

**Psychology 478/578  
Social Development  
Summer Term 1996**

**Course Instructor:** Dawn Rundman

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**Office Hours:** 4:30 - 5:30 Mondays, 12:30 - 1:30 Thursdays, and by appointment

**Course Location:** 142 Straub

**Course Time:** 2:00 - 3:50 Mondays through Thursdays June 24 through July 18

**COURSE GOALS**

This class has been designed with the following key goals in mind:

1. Students will be introduced to key topics in social development and become familiarized with the research literature in these areas.
2. Students will gain fluency in reading, understanding, and summarizing journal articles and discussing these articles in small groups and the larger class setting.
3. Students will conduct library research on a range of topics in social development and will produce cohesive written and oral summaries of this research.

**COURSE EXPECTATIONS**

The required readings for this course are available at the University Bookstore and include a article packet and a supplementary packet. Students are expected to read all assigned articles before class and contribute to class discussions about the articles and other material presented in lecture. Because this course is four weeks long and there are only 15 class sessions, student attendance at each class is expected except in the case of extenuating circumstances.

**COURSE GRADES**

There are 200 points possible in this course. Grades will be assigned on the following basis. Extra credit points will also be available.

<u>Points</u>	<u>Percentages</u>	<u>Final Grade</u>
185-200	93-100	A
179-184	90-92	A-
173-178	87-89	B+
165-172	83-86	B
159-164	80-82	B- (pass for graduates)
153-158	77-79	C+
145-152	73-76	C
139-144	70-72	C- (pass for undergraduates)
133-138	67-69	D+
125-132	63-66	D
119-124	60-62	D-
Below 119	Below 60	F

## COURSE SCHEDULE

### WEEK 1 - Social Development During the Infant and Toddler Years

<u>Date</u>	<u>Topic(s)</u>	<u>Assignment</u>
Monday June 24	Infant preparedness for social interaction Introduction to temperament	
Tuesday June 25	Temperament Introduction to attachment	DA1 Goldsmith article
Wednesday June 26	Attachment continued Links between temperament and attachment	DA2
Thursday June 27	Emotional and moral development Emergence of the self and conscience	DA3 Kochanska article

### WEEKS 2 and 3 - Social Development During Childhood

<u>Date</u>	<u>Topic(s)</u>	<u>Assignment</u>
Monday July 1	Day care Parenting characteristics	DA4 <b>Research Project 1</b>
Tuesday July 2	Video: Genie, Secret of the Wild Child Emergence of gender understanding	DA5 Fagot et al. article
Wednesday July 3	Friendships in childhood Peer influence on sex-typed behavior	DA6 Maccoby article
Thursday July 4	No class - enjoy your holiday!	
Monday July 8	Friendships in childhood Moral development	DA7 <b>Research Project 2</b>
Tuesday July 9	Peer acceptance during childhood Sociometric ratings of children	DA8 Parker & Asher article
Wednesday July 10	School achievement Temperament and school performance	DA9 Wentzel & Asher article
Thursday July 11	Aggression and coercive cycles Development of antisocial behavior	DA10 Patterson et al. article

## WEEK 4 - Social Development During Adolescence

<u>Date</u>	<u>Topic(s)</u>	<u>Assignment</u>
Monday July 15	Cognitive changes in adolescence Parent-teen relationships	DA11 Feldman & Gehringer article <b>Research Project 3</b>
Tuesday July 16	Adolescent friendships Cliques and crowds Prosocial behavior in adolescence	DA12 Eisenberg et al. article Wentzel & Erdley article
Wednesday July 17	Problems of adolescence	DA13 Dishion et al. article
Thursday July 18	Presentations of Research Project 4 Course Evaluations	DA14 <b>Research Project 4</b>

## POINT DISTRIBUTIONS

### Daily Assignments (DAs) - 60 points

A daily assignment is due at the beginning of each class meeting. These assignments are worth 5 points each for a total of 60 points. Since 14 of these DAs are assigned, you will be able to drop your two lowest scores. Specific content for each daily assignment is found on the following page in the syllabus. Daily assignments should be typed or neatly printed and must be turned in at the beginning of the class period for you to receive credit.

### Research Projects - 130 points

This class does not have any examinations. Instead, a research project is due each week. The first three projects are worth 30 points each; the final one is worth 40 points. Specific directions for each research project as well as guidelines for point distribution will be distributed later in the term.

### Peer Evaluations - 10 points

Throughout this 4-week course, you will meet with the same group of 2-3 other students to cover discussion questions and to share results of your research projects. At the end of the 4-week term, you will evaluate yourself and other students in your group on a 10-point scale.

### Extra Credit - 10 points

Throughout the course, I will announce extra credit opportunities. Each one will be worth 5 points each so that you may complete 2 of them for 10 points total. All extra credit is due by Thursday, July 18.

## DAILY ASSIGNMENTS

DA1 due Tuesday, June 25: Complete the temperament worksheet distributed in class on Monday by answering the four questions for your assigned author.

DA2 due Wednesday, June 26: Present at least 3 critiques you can think of for Ainsworth's Strange Situation as well as 3 strengths of this laboratory measurement system.

DA3 due Thursday, June 27: Be prepared for a brief, in-class quiz on the basic ideas you have learned about in the areas of temperament and attachment.

DA4 due Monday, July 1: Identify and explain at least 5 qualities that you think are important for high-quality, sensitive parenting.

DA5 due Tuesday, July 2: Prepare at least 3 questions or comments that you had after reading the article by Fagot and colleagues.

DA6 due Wednesday, July 3: Write a 2-3 page reaction paper to the Genie video that includes your reactions to the story of Genie, a discussion of ethical issues, and application of some theories and research discussed in class on temperament, attachment, conscience, moral development, and other processes underlying social development.

DA7 due Monday, July 8: Identify what you think are 3 important **characteristics** and 3 important **functions** of friendships during the childhood years.

DA8 due Tuesday, July 9: Be prepared for a brief, in-class quiz on the basic ideas you have learned about in the areas of moral development and gender differences in friendships.

DA9 due Wednesday, July 10: Write a 1-2 page reaction paper to the Communique article about ethical administration and use of sociometric rating measures.

DA10 due Thursday, July 11: Prepare at least 3 questions or comments that you had after reading the article by Patterson and colleagues.

DA11 due Monday, July 15: Describe 5 ways that you think you are different from the person you were in high school. These differences could be in areas of thinking, making decisions, interacting with parents and/or friends, and/or pursuing intimate relationships, among others.

DA12 due Tuesday, July 16: Prepare at least 3 questions or comments that you had after reading the articles by Wentzel and Erdley and Eisenberg et al.

DA13 due Wednesday, July 17: Identify at least 3 areas you think are important to target when designing interventions for teens engaging in delinquent, socially deviant behavior.

DA14 due Thursday, July 18: Create a concept map that highlights the ideas, theories, and/or research findings discussed in this class that have been most useful for you in better understanding social development of infants, toddlers, children, and adolescents.