

Psychology 478

Social Development: Fall 2011

Monday/Wednesday 5:30-6:50
221 McKenzie Hall

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Office: 377 Straub Hall - No phone calls
Office Hours: Wednesday 1:30-2:30 & Friday 10:00-11:00 or by appointment

Course Description

This course will cover theoretical and substantive areas of social and personality development 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, peer relationships, self-understanding, and social identities. We will also discuss certain issues that may affect social development such as divorce, schooling, and the media.

Course Website and Email

Blackboard will be a critical source of course-related information throughout the term. Any changes to the lecture or course schedule will be posted on this site. In addition, lecture slides, grades, handouts, and other materials and information will be posted there. If you are having difficulty with BlackBoard, go to the Information Technology Center (ITC) on the second floor in the Knight Library or see <http://blackboard.uoregon.edu/local/usingbb/>, and/or <http://libweb.uoregon.edu/kitc/faq/blackborad.html#help>.

Check the blackboard website regularly for course-related announcements. Important announcements will also be sent over e-mail, so it is best to get into the habit of checking your e-mail daily.

If you are emailing me about the course, please include the words "PSY 478" in the subject line, to help ensure I get your email.

Course Readings

The *required text* for this course is:

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

Readings that are not from the textbook will be posted as .pdf documents on BlackBoard.

Class Meetings

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” (QOTD). Next, I will typically give you some background on the topic to better understand the context of the question, and 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. I will also highlight important caveats to these answer(s). Finally, we will draw conclusions based on what we learned. QOTDs are to be answered by integrating what you learn in lecture with details from the assigned reading(s) for that day. At the end of each class, we will transition to a discussion of ideas related to the QOTD and the readings. We will stop early so that if desired, you may spend the last minutes of each class period collecting your thoughts about the QOTD.

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 readings 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.

We will also be watching videos during class, which will both supplement material in readings and lectures, and serve as sources of information themselves. The videos were chosen to bring the stuff we talk about in class to life.

Students are responsible for information from all assigned readings, lectures, and videos. For best results, readings assigned on the schedule should at least be skimmed by the day they are listed (e.g., prior to the relevant lecture).

Evaluation of Student Performance

Grades will be based on class participation, 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 exams are not cumulative although basic concepts covered during the first weeks will be required for understanding later material. The exams will cover material from the lectures, videos, textbook and assigned readings. Exams can be made up **only** with appropriate documentation (e.g., doctor’s note) and if you let me know within two days of missing the exam. It is the student’s responsibility to contact the instructor and schedule a make up time.

The dates for the exams are:

- Exam 1 – Midterm – Wednesday, October 26th at 5:30 pm
- Exam 2 – Final – Wednesday, November 30th at 5:30 pm

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.

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 during the discussion period at the end of each class. You will not be graded specifically on grammar or spelling, but I 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). Per QOTD, you should have about two-thirds of a page single-spaced if typed.

You may turn in 1 answer during Week 3 if you want feedback about how to improve your QOTDs. The first 5 QOTDs are due on the day of the midterm (**October 26th**). The second 5 QOTDs are due on the last day of class (**November 30th**). 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 lower 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 an 8-10 page paper on a topic related to social development that you find interesting that is not covered in the textbook or lecture, or that *is* covered, but that you want to learn about in more depth.

You will utilize at least *three empirical journal articles*. An outline of your paper will be due by Monday, **October 31st**, but may be turned in earlier. The final paper is due Monday, **December 5th**, and must be submitted on BlackBoard via **SafeAssign** as well as turned in as a **hard copy**. Written assignments will be marked off 20% for every day they are late.

A rubric with more formal instructions will be handed out to guide your outline and paper.

Monday 10/10 in class: Paper topic due

Monday 10/31 in class: Paper outline due (25 points)

Monday 12/5: Final paper due (100 points)

If you are having trouble choosing a topic or narrowing down your focus, please come talk to me!

Final Grades

Grading will be based on the following criteria:

Exams	200 points (2 x 100 points each)
Term Paper	100 points
Term Paper Outline	25 points
Class Participation	25 points
Responses to QOTDs	50 points (10 x 5 points each)

Total	400 points
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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 one’s name on work submitted for credit, the student certifies 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. I 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 me, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating is discovered on the exams or plagiarism on the writing assignments, then the university will be notified and appropriate action will be taken.

Academic Learning Services

If you are not getting the grade you would like, in addition to speaking with me, you may contact Academic Learning Services (<http://als.uoregon.edu/>) for assistance. They offer services aimed at increasing student performance by teaching effective studying habits and providing tutors to help with paper writing. This is a particularly valuable resource for students who are having difficulty with any aspect (e.g., grammar, organization, APA style, etc.) of writing the papers for the course.

Accommodations

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (164 Oregon Hall; 346-1155; <http://ds.uoregon.edu/>). If one of the following applies to you, please see the instructor *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.

TENTATIVE SCHEDULE FOR LECTURES

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>
Week 1	Mon, 9/26	Course Overview and Introduction to Social Development	
	Wed, 9/28	Methods for Studying Social Development <i>QOTD: What is unique (or common) about how psychologists study development?</i>	Chapter 1
Week 2	Mon, 10/3	Theories of Social Development <i>QOTD: What's the point of all these old theories?</i>	Chapter 2 and Chapter 3
	Wed, 10/5	Emotional Development and Temperament <i>QOTD: What early socioemotional skills (and liabilities) do infants and toddlers have?</i>	Chapter 4
Week 3	Mon, 10/10	Attachment Theory and Assessment <i>QOTD: What do we mean when we say a child is "attached" to a parent?</i>	Chapter 5 <i>Term Paper Topic due at the beginning of lecture</i>
	Wed, 10/12	Parenting and Parent-Child Relations <u>Video</u> : John, 17 Months: Nine Days in a Residential Care Facility <i>QOTD: What happens when a child is separated from his or her parents?</i>	Chapter 5 (pp. 158-166) and Chapter 11 (pp. 401-404)
Week 4	Mon, 10/17	Family and Parenting: Divorce <i>QOTD: Should parents stay together "for the sake of the children?"</i>	Chapter 11
	Wed, 10/19	Sex Differences, Gender Development, and Sexuality <i>QOTD: Why are boys and girls so different?</i>	Chapter 8
Week 5	Mon, 10/24	Non-Traditional Families and Identities <u>Video</u> : Daddy & Papa <i>QOTD: Do gay parents make their kids gay?</i>	Chapter 11 (Gay and Lesbian Families, pp. 394-395)
	Wed, 10/26	IN-CLASS MIDTERM EXAM	

Week 6	Mon, 10/31	Self Development and Social Cognition <i>QOTD: What affects children's sense of self across development?</i>	Chapter 6 <i>Term Paper Outline due at the beginning of lecture</i>
	Wed, 11/2	Social Cognition and Autism <i>QOTD: Do we want a "cure" for Autism?</i>	TBA
Week 7	Mon, 11/7	Achievement and Schooling <i>QOTD: Why are people so concerned about the American school system?</i>	Chapter 7 and Chapter 12 (pp. 433-449)
	Wed, 11/9	Friendships and Peer Relationships <i>QOTD: Isn't it always a good thing for kids/teens to have friends?</i>	Chapter 13
Week 8	Mon, 11/14	Intergroup Bias, Prejudice Reduction, Reasoning About Social Exclusion <i>QOTD: Aren't all kids color-blind? (If not, can we fix that?)</i>	TBA
	Wed, 11/16	Aggression and Television <i>QOTD: What makes some kids so aggressive? Is TV bad for kids?</i>	Chapter 9 and Chapter 12 (pp. 414-427)
Week 9	Mon, 11/21	Adolescence: Risk and Resilience Video: Five Girls <i>QOTD: What risk factors do teens face? What does it mean to be resilient?</i>	Chapter 8 (pp.275-282)
	Wed, 11/23	<i>Happy Thanksgiving NO CLASS!!!</i>	
Week 10	Mon, 11/28	Review Session	
	Wed, 11/30	IN-CLASS FINAL EXAM	
<i>Monday, December 5 (by 4 pm): Final paper due Papers will be submitted via <u>SafeAssign</u> on BlackBoard <u>AND</u> as <u>HARD COPY</u> (time-stamped and put in Deniz's mailbox at the Department of Psychology)</i>			