class presentation, and discussion leader.**

Because of the seminar format, attendance is mandatory. In an emergency, please notify the instructor ahead of time. See policy about absences later in the syllabus.

a/ You will be expected to have completed the week's reading assignment by the class period, and to be prepared to participate fully in discussion of the readings.

*Students are to complete all the readings for the week before the class meeting and arrive at class reading to engage in a detailed discussion of each paper.* In order to facilitate discussion, students should consider these questions while reading the material and come to class prepared to answer the questions (as they may be called on randomly to do so):

- What new concept or finding did you learn?
- Was there any information that you did not fully understand?
- What concept/finding did you find most interesting, whether or not it was new to you?
- How can you relate the present readings to previous readings/concepts in this class?
- What part of the readings relates to your research/area of expertise or interest?

b/ During one week you will be asked to make a 5min powerpoint presentation of a research article that highlights either a precursor or an outcome of infant attachment. You **must** follow the presentation template provided. The presentation template indicates that your presentation contains 5 parts: 1/study goal, 2/a visual model with arrows of the hypothesis, 3/study design, 4/measures, and 5/major findings. There should be no sentences; text should be very simple with bullet points. Each of these 5 parts is typically a single slide, though you may use more if needed. It should be very viewer-friendly, clear, coherent, and easy to process. You should practice your presentation before you present it in class, and time it. You will have 5 minutes only. It will help you if you practice it in front of a friend, roommate, or classmate and incorporate feedback.

c/ During one week you and a partner (or two) will make a class presentation lasting approx 5-10 minutes. There are many formats this presentation should take. You will be responsible for engaging your classmates in discussion. As such, *this should not be a lecture*. You might select an item from the scientific or popular press, a comic, a Youtube video, a news story, an editorial. You would present the item(s) and engage your classmates in a discussion in terms of attachment theory and research *related to the topic of that week*.

Students are encouraged to contact the Instructor at any time during the course to discuss their in-class participation and interim grade.

## 2. Quizzes/Exams: Four quizzes and two exams

### Quizzes

Educational research indicates that frequent and regular assessment of knowledge of course material is a particularly effective way to help students learn and retain information. There will be four quizzes over the course of the semester. Questions are considered to be basic and straightforward, and it is expected that the students with a thorough understanding of the readings and class material will do quite well.

### Exams

Again, exam questions are considered to be basic and straightforward, and it is expected that the students with a thorough understanding of the readings and class material will do quite well. They will be short answer and essay questions. One exam is a mid-term and one is a final exam, during the regularly scheduled final exam time-slot.

## 3. Writing Assignments

There are three writing assignments.

1. Outcomes of Infant and Child Attachment. Select an aspect of behavior or personality (e.g., aggression, eating disorders, confident exploration in either children or adults) and propose why attachment theory (and existing research if there is any) suggests that it is reasonable to expect a link between this factor and *individual differences in infant or child attachment*. If you are so inclined, you may present a mediational or moderation model. The paper should be original and very well written. Please get approval of your topic before beginning your paper (by Feb 20 at the latest). Papers should be 750-800 words long, plus references (12pt font, 1 inch margins). Do not write a paper that is longer than 800 words. Part of the skill of writing is learning to be concise. Recall Mark Twain: "I'm sorry I wrote you such a long letter. I didn't have time to write a shorter one." I will not read more than 800 words. *References must be in APA style. Losing points because of the failure to use APA style for your references is just silly. Ask a classmate to check yours for you. The use of doi's is not necessary.*

Your paper should contain three elements:

- a/ Begin with a statement of why the aspect of behavior/personality that you are considering is important, and why it is important to understand the precursors of this;
- b/Describe why attachment theory suggests that individual differences in attachment quality might influence this outcome; draw the model you are proposing;
- c/If there are data about this link, review these data; if there are no data, describe the research that would be needed to examine whether or not this theoretically predicted link does in fact exist.

*Caution: Carefully read the instructions above. Do not write a paper about how adult attachment is link to adult functioning. The paper is meant to be about infant or child attachment as a precursor of child or adult functioning.*

The process of writing the paper is intended to provide you with an opportunity to get

detailed feedback, and thus improve your writing skills. You will be required to pay very careful attention to detail, and to craft each sentence and each paragraph thoughtfully. There will be a two-step process:

1. Give Draft 1 to your partner (randomly assigned). This should be a finished, polished draft. Your partner will edit and make suggestions about the writing, content, and organization. This provides useful opportunity for both participants. The author gains a fresh perspective on his/her work and helpful suggestions. The editor gains practice in careful reading and assessment sentence by sentence of what works, what doesn't, and how improvements can be made. Editors: You are not responsible for rewriting poor writing. You should provide some examples of improvements at times, yet sometimes you should also simply use descriptive language. For example, you might note: "Your topic sentence does not reflect what is contained in the paragraph," rather than rewrite the sentence.

2. Revise your paper after considering the editor's comments. Hand in Draft 2 to the professor, along with Draft 1 containing editor's name and comments.

I encourage you to visit the University's Writing Center. Everyone's writing can improve, and the attempt to improve your writing is a valuable investment in your own education.

Paper Due Dates:

March 12

Draft 1 to partner

March 31

Draft 2 (final draft) due to professor

2. Fear as a Driver of Problematic Behavior. Consider the proposition that a great deal of problematic, "bad," bullying, unkind, mean-spirited, regrettable behavior springs from fear of some sort. Perhaps the most widely known instance of this in contemporary culture is when *Star Wars* hero Anakin Skywalker (spoiler alert) crossed over to the Dark Side, becoming Darth Vader, because he was afraid that he would lose his beloved wife as he had lost his beloved mother. As in this case, many of these underlying fears are attachment-related. Think of a regrettable behavior – your own, a family member's, a friend's, a fictional character's – and write 300 words about the extent to which fear might be driving this behavior. Also consider how increased feelings of security might have tempered this behavior. Provide empirical evidence to support your claim, if available.

Do not put your name on the paper. Put your fabricated class ID.

I would like to read some of these in class as a part of our discussion of fear, without mentioning the author's name. At the top of the page, write YES if I may read the assignment, and NO if you don't want me to.

3. Intergenerational Transmission of Attachment. Write a paragraph or two about something that happened to your mother during her childhood, and how that influenced a/ her personality and behavior, b/ her treatment of you, c/ your relationship with her, and d/ your personality and

behavior. Write the same thing about your father. If you do not wish to write about your own parents, write about someone else you know, a historical or public figure, or characters from a film or book.

Each of the two narratives should be no more than 300 words (600 total words). Do not put your name on the paper. Put your fabricated class ID.

I would like to read some of these in class as a part of our discussion of the intergenerational transmission of attachment, without mentioning the author's name. At the top of the page for each parent, write YES if I may read the assignment, and NO if you don't want me to.

### Grades

Grades will be computed in the following way: 20% for each exam, 20% for the writing assignments (10% for #1, 5% for #2, 5% for #3), 20% for the four quizzes (5% each), and 20% for class activities (presentations and participation). There are a total of 500 possible points (i.e., each exam is 100 points; quizzes and writing assignments 2 and 3 are each 25 points; writing assignment 1 is 50 points). To calculate your final percentage, divide your total points by 500 and multiple by 100. Thus, for instance, 465 points would earn an A.

|             |     |
|-------------|-----|
| 97% – 100 % | A + |
| 93 % – 96 % | A   |
| 90 %– 92%   | A – |
| 87 % – 89%  | B + |
| 83 % – 86%  | B   |
| 80 % – 82%  | B – |
| 77 % – 79%  | C + |
| 73 % – 76%  | C   |
| 70 % – 72%  | C – |
| 67 % – 69%  | D + |
| 63 % – 66%  | D   |
| 60 % – 62%  | D – |
| 0% – 59 %   | F   |

### Academic Integrity

The Student Honor Council respectfully requests that faculty members place the following passage in their course syllabi in order to inform students of the consequences of academic dishonesty:

"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>."

### Honor Code

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Substantial research shows that academic dishonesty is less likely to occur in classes where students know their teachers care about academic integrity. The University has an active Student Honor Council. The Honor Council sets high standards for academic integrity, and I support its efforts.

### Civil Conduct

Students are expected to treat each other with respect. Students will show civility with one another, the teaching assistants, and the professor. This includes refraining from personal use of electronic devices during class, which can be distracting to others (e.g., cell phones, texting, email, internet use). Students are expected to adhere to the Code of Student Conduct. Students who would like to take notes with a laptop are asked to first speak with the professor. Please silence your cell phones and keep them in your backpack.

### Class Absence

Students are permitted three unexcused absences before their grade is reduced. Following University policy, the professor will accept as an excused absence a self-signed note from a student who has missed a single class, attesting to the date of the illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the professor of his/her illness in advance.

The policy for non-consecutive, medically necessitated absences from more than a single class is that a note from the University Health Center or another health care provider will be required.

The two exams are considered "Major Scheduled Grading Events;" as such, the policy for accepting a self-signed note does not apply to these events. A note from the University Health Center or another health care facility will be required.

A student who experiences a prolonged absence or an illness preventing attendance at a major Scheduled Grading Event is required to provide written documentation of the illness from the Health Center or an outside health care provider, verifying the dates of treatment and the time

period during which the student was unable to meet academic responsibilities.

### Students With Learning, Emotional, Psychological, and Physical Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring 2015 semester. This form must be presented to me no later than March 1, 2015. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS after March 3, 2015

### Religious Observance

By March 3, 2015, students must provide me in writing a request for a make up exam if I have indicated a date on this syllabus that you are unable to make due to a specific religious observance (specify) on a specific date. Please refer to the Online Undergraduate Catalog Policy on Religious Observance.

### On-Line Course Evaluation

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note of the link at which you can access the submission system ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). If you submitted all of your evaluations in the spring or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2015 evaluations. More information is at:

[https://www.irpa.umd.edu/Assessment/CourseEval/stdt\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

### Long-term Closing of the University

If an emergency situation leads to the University's extended closing, please continue to complete course work. Contact the professor for additional information.

### Copyright

Lectures and course matter are copyright protected. Written instructor consent must be obtained for reproduction and distribution of lecture notes and course material, whether or not for commercial use.

### **Handy Summary of Ways to Prepare for Full Class Participation**

In order to facilitate discussion, students should consider these questions while reading the material and come to class prepared to answer the questions (as they may be called on randomly to do so):

- What new concept or finding did you learn?
- Was there any information that you did not fully understand?
- What concept/finding did you find most interesting, whether or not it was new to you?
- How can you relate the present readings to previous readings/concepts in this class?
- What part of the readings relates to your research/area of expertise or interest?

**Attachment: Psyc 416**

Dr. Jude Cassidy

Spring 2015

Schedule

**Week of:**

**Jan 27**

**1. Introduction and Background**

T-- Introduction and Course Basics: Review of syllabus, presentation assignments, and discussion of plagiarism

Th-- Background of Attachment Theory and Research, and discussion of mediating and moderating models

**Feb 3**

**2. Theory: The Biological Bases of Attachment**

For Tues: read/study Howe and come prepared to discuss and study for quiz

\* David Howe, *Attachment Across the Lifecourse*, ch. 1

**Tue Feb. 3 Quiz 1:** You will be asked to describe and provide examples of mediating and moderating models. YOU CANNOT USE AN EXAMPLE THAT WE DISCUSSED IN CLASS.

For Thurs: review/study Howe and read first half of Strunk and White Student presentation

**Feb 10**

**3. Theory: The Biological Bases of Attachment, continued**

For Tue: read/study Cassidy and come prepared to discuss

\* Cassidy, J. (2008). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications*. New York: Guilford.

For Thur: review/study Cassidy and study for Quiz 2

We will watch: *Two-Year-Old Goes to Hospital*

**Thur, Feb 12, Quiz 2**

**Feb 17**

**4. Theory of Individual Differences**

For Tue: read/study Weinfield et al. and Main et al. and prepare for discussion

Student presentation

\*Weinfield, N., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J.

Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 78-85 only). New York: Guilford.

\* Main, M., Kaplan, N., & Cassidy, J. (1985). Security in infancy, childhood, and adulthood: A move to the level of representation. In I. Bretherton & E. Waters (Eds.), *Growing points in attachment theory and research*, Monographs of the Society for Research in Child Development, 50, (1-2, Serial No. 209), pages 74-79 only [section on internal working models].

For Thur: read/study Howe and come prepared for discussion and study for Quiz

3

\* David Howe, Chapter 3

### **Thur, Feb 19, Quiz 3**

**Feb 24**

### **5. Assessment of Individual Differences in Infancy: The Strange Situation – Description and patterns of attachment**

For Tue: read/study Solomon & George, and Main & Hesse, and prepare for discussion

\*Solomon, J., & George, C. (2008). The measurement of attachment security and related constructs in infancy and early childhood. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 383-392 only [section on infancy]). New York: Guilford.

\* Main, M. & Hesse, E. (1990). Parents' unresolved traumatic experiences are related to infant disorganized attachment status: Is frightened and/or frightening parental behavior the linking mechanism? In M. T. Greenberg, D. Cicchetti, & E. M. Cummings (Eds.), *Attachment in the preschool years: Theory, research and intervention* (pp. 161-182). Chicago: University of Chicago Press.

For Thur: read/study Howe and prepare for discussion; finish Strunk & White Student presentation

\* David Howe, Chapter. 4

**March 3**

### **6. Exam 1**

**Tue March 3: Review Day and review of 5min presentation template**

\* 5min presentation template

For Tue: come prepared with questions; some students will be asked to lead sections of the review

**Thur March 5: EXAM I**

**March 10**

**7. Infancy Research I:**

- Precursors of secure attachment

\*Belsky, J. & Fearson, P. (2008). Precursors of attachment security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications* (2<sup>nd</sup> ed., pp. 295-316). New York: Guilford.

*Select one empirical article about a precursor of infant attachment of your choice. Be prepared to provide a 5-minute summary presentation [unless you are doing a report on an outcome].*

For Tuesday: read/study Belsky & Fearon and come prepared for discussion. Be prepared to give your 5-minute presentation

**March 17**

**8. SPRING BREAK -- ENJOY!**

**March 24**

**9. Parental Attachment as a Precursor of Infant Attachment:  
The Adult Attachment Interview**

**Class activity:**

**For Tuesday, participate in the Adult Attachment Interview, either as an interviewer or as an interviewee. Do this before you have done any reading about the AAI. The interview lasts approximately one-hour, and I suggest that you the audio-record the interview for your future records. I suggest that you have someone interview whom you do not know well. You are expected to assure the individual whom you interview that you will not discuss his/her responses with anyone. If you do not feel comfortable participating in all or part of this assignment, please let me know and I will provide you with an alternate assignment.**

*After* you have completed the AAI, read:

\*Hesse, E. (2008). The Adult Attachment Interview: Protocol, method of analysis, and empirical studies. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (2<sup>nd</sup> ed., pp. 552-598). New York: Guilford.

Tue: Student presentation

For Thur: Read/study Howe and come prepared for discussion.

\* David Howe, Chapter 5

**March 31**

**10. Infancy Research II:**

- Outcomes of secure attachment

For Tue: read/study Weinfield et al. and Thompson et al. and compare prepared to discuss

Be prepared to present your 5minute presentation, if assigned.

Turn in Writing Assignment #1.

\*Weinfield, N., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (pp. 85 -- end only). New York: Guilford.

\*Thompson, R. (2008). Early attachment and later development: Familiar questions, new answers. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of attachment: Theory, research, and clinical applications* (2<sup>nd</sup> ed., pp. 348-366). New York: Guilford.

*Select one empirical article about an outcome of infant attachment of your choice. Be prepared to provide a 5-minute summary presentation [if you did not do a report on a precursor]*

**Due March 31, Writing Assignment 1: Correlates of Attachment in Infants and Children.**

**April 7**

**11. Theory: Separation and Fear**

For Tue: read/study first half of Bowlby and prepare for discussion; prepare for Quiz 2.

Bowlby, *Separation* (Vol. 2)

Chapters 5-7, 9-22

Student presentation

**Tue April 7: Quiz 4**

For Thur: review/study remaining Bowlby, and prepare for discussion

**Due Thur April 9: Writing Assignment 2: Fear as a Driver of Problematic Behavior**

**April 14**

**12. Attachment and Physical Health**

For Tue: read/study Ehrlich et al., and prepare for discussion

\*Attachment and Psychoneuroimmunology, Katherine B. Ehrlich, Greg Miller, Jason Jones, & Jude Cassidy

For Thur: read/study Puig et al., and prepare for discussion

\*Puig, J., Englund, M. M., Simpson, J. A., & Collins, W. (2013). Predicting adult physical illness from infant attachment: A prospective longitudinal study. *Health Psychology, 32*, 409-417.



**May 12**

**16. Summary, Consolidation, and Review for Final Exam**

LAST DAY OF CLASS IS Tuesday May 12

\* Articles on Canvas

All books are available at Amazon.com

Course texts required:

Bowlby, J. (1973). *Attachment and loss: Vol. 2, Separation: anxiety and anger*. New York: Basic Books.

Bowlby, J. (1980). *Attachment and loss: Vol. 3, Loss: Sadness and depression*. New York: Basic Books.

Strunk, W., & White, E. B. *The Elements of Style*. Prentice Hall. Any edition of this is acceptable.

From the Office of Undergraduate Education, Department of Psychology

## The Ethics of Scholarship in Psychology

When engaged as a student of the field of psychology, each scholar must maintain the ethical standards that all have pledged to uphold. The Department of Psychology has prepared this document to clarify the definition of academic integrity and communicate its policies related to academic dishonesty. Please be sure that you are aware of the following and contact your instructor or teaching assistant with any questions that you have. The burden is on **you** to make sure that you understand what plagiarism is, how to avoid it, and how to properly cite your references.

### WHAT IS PLAGIARISM?

Plagiarism is broadly defined as using someone else's work, words or ideas and presenting them as your own. It is essentially academic theft, and a serious violation of the ethical standards that all students should take pride in upholding. There are three general forms of plagiarism:

**Direct plagiarism** occurs when someone presents another person's work as his or her own. For example, copying text written by another student, posted on a website or published in a book and submitting it for an assignment. Whether it is a phrase or a paragraph, and even if you edit or rearrange words, you are still stealing someone else's work and passing it off as your own.

|  |  |
|--|--|
| Original text from Coie, Dodge, & Kupersmidt, 1990 | Children who are well liked by peers are also less likely to develop adjustment problems later on in life.   |
| Direct plagiarism (word-for-word)                  | Research has shown that popularity can have an impact on development. For example, <u>children who are well liked by peers are also less likely to develop adjustment problems later on in life</u> . Teachers should work with students to help them develop social skills. |
| Direct plagiarism (reworded)                       | For example, <u>children who are liked by peers are less likely to have mental problems later in life</u> .  |
| Appropriately written (cited quote)                | For example, "children who are well liked by peers are also less likely to develop adjustment problems later on in life" (Coie, Dodge, & Kupersmidt, 1990).  |
| Appropriate written (original work)                | For example, a recent study found correlations between peer ratings and future adjustment issues (Coie, Dodge, & Kupersmidt, 1990).  |

In academic writing it is sometimes appropriate to include word-for-word quotes from another author, although the text must be in quotes and properly credited to the original author(s). Even if your intention was to properly cite a quote, failing to do so constitutes plagiarism. Most assignments call for individual student writing, so you should minimize the use of quotations and write the point in your own words. Keep quotations short and rare unless the instructor tells you otherwise.

**Idea plagiarism** occurs when a person takes the main ideas (arguments, theories, etc.) from another source and presents it as though it was his or her own idea. For example, if you came up with a

creative idea for a study to conduct in a lab class, it would be unethical for a friend to steal that idea from you and pretend that he came up with it for his own class without giving you credit. Similarly, if you read a summary of a research article, but never read the actual article, you would need to credit the authors who summarized it rather than present their ideas about the article as your own.

In academic writing, we credit original authors for their ideas even if we are not copying their exact words. For example, in the following paragraph the student gives credit to another author for reaching the conclusion that new research on lie detection will always be important:

|   |   |
|---|---|
| Idea plagiarism<br>(original writing, but<br>the idea not credited) | Any new development in the lie detection field may be a useful in a wide variety of contexts as either an alternative when existing procedures are not logistically feasible or as a source of supplemental data to decrease the likelihood of incorrect conclusions. |
| Appropriately written<br>(cited idea)                               | Any new development in the lie detection field may be a useful in a wide variety of contexts (Gass & Seiter, 2007) as either...   |

In short, if it's not your original idea than you must make it clear where that idea came from.

Finally, **Self-plagiarism** occurs when a person presents old work (e.g., a paper written for another course) as new scholarship without permission. Essentially, that would be receiving twice the amount of academic credit that an assignment is worth. You must receive the written permission from both instructors in order to use part of all of a previous assignment in another course.

### HOW DO I AVOID PLAGIARISM?

Here are some steps you can take to ensure that you do not violate academic integrity standards:

- 1) You should avoid taking direct quotes from any sources. You should rarely, if ever, use direct quotes, and only if the assignment specifically calls for it.
- 2) When summarizing an article you should never copy and paste anything. If you do write something down verbatim, make sure to note that in your notes so that you don't later confuse that with your own writing.
- 3) When writing a paper or a summary, put all of the original sources away so you cannot look at them, and use only your notes to write the paper.
- 4) Make sure to properly cite work and ask the instructor if you are unsure of correct APA style.
- 5) Always err on the side of caution and ask your instructor if in doubt.

### WHAT HAPPENS WHEN A STUDENT IS SUSPECTED OF ACADEMIC DISHONESTY?

The Department of Psychology has a zero-tolerance policy towards academic dishonesty of any sort and expects all instructors and teaching assistants to immediately refer any suspected case to the Office of Student Conduct ([www.osc.umd.edu](http://www.osc.umd.edu)) for their review. When referred, the student will speak with a representative from the OSC who will work with you to resolve the allegations. The

Honor Council has primary authority for resolving cases of academic dishonesty. Student found responsible may receive an XF grade in the course and face possible dismissal from the University.

**Remember: When in doubt, ask your instructor or teaching assistant for guidance.**

## Writing Assignment #1

1. Outcomes of Infant and Child Attachment. Select an aspect of behavior or personality (e.g., aggression, eating disorders, confident exploration in either children or adults) and propose why attachment theory (and existing research if there is any) suggests that it is reasonable to expect a link between this factor and *individual differences in infant or child attachment*. If you are so inclined, you may present a mediational or moderation model. The paper should be original and very well written. Please get approval of your topic before beginning your paper (by Feb 20 at the latest). Papers should be 750-800 words long, plus references (12pt font, 1 inch margins). Do not write a paper that is longer than 800 words. Part of the skill of writing is learning to be concise. Recall Mark Twain: "I'm sorry I wrote you such a long letter. I didn't have time to write a shorter one." I will not read more than 800 words. *References must be in APA style. Losing points because of the failure to use APA style for your references is just silly. Ask a classmate to check yours for you. The use of doi's is not necessary.*

Your paper should contain three elements:

- a/ Begin with a statement of why the aspect of behavior/personality that you are considering is important, and why it is important to understand the precursors of this;
- b/Describe why attachment theory suggests that individual differences in attachment quality might influence this outcome; draw the model you are proposing;
- c/If there are data about this link, review these data; if there are no data, describe the research that would be needed to examine whether or not this theoretically predicted link does in fact exist.

*Caution: Carefully read the instructions above. Do not write a paper about how adult attachment is link to adult functioning. The paper is meant to be about infant or child attachment as a precursor of child or adult functioning.*

The process of writing the paper is intended to provide you with an opportunity to get detailed feedback, and thus improve your writing skills. You will be required to pay very careful attention to detail, and to craft each sentence and each paragraph thoughtfully. There will be a two-step process:

1. Give Draft 1 to your partner (randomly assigned). This should be a finished, polished draft. Your partner will edit and make suggestions about the writing, content, and organization. This provides useful opportunity for both participants. The author gains a fresh perspective on his/her work and helpful suggestions. The editor gains practice in careful reading and assessment sentence by sentence of what works, what doesn't, and how improvements can be made. Editors: You are not responsible for rewriting poor writing. You should provide some examples of improvements at times, yet sometimes you should also simply use descriptive language. For example, you might note: "Your topic sentence does not reflect what is contained in the paragraph," rather than rewrite the sentence.

2. Revise your paper after considering the editor's comments. Hand in Draft 2 to the professor, along with Draft 1 containing editor's name and comments.

I encourage you to visit the University's Writing Center. Everyone's writing can improve, and the attempt to improve your writing is a valuable investment in your own education.

Paper Due Dates:

March 12

Draft 1 to partner

March 31

Draft 2 (final draft) due to professor