

PSYCHOLOGY 478/578
SOCIAL DEVELOPMENT – FALL 2010

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Lecture Place and Time:
Straub 142, Tuesday/Thursday 12:00-1:20pm

Course Overview:

In this course, we will explore the social, emotional, and personality development of individuals from birth to adolescence. Current theoretical perspectives and research methods will serve as starting points for discussions about developmental change in phenomena like attachment to parents, emotion regulation, peer relationships, self-understanding, and social identities. We will also discuss certain issues/contexts that may affect social development such as day care, divorce, school, and the media.

Course Website and Email:

You must have an email address and be registered for this course in order to log on to BlackBoard. If you are emailing me about the course, please include the words “PSY 478/578” in the subject line, to help ensure I get your email. **It is recommended that you check the course web site on BlackBoard (“BB”) at least once per week, at <http://blackboard.uoregon.edu>, as important information or announcements may be posted there.** If you do not have an email address, go to the Information Technology Center (ITC) on the second floor in the Knight Library. ITC will also help you if you are having difficulty with BlackBoard, or see <http://blackboard.uoregon.edu/local/usingbb/>, and/or <http://libweb.uoregon.edu/kitc/faq/blackborad.html#help>.

Lectures and Readings:

As this is how research is conducted, every lecture will be structured around a research question, so we will start the class with a research “question of the day.” Next, I will typically give you some background facts about the topic to better understand the context of the question, and/or talk about the theory(s) that guide the research. After building these foundations, we will discuss historical and current research that helps us answer the question of the day, including the assigned readings. We will stop early so that if desired, you may spend the last 5 minutes of each class period writing an answer to the question of the day. QOTD responses contribute towards your grade.

Because this is an advanced course, we are forgoing an assigned textbook in favor of original research articles – classic and contemporary readings. Links to articles (that take you through UO's online institutional access) will be provided on BB - if necessary, when UO does not have a copy available online, the actual PDF will be posted. This saves you the cost of a textbook! More importantly, it gives you a richer class experience by introducing you to the "primary sources" of our knowledge about topics in social development. This means that the information you need to do well on exams is linked very tightly to attending lectures and taking good notes on the information presented (because it is not just a re-hash of what you can read in a textbook). Although the lectures are generally coordinated with the readings throughout, they are not completely overlapping with each other. Most material will be covered in both readings and lecture, but some material in the reading will not be discussed in class, and other new material not covered in the reading (or expanding on a subsection of the reading) will be presented during class. Students are responsible for information from all assigned reading as well as all lectures – both will be included in the exams.

Textbook (OPTIONAL!):

Shaffer, D. R. (2009). *Social and Personality Development* (6th ed.). Belmont, CA: Wadsworth. Note: 2 copies will be on reserve in the Knight Library.

Evaluation of Student Performance:

Grades will be based on tests and writing assignments as described below. You should plan to attend all lectures and spend a substantial amount of time outside of class (reading, studying, and writing) to do well in this course. **If you are looking for an easy course with a light workload, then this class is probably not the one for you.**

Tests:

There will be two examinations. Each exam contributes 100 points towards your course grade. The format will be multiple-choice only. The tests are not cumulative and contribute equally to your course grade. Each exam will consist of 50 multiple-choice questions (worth 2 points each). The dates for the exams are:

- Exam 1 – Midterm – **October 26th**, 12:00pm
- Exam 2 – Final – **December 9th**, 8:00am (alternate time – December 2nd, 12:00pm)

Writing Assignments:

This class emphasizes the development of writing skills in tandem with critical thinking about social development. As such, there are two major writing assignments. This also balances out the exams, which are multiple-choice only.

Responses to Questions of the Day

- In class each day, on your own notebook paper or laptop, you will write an answer to the question of the day. We will stop the discussion or video in time for you to do this each day (although you can also do this later, at home). These responses are somewhat similar to journal entries. You may use your notes or ask me questions about your answer. You will not be graded specifically on grammar or spelling, but we will be looking for thoughtful responses. They also need to be legible (so write

neatly, or plan to re-write or type your answers before submitting them). We are looking for about 1/2 page, single-spaced, typed (approximately 400 words).

- You will turn in 5 answers on the day of the first exam (**October 26th**). You will turn in another 5 on the last day of class (**December 2nd**). They must be stapled together with your name and UO ID written on each response.
- Each answer is worth 5 points, for a total of 50 points. Grading will range from 0 points for a missing or completely wrong response to 5 points for an especially thorough or insightful response. Responses that are too short, vague, or inconsistent with the lecture will get low scores. If you are going to be absent from class on either of these dates, you must turn these in beforehand – NO late submissions for answers to the questions of the day will be accepted.

Term Paper

You will also write a more formal term paper over the course of the quarter. There will be several interim deadlines, worth varying amounts of points, that will both help you to improve your writing skills and keep you from falling behind. In total, 150 points will be available on this assignment. More detail will be provided in a separate handout on the term paper – this is just an overview. Because of the way this assignment is scheduled, absolutely NO late submissions for any of the interim deadlines or the final term paper will be accepted.

- We will provide you with 3 broad choices for paper topics on the first day of class. For each of these paper topics, we have already selected 3 primary sources, which are meant to be a starting point for your research. You will be required to find 7 additional sources.
- A draft of your term paper (3 copies!) is due at the beginning of lecture on **October 21st**. Turning in this draft (in reasonable form, it doesn't need to be perfect) is worth 10 points. You will also be asked to do additional work with this draft for additional points, described in the bullet-point below. If you do not turn in a draft on time, you cannot do this additional work and forfeit all of these points.

The additional work involves reviewing and critiquing two term paper drafts:

1. At the end of lecture on **October 26th**, you will receive a peer's draft – from someone who has chosen the same paper topic as you. (The drafts will be made anonymous before being assigned for review and critique.)
2. The other paper you have to review and critique will be your own.

The quality of your reviews is worth 20 points for each of the two term paper drafts.

- The reviews for both term paper drafts are due at the beginning of lecture on **November 4th**. We will provide you with the feedback about your draft *and* your own review, as well as the peer review, at lecture on **November 16th**.
- Your final term paper is due by noon on **November 30th**, whether or not you turned in a draft. It must be submitted both in class (hard copy) and electronically on BlackBoard via SafeAssign. The final term paper is worth 100 points.

Final Grades:

Final grades will be based on the total number of points earned for: responses to questions of the day (50 points); term paper draft (10 points), review and critique of term

paper draft (20 points), review and critique of a peer's term paper draft (20 points); final term paper (100 points); midterm (exam 1; 100 points); and final (exam 2; 100 points). Out of the 400 total possible points, if your accumulated percentage of points equals:

- 90-100%, your grade will be an A
 - 80-89%, your grade will be a B
 - 70-79%, your grade will be a C
 - 60-69%, your grade will be a D
 - < 60%, your grade will be an F
 - For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P
- Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I may choose to curve grades at the end of the quarter – but I won't curve downwards to lower grades. I may also choose to just curve the exams as we go. Either way, you aren't competing with each other directly, so you all can earn A's if you work hard!

Academic Honesty:

All work submitted in this course must be your own and produced exclusively for this course. No form of cheating or plagiarism will be tolerated, and the consequences are severe (e.g., receiving a "0" on an exam or writing assignment, or failing the course outright, are typical sanctions in the Psychology Department for academic misconduct). Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing your name on work submitted for credit, you certify the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or editor. We will be electronically checking all term papers for plagiarism using the SafeAssign feature on BlackBoard. If you are in doubt about your work, please consult the professor or teaching assistant, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating is discovered on the tests or plagiarism on the writing assignments, then the university will be notified and appropriate action will be taken.

Accommodations:

You are strongly encouraged to contact Disability Services (164 Oregon Hall; 346-1155) if you have a non-documented condition that creates difficulty for you as a student. If one of the following applies to you, please see the professor or teaching assistant as soon as possible to make adjustments:

- Documented learning or medical disability,
- Non-documented need for adjustments to help you learn,
- Member of a sports team that travels this quarter, or
- Non-native speaker of English.

With advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

IMPORTANT REMINDER: The syllabus, reading list, and other course handouts are subject to change. **Keep up-to-date on BlackBoard (BB)** – log in at least weekly, and check your email for announcements about changes.

TIPS FOR DOING WELL IN THIS CLASS

1. Come to class. In lectures, I will not simply rehash what is in your readings. Although what I talk about will correspond to your readings, I assume that you can read well at this point and don't need me to read it for you. Also, that would be really boring. I will usually take something that your textbook has mentioned briefly and expand on it. That means that when you are taking notes in class, your goal should be to summarize what I say, not what is on the PPT. You'll get those online anyways!

2. Do the readings before class (at least skim them). I have been careful to match the readings with the basic class topic, so that they overlap with what we are going to talk about that day. Hopefully, we will also discuss the articles specifically. By keeping up with the readings this way, you can better understand the lecture and can ask questions that may have come up in the readings. I know there is a lot of reading, but I have selected things carefully to complement the lectures. Also, it is important to pace yourself: the exams will cover the readings and you will not be able to do all of the readings for the first time and study your class notes the night before an exam.

3. Come to class even when we watch videos. I try to only pick videos that are really interesting. In 10 years, you may not remember anything else about this class, but you will probably remember the young toddler wandering around the residential nursery about to have a nervous breakdown. The videos were chosen to bring the stuff we talk about in class to life (and there will be questions related to the videos on exams)!

4. Be proactive. Stop by during office hours if you get confused about something, need help knowing what or how to study, or want to know more about a topic. If you are struggling, please seek help early before it is too late. Don't wait until two days before the term paper draft is due if you are having difficulties finding additional sources or writing it. Similarly, coming by during the last week of the quarter to say you think you are failing doesn't leave much time to improve your grade. If you are going to be absent, you need to communicate that with me, especially if it interferes with deadlines. I don't guarantee that I will be able to make any accommodation a student happens to request – but it is the most difficult and/or unlikely “after the fact.”

5. Show respect. Feedback is great, but remember to make your criticisms constructive. If you have concerns about the class, venting over email is not likely to get a positive response. Talking about it with me in person is a much better strategy. Also, be sensitive when you are performing your peer review. That doesn't mean you should only say positive things and not tell the author where the paper needs to be improved upon – it is all about the tone in which you do so. Think about how you would like to get feedback. If you hurt someone's feelings up front or make them mad, they will discount your suggestions no matter how valid they are.