

Psychology 478

# *Social Development: Summer 2012*

Monday-Thursday 10:00-11:50  
107 Peterson Hall

## **Course Instructors:**

	Deniz Tahiroglu	Robbie Ross
E-mail:	dtahirog@uoregon.edu	robbier@uoregon.edu
Office:	377 Straub Hall	493 Straub Hall
Office Hours:	Mon. & Tues. 1-2 pm (Weeks 1&2) and by appointment	Mon. & Tues. 1-2 pm (Weeks 3&4) and 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 us about the course, please include the words “PSY 478” in the subject line, to help ensure we get your emails.

## **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, we 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. We 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 are 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.

## Quizzes

There will be 4 short quizzes throughout the term and will cover material since the last quiz/exam and readings that are due the day of the quiz. For example, the first quiz will include questions from lectures 1 and 2, and Chapters 1, 2 (selected pages), 3 (selected pages) and 4.

Quizzes will take about 10-15 minutes and will be administered in the beginning of the class. Quizzes CANNOT be made up.

## 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 us 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 – Thursday, July 5<sup>th</sup> at 10 am
- Exam 2 – Thursday, July 19<sup>th</sup> at 10 am

## 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 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). Per QOTD, you should have about two-thirds of a page single-spaced if typed.

You may turn in 1 answer by Thursday, June 28<sup>th</sup> if you want feedback about how to improve your QOTDs. The first 5 QOTDs are due on the day of the first exam (**July 5<sup>th</sup>**). The second 5 QOTDs are due on the last day of class (**July 19<sup>th</sup>**). 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. No late submissions for answers to the questions of the day will be accepted.

### Term Paper

You will also be asked to write a 6-8 paper on a topic related to social development. You can choose from the two options below:

- (1) Write a 6-8 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.
- (2) Write a 6-8 paper proposing a new study on a topic related to social development. The final written product will be (somewhat abbreviated) an APA-style paper (e.g., final paper will have introduction, method, results, discussion sections).

More information about the term paper will be provided to you in class on Wednesday, June 27<sup>th</sup>. All work must be turned in as a hard copy, not as email. Relevant due dates for the paper are as follows:

**Tuesday 7/3 in class:** Research Topic/ Question due

**Wednesday 7/11 in class:** Paper outline and three references due

**Monday 7/23 by 4 pm:** Term paper must be submitted on BlackBoard via SafeAssign as well as turned in as a hard copy in Psychology Front Office (Straub 131)

Written assignments will be marked off 20% for every day they are late.

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 (+3 references)	15 points
Class participation	15 points
Quizzes	40 points (4 x 10 points each)
Responses to QOTDs	50 points (10 x 5 points each)
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Total	420 points

## 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. 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 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

Mon, 6/25	Introduction to Social Development & Methods for Studying Social Development	Chapter 1
Tue, 6/26	Theories of Social Development	Chapter 2 and Chapter 3 (selected pages: TBA)
Wed, 6/27	<b>***Quiz 1***</b> Emotional Development and Temperament	Chapter 4
Thu, 6/28	Attachment Theory and Assessment	Chapter 5
Mon, 7/2	Self Development and Social Cognition	Chapter 6
Tue, 7/3	<b>***Quiz 2***</b> Social Cognition and Autism	TBA <i>Term Paper Topic due at the beginning of lecture</i>
Wed, 7/4	<b><i>Happy 4<sup>th</sup> of July!</i></b> <b><i>NO CLASS!!!</i></b>	
Thu, 7/5	<b><i>In- Class Exam</i></b>	
Mon, 7/9	Friendships and Peer Relationships	Chapter 13
Tue, 7/10	<b>***Quiz 3***</b> Aggression and Television	Chapter 9 and Chapter 12 (pp. 414-427)
Wed, 7/11	Achievement and Schooling <b><i>Guest Lecture by Dare Baldwin</i></b>	Chapter 7 and Chapter 12 (pp. 433-449) <b><i>Term Paper outline due at the beginning of lecture</i></b>
Thu, 7/12	Altruism and Moral Reasoning	Chapter 10
Mon, 7/16	Family and Parenting	Chapter 11
Tue, 7/17	<b>***Quiz 4***</b> Sex Differences, Gender Development, and Sexuality	Chapter 8
Wed, 7/18	Non-Traditional Families and Identities <u>Video</u> : Daddy & Papa	Chapter 11 (Gay and Lesbian Families, pp. 394-395)
Thu, 7/19	<b>IN-CLASS FINAL EXAM</b>	

***Monday, July 23 (by 4 pm): Final paper due***  
***Papers will be submitted via SafeAssign on BlackBoard AND as HARD COPY (time-stamped and put in Robbie's mailbox at the Department of Psychology)***