

# **Syllabus**

## **PSY 478: Social Development**

Summer 2011 (6/20 – 8/10)

**Lecture:** Tuesday & Thursday • 10:00-11:50am • 132 Lillis Hall

**Instructor:** Tasha Oswald

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**Office:** 202 Straub

**Office Hours:** Tuesday & Thursday 12:00-1:00pm

### **Course Objectives**

This course will cover theoretical and substantive areas of social and personality development during infancy, childhood and adolescence. Special emphasis will be placed on the development of attachment relationships with parents, emotion regulation, self-understanding, social cognition, and contextual factors (such as variations in child rearing styles, family organization, peers relationships) that influence social and personality development.

By the end of the course, you should have a good understanding of the major topics of study in social development, and how social development research is conducted. You should be able to identify the strengths and weaknesses of research methodologies used to study child social development; comprehend and critique published reports in peer reviewed journal articles focusing on some aspect of child social development; define basic terms used to describe and/or study children's social development; be familiar with major findings, controversies, and issues relevant to various indices of children's adaptation and maladaptation in early and middle childhood; identify gaps in a specific area of social development and provide suggestions for the future that would potentially contribute to knowledge of children's social development.

### **Course Requirements & Expectations**

#### **PREREQUISITE:**

The course is research based, meaning that the information taught is mostly derived from empirical research in social development. Thus, you will not only study theories of social development, but also study research, observations and methodology that have been carried out to investigate existing theories and generate new ones. In addition to the required textbook, readings are also assigned that are "primary sources." In other words, they are reprints of original journal articles. For this reason, Psychology 303 (Research Methods), or its equivalent, is required as a prerequisite for this course.

#### **COURSE DEMANDS:**

This course requires a lot of reading, work, and time management. If you are looking for an easy course with a light load, then this is probably not the course for you. The course requirements include doing the readings, attending class, participating in class discussion and exercises, delivering a group presentation, writing a reflection piece, and taking pop quizzes and 2 exams.

#### **CLASS ATTENDANCE:**

We will meet each Tuesday and Thursday, 10:00-11:50am, in Lillis Hall 132 and your attendance is expected. This is *not* a course to take if you anticipate missing *more than one* class meeting, as class discussion and exercises are crucial to your success in the course. Your participation is part of the course



requirements. It is also recommended that you check the course web site on Blackboard at least once per week and check your email daily, as important course information may be posted by the instructors.

### **USING BLACKBOARD:**

The web site for this course is constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), links to relevant web sites, and more. I hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://libweb.uoregon.edu/scis/blackboard/help/>. Also you can get help starting by going to the library Computer Help Desk and/or see <http://libweb.uoregon.edu/systems/help.html>.

## **Course Readings**

Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. Typically, there is one required textbook chapter and one article for each class meeting. This course has a considerable amount of reading and you will not be able to do well on the exams if you do not do the reading. On average, upwards of 50 pages of reading must be completed for each class. Make sure to manage your time well!

There will be 3 types of required reading materials in this class:

### **(1) TEXT BOOK:**

The text for this course is (available for purchase at the bookstore): **Social & Personality Development, Sixth Edition by David R. Shaffer: Wadsworth.**

*Note: A copy of this text will be on reserve at the Knight Library on campus.*

### **(2) READINGS:**

The "readings" consist of reviews and empirical articles regarding specific social development topics not covered by your text. These readings have been saved as Adobe pdf files and are labeled according to their assignment number (e.g., Reading 5, see schedule below). These readings are available electronically through Blackboard within the following section:

**PSY478 > Course Documents > Readings > Reading 5 (for example)**

### **(1) ARTICLES:**

These articles will be selected by the students in this class. Each day of class (beginning third week) a group will present on a research article that they selected. The selected article will relate to the topic covered that day in class. *(For further details regarding this assignment, please see below under the section "Assignments & Exams".)* These articles will be saved as Adobe pdf files and labeled according to their assignment number (e.g., Article 3, see schedule below). These articles will be available by Friday (7/1) electronically through Blackboard within the following section:

**PSY478 > Course Documents > Articles > Article 3 (for example)**



## Course Schedule

Lecture topics, reading assignments, and assignment due dates are listed directly below. Readings are to be completed BY the day they are listed. The schedule listed here will be adhered to as closely as possible, but is subject to change. Should changes occur, you will be notified.

	Dates	Topics	Readings
Week 1	Tues, 6/21	Course Overview/ Methods for Studying Social Development	Ch. 1
	Thurs, 6/23	Theories & Current Perspectives on Social Development/ Development of Emotional Attachment	Ch. 2, 3 & 5
Week 2	Tues, 6/28	Guest Lecture on Presentation Skills <i>(Form Presentation Groups based on research topic)</i>	Readings 1 & 2
	Thurs, 6/30	The Infant's Social Tools: Emotion Understanding and Regulation/ Temperament <i>(Groups bring 2 articles to class for approval)</i>	Ch. 4
Week 3	Tues, 7/5	Self Development and Social Cognition <i>(Student Presentation #1)</i>	Ch. 6 Article # 1
	Thurs, 7/7	Autism: Atypical Self and Social Development <i>(Student Presentation #2)</i>	Readings 3, 4, 5, & 6 Article # 2
Week 4	Tues, 7/12	Sex Differences and Gender-Role Development <i>(Student Presentation #3)</i>	Ch. 8 Article # 3
	Thurs, 7/14	<b>IN-CLASS MIDTERM # 1</b>	
Week 5	Tues, 7/19	Development of Altruism and Morality <i>(Student Presentation #4)</i>	Ch. 10 Article # 4
	Thurs, 7/21	Aggression and Victimization (Bullying) <i>(Student Presentation #5)</i>	Ch. 9 Article # 5
Week 6	Tues, 7/26	Family Influences on Social Development <i>(Student Presentation #6)</i>	Ch. 11 Article # 6
	Thurs, 7/28	Family, Self, & Cultural Influences on Achievement <i>(Student Presentation #7)</i>	Ch. 7 Article # 7
Week 7	Tues, 8/2	Peer Influences on Social Development <i>(Student Presentation #8)</i>	Ch. 13 Article # 8
	Thurs, 8/4	Effects of Technology and School on Development <i>(Student Presentation #9)</i>	Ch. 12 Article # 9
Week 8	Tues, 8/9	Integrating Concepts <i>(Student Presentation #10)</i>	Ch. 14 Readings 7 & 8 Article # 10
	Thurs, 8/11	<b>IN-CLASS MIDTERM # 2</b>	



## Assignments & Exams

### **(1) GROUP PRESENTATION (Total = 150 points)**

The purpose of the group presentations is threefold: (1) Develop general presentation skills, (2) Develop specific skills for designing and delivering an effective presentation on psychology research, (3) Enter graduate school or begin your career as a critical consumer of research, able to critically analyze research and deliver clear and cohesive research presentations.

#### **a. Form Presentation Group (5 points)**

**Deadline:** Tues (6/28) in class

On the second Tuesday of class (6/28), you will receive a lecture both on how to read empirical articles and how to deliver a PowerPoint presentation on a research study. This will help prepare you for delivering a group presentation on a research study. Toward the end of class on that same Tuesday (6/28), you will then be given time to form groups of 2 to 3 people. Groups will be formed based on shared interest in a given topic. The topic you select will determine the date that you present. On a given day, the group presentation will be relevant to the material covered by the instructor that day. For instance, those in the group that present on autism would deliver Student Presentation # 2 on Thurs (7/7).

#### **b. Submit 2 Selected Articles (5 points)**

**Deadline:** Thurs (6/30) by 5pm

By the following Thurs (6/30) by 5pm, your group should email me two empirical articles on your chosen topic. I will review your selections and determine which one your group should present. I will send emails to groups the next day, Fri (7/1) stipulating which article I have approved for your presentation.

#### **c. Write Questions Related to Article (10 points)**

**Deadline:** 2 days prior to the date of your group presentation

Each group will come up with four separate questions that they will address during their presentation. A subset of these questions (modified as I deem necessary) will appear on pop quizzes and midterms. These questions should be created jointly as a group. As a group, you will email me your 4 questions at least 2 days prior to the date of your presentation.

#### **d. Deliver Presentation (100 points)**

**Deadline:** Varies by group (all groups will present between 7/5 and 8/9)

Presentations should briefly summarize the selected article, highlight the main findings, and identify any weaknesses. I hope these presentations encourage critical thought and synthesis of the article's information so that we can have an intelligent and informed discussion.

#### **e. Individually Write Reflection Piece (20 points)**

**Deadline:** Email to me no later than Wed (8/10)

In this paper you will reflect on the design and delivery of your presentation. This paper will highlight the strengths of your presentation, areas needing improvement, and what you learned from this process.

#### **f. Group Evaluations (10 points)**

**Deadline:** Email to me no later than Wed (8/10)

You will have the opportunity to evaluate the extent to which each group member participated in helping design the presentation.

### **(2) 3 POP QUIZZES (10 points per pop quiz; Total = 30 points)**



**Deadlines:** Announced in Class Day of Pop Quiz

These pop quizzes will be based upon material presented during the group presentations. These are pop quizzes, so you will not know when they will be administered. *For this reason, it is important to attend class and pay attention to all group presentations.*

**(3) 2 MIDTERMS (100 points per midterm; Total = 200 points)**

**Deadlines:** Midterm # 1 (Thurs, 7/14) and Midterm # 2 (Thurs, 8/11)

Midterms will test your understanding of the course readings, class lectures, and group presentations. Neither exam will be cumulative. **There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation.**

**(4) CLASS PARTICIPATION (20 points)**

It is important that you contribute to class discussion throughout the term and you will be graded on your level of participation. Your contributions to the class are a potentially valuable resource to the other class members. Absences will count against your participation grade.

**EXTRA CREDIT:**

There is the potential for 5 points of extra credit. To receive this extra credit, you will need to:

EITHER

Participate in 1 hour of unpaid research through the Psychology Department Human Subjects Pool.

OR

Read an article that I have selected and write a summary of it.

*(There will be NO other source of extra credit for this course.)*

**GRADING**

Assignment	Points
<b>Group Presentation</b>	<b>150 Points</b>
Form Presentation Group (5 points) Submit 2 Selected Articles (5 points) Write Questions Related to Article (10 points) Class Presentation (100 points) Reflection Piece (20 points) Group Evaluations (10 points)	
<b>Pop Quizzes</b>	<b>30 Points</b>
Pop Quiz # 1 (10 points) Pop Quiz # 2 (10 points) Pop Quiz # 3 (10 points)	
<b>Midterms</b>	<b>200 Points</b>
Midterm # 1 (100 points) Midterm # 2 (100 points)	
<b>Class Participation</b>	<b>20 Points</b>
<b>Total</b>	<b>400 Points</b>



## Tardiness Policy

The due date for each assignment is specified above under “Assignments and Exams”. Due dates are taken **seriously** and tardiness is **penalized**. If an assignment is turned in after the designated date, it is considered 1-day late with a 10% penalty. Each subsequent day with an additional 10% penalty.

If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON *before* the due date and make alternative arrangements (an e-mail about this will not be sufficient). In case of emergencies that prevent you from turning in your assignment on time, exceptions may be accommodated but only with **legitimate documentation** of the excuse. **NO OTHER EXCEPTIONS WILL BE MADE.**

## Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. Cheating will **not be tolerated** in this class. Violations will be taken seriously. You will receive a zero on the exam/ assignment on which you cheated and are noted on student disciplinary records. For more information about the University of Oregon’s Student Conduct Code and the consequences of academic dishonesty, refer to the following website: **conduct.uoregon.edu**. defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but are not limited to: 1. copying from another student's test paper, computer program, paper, project, product, or performance; 2. collaborating without authority or allowing another student to copy one's work in a test situation; 3. using the course textbook or other material not authorized for use during a test; 4. using unauthorized materials during a test; for example notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6. taking a test for someone else or permitting someone else to take a test for you; 7. plagiarizing or copying material from a source you did not write without giving credit or acknowledgement to the original author.

If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at **www.libweb.uoregon.edu/guides/plagiarism/students**.

## Accommodations

### **STUDENTS WITH DISABILITIES:**

If you have a **non-documented** condition that creates difficulty for you as a student and anticipate needing accommodations in this course, please contact Disability Services (164 Oregon Hall; 346-1155; [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu)) and meet with me soon.



If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Disability Services: [disabsrv@darkwing.uoregon.edu](mailto:disabsrv@darkwing.uoregon.edu), 346-1155; <http://ds.uoregon.edu/>]

**STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE:**

In the past, some special arrangements have been made for students whose native language is not English (e.g., permission to use a translation dictionary during an exam). Please make arrangements with me immediately if you are a non-native English speaker and think you may have trouble in this course because of language difficulties. I *cannot accept requests on the day of an exam*; arrangements must be made prior to exams and due dates.

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