

PSY 478/578: Social Development

Fall 2013

Monday/Wednesday 2:00-3:20

110 Willamette Hall

Professor: Dr. Jennifer Ablow, 213 Franklin Building

Office Hours: By appointment

E-mail: jcablow@uoregon.edu (Please put Psy 478 in the subject line of all correspondence)

No phone calls please

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Office Hours: Tuesdays 10:00-12:00, and by appt

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No phone calls please

Course Content/Objectives/Prerequisites

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

The course is research based, meaning that the course material is derived mostly from empirical research in social development. Thus, you will not only study theories of social development, but also review some of the research that was carried out to investigate existing theories and generate new ones. There will not be a required textbook, rather most readings will be "primary sources." In other words, they are reprints of original journal articles. For this reason, Psychology 302 and 303 (Statistical Methods and Research Methods), or their equivalents, are required as prerequisites for this course.

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 website: <http://blackboard.uoregon.edu>

You must have an email address and be registered for this course in order to log on to Blackboard. 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. 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://blackboard.uoregon.edu/local/usingbb/>. Also you can get help by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

On the web site, you will find general announcements for the class and all documents for the course (including this syllabus and all the readings for the course). It is recommended that you check the course web site on Blackboard at least once a week, as important course information may be posted.

Course Requirements (details below)

In this class you will be required to:

1. Attend every class prepared to discuss the reading. Reading assignments should be completed **before** the class period they appear next to on the course schedule, you will be asked to participate in discussion, answer questions, and complete quizzes based on this material in class. Regular attendance is mandatory.
2. Take 1 exam (Midterm)
3. Complete a Group Project & Presentation
4. Complete a final paper, and assignments leading up to final paper

Course Readings:

Because this is an advanced course, assigned readings will be original research articles rather than from a textbook. 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. In order to participate and benefit fully from lectures and discussions, readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. This course has a considerable amount of reading and you will not be able to do well on the exam or quizzes if you do not do the reading. On average, close to 100 pages of reading must be completed each week.

The readings vary in scope and function. Some of the readings provide a fairly comprehensive and well-rounded overview of a topic (What are the links between theory of mind and social relations? by C. Hughes and S. Leekam is a good example of this). Other readings are narrower: they might present an especially interesting viewpoint, or a specific study or example for consideration (such as Children’s influence in the marital relationship by A.C. Schermerhorn & colleagues). Because we are not using a textbook, you should be especially alert to these distinctions when you are doing the readings.

Readings are available electronically through Blackboard under Course Documents and according to Week:

PSY478/578 > Course Documents > Readings > Week 1 (for example)

NOTE: Some of the .pdf files may print poorly due to the way a publisher saved the document. If you find that an article does not print clearly, I recommend either reading the paper on line or finding the reference in the library and making yourself a copy. I apologize for this inconvenience.

Textbook (OPTIONAL! Recommended if you want some integrated, background reading):

Shaffer, D. R. (2009). *Social and Personality Development* (6th ed.). Belmont, CA: Wadsworth. **Check to see if most up to date.**

Class Meetings:

Class meetings will include a mixture of lectures and discussion. Class meetings will be used in several different ways: to explain or demonstrate especially important ideas covered in the readings, to explore extensions or applications of ideas, and to cover important or interesting topics that are not addressed in the assigned readings.

Not all important ideas in the readings will be covered in class meetings, and not all important ideas from class meetings will be covered in the readings. The exams will cover concepts and findings from the readings that may not be covered in class, and exams will cover concepts from the class lectures and discussion that are not covered by the readings. This means that the information you need to do well on exams and quizzes 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). You are responsible for information from all assigned reading as well as all lectures – both will be included in the exams and quizzes.

Details of Course Requirements

Please Note: This course requires a lot of reading, work, time management, and small-group meetings outside of class time. 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 completing the readings prior to class, attending class, small-group activities in

and out of the classroom, a term paper, participating in a class presentation, 4/5 exit or entrance paragraphs, 4/5 quizzes, and 1 midterm exam.

- 1) **Class participation and attendance (20 points):** The most enjoyable courses are those in which everyone comes to class well prepared and makes thoughtful contributions to the discussion. You are expected to attend class and your small-group meetings. Some topics not found in the reading will be covered in lecture. I don't plan on taking attendance regularly, but I may do so periodically (e.g., during small group meetings) and absences will count against your participation grade. 5 times throughout the course, I will have unannounced exit or entrance questions, in which I will ask you to briefly respond to a question about the topic of the day. Typically these will occur at the end of class. They are not tests, and you will be able to use your notes. I will grade the paragraphs on a v-, v, v+ basis, and you will be responsible for 4/5. I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate that you tell me in advance.

I hope to create a class environment in which you will feel comfortable speaking up in class, but I realize that some of you may be reluctant to speak in a classroom with potentially 50+ students. If you like, please feel free to send your comments over E-mail, or write them down during class and give them to me, or talk with me after class, or by appointment.

- 2) **Class Midterm (100 points):** There will be 1 mid-term exam in this class. There will be no make-up or *rescheduled exams, except in extraordinary circumstances and with legitimate documentation.*
- 3) **Course assignments:** The assignments for this course are designed to make you an active consumer of the material. They are designed to make you think about the topics of the course, generate new ideas, make new observations in the domain of social development, and to provide you with a forum to express these new thoughts, ideas, and observations in writing and presentation. The schedule of the assignments is designed to keep you up to date and interacting with the material on an on-going basis, and to help ensure steady progress on your major term paper.

A description of each assignment follows. *Note that additional assignment information will be posted on Blackboard.*

- a) **Group Presentation: Current Controversies in the Area of Social Development (100 points)** There are numerous ongoing "debates" and "controversies" that involve or stem from theory, research, and practice in the area of social development (e.g., effects of daycare, effects of same sex parents, etc.). The goal of the "controversy" assignment is to provide students with an in depth look at a current controversy in the area of socioemotional development. For example, one of the topics to be considered involves the potential merits versus potential problems associated with physical discipline: I.e., Is spanking detrimental to children?

At the outset of the term, the class will be divided into groups of 4-5 students. Pairs of groups will be assigned a controversial topic, which during the latter weeks of the course, will be presented and discussed. Prior to the actual presentation, small groups will meet regularly outside of class time to prepare a powerpoint presentation. Each group will take attendance at each group meeting, keep a log of the groups' activities, and together will provide a brief evaluation of each group member's contributions to the group meeting. A form will be provided to complete and these evaluations will be submitted to the professor. Your attendance at group meetings and contributions to the discussion of the topic, development of the project, and class powerpoint presentation will be part of your grade for the course. The expectation is that your group will meet a minimum of five times as you prepare for your presentation.

Team members will each choose a "subtopic" of the larger controversy to research. For example, a student assigned to the controversy on the early effects of daycare may choose to focus only on the "sub-topic" of maternal work attitude and the effect of daycare, while another member of the same team may choose to focus on the effects of daycare on cognitive development. It is required that

each team member focus on a different “sub-topic.” This division of sub-topics will be great preparation for your presentation, as you will each draw upon your subtopic expertise to contribute to the presentation. By **October 18**, each team will email the list of subtopics for your group to the professor (*please put group Topic Name and Team in your email subject line*). The list of subtopics can be the proposed title for each team member’s paper or a very brief description of what each team member plans to research, e.g., “I plan to research the relation between the experience of daycare in the first year and the quality of parent-infant attachment.” I will read and reply with either a brief comment (e.g., ‘the topic should be more focused’ or ‘subtopic X and Y are too similar’, etc.) or simply that the proposed topics look good. (10 points)

Important: Groups assigned to a particular topic will not know which side of a controversy they will present until the evening prior to the presentation, therefore it will be incumbent on the members of a group to prepare BOTH sides of the issues, and to have prepared two powerpoint presentations. By 10 pm the evening prior to the presentation, a flip of the coin will decide which perspective a team will be responsible for presenting and each team will receive an e-mail indicating the decision (e.g., Team A assigned to represent the “virtues of daycare” and Team B assigned to represent the potential “liabilities” of daycare). Although the team will only present on one side of the controversy, teams will turn in (via e-mail or on a thumb drive) BOTH developed powerpoint presentations to the instructor on the day of their presentation.

1. **Weeks 1-5 of term:** During the first half of the term, all groups should meet and begin to research their particular controversy.
 - **October 18:** Each group emails professor with their team subtopics (see above).
 - **October 30:** All groups will submit to the instructor a list of general and subtopic references for their team. An example of the expected format will be posted on blackboard (10 points).
 - **October 30:** Each group will send an e-mail (*please place group topic and team in subject line, e.g., Physical Punishment – Team A*) to the instructor with the one reading your group wants the entire class to read in preparation for the presentation and discussion (include the complete reference and attach the article). The reading will have to be cleared by the instructor in advance of the posting to assure that the selected articles are not redundant for a specific topic. The selected reading should be a current article (this century) that gives the class an excellent overview of the general topic or it should focus on one side of the topic or the other. The goal of the reading is to give the class a good sense of the issues that you will be presenting to prepare them for the presentation and discussion. (5 points)
2. **Date of presentation:** Each team powerpoint presentation should last approximately 15-20 minutes (the two presentations together will last approximately 30-40 minutes). Following the presentations, presenters will become an expert panel to field questions from the audience and facilitate discussion. To prepare for discussion, presenters should read the questions posted by their fellow classmates (see below) prior to class. The post-presentation quiz (see below) is not required for the presenters of the day. However, presenters of the day have the option of completing the post-presentation quiz question that pertains to the lecture for up to 5 extra credit points. By date of presentation, your team should:
 - Send your powerpoint presentation (both sides of presentation) to the instructor by e-mail or on a thumbdrive (50 points).
 - Read fellow classmate postings
 - Send one short answer question to the instructor about the team assigned article, which may potentially be used for the post-presentation quiz.
3. **Presentations in which students are not presenting (80 points):**
 - **Assigned readings:** All students are required to read the assigned readings on the controversial topics. By 10 pm on the evening before the presentation, non-presenting students are required to post at least 2 thoughtful questions that make it clear that s/he

has completed the assigned readings. The question postings will be worth 5 points each (5 X 4 = 20 points). The instructor and presentation team will read the questions prior to the presentation.

- **Post-presentation Quiz:** Non-presenting students will complete a brief quiz immediately following the presentation discussion. The quiz will be three short answer questions and will be worth 15 points each (15 X 4 = 60). Presenting students may opt out of this quiz. However, they will have the option of completing one question for 5 extra credit points (this will be explained further in class).

Summary of Presentation Assignment Points (total = 100 points):

○ Attendance at meetings and participation in group discussions:	25 points
○ Group Subtopic List:	10 points
○ Group Reference List:	10 points
○ On-time selection of reading assignment	5 points
○ Powerpoint presentations	50 points
<u>"Audience" points (total = 80 points)</u>	
○ Question posting (5 points X 4)	20 points
○ Post-debate survey (15 points X 4)	60 points

- b) **Paper (total = 100 points):** The culmination of the group presentation assignment is an 8 page paper in which each student will summarize the research findings of their specific subtopic. Specific paper guidelines will be circulated later in the term, however as this course is designed to help develop your writing skills, there are several deadlines associated with your review paper. *Failure to meet deadlines 1, 2, and 3 will result in forfeiting the points indicated below and you will not have the opportunity to receive feedback on your outline/draft.* Late papers will be marked down substantially.

1. Monday, November 4th: Submit a first draft of your review paper to be read by another student. I will collect these papers, remove the cover pages with names, and then on **November 6th**, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on **November 6th**, everyone who turned in a paper on **November 4th** will be assigned a paper by another student to review. In the past, some students have turned in "papers" at this stage that were little more than outlines – not finished enough to allow another to edit and give feedback. In such cases, your paper will be returned to you and you will not be given another student's paper to review. Drafts should be at least 5 pages of text and have at least 5 references. Note that the more complete your paper is, the more help the student will be able to give you (10 points).

3. Wednesday, November 13th: Submit your written peer review plus the edited paper. Your peer review will be graded (20 points). On **November 20th**, I will give back your own review paper, the peer review, as well as TA feedback about your first draft and peer review.

4. Monday, December 9th: Turn in the final draft of your paper to SafeAssign (70 points). Make sure to post your paper using MICROSOFT WORD. Follow these directions to post your paper on safe assign:

1. Go to the blackboard course homepage
2. Click on the "Assignments" link in the left-hand menu
3. Click on the "View/Complete" link
4. Click on the "Direct Submit" link
5. Upload your paper

In addition, on December 9th submit the following to Dr. Ablow's mailbox in the Psychology Office:

1. A hardcopy of your final paper.
2. The first draft and the feedback you received from another student
3. Your brief assessment of how helpful you found the feedback.

Papers are to be 8 typed text pages (DOES NOT INCLUDE title or reference pages) in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (these are consistent with the APA style).

References: You must cite **at least 7 peer-reviewed scientific references**, which means you must READ at least 7 references (more would be great!). **Important: Internet site information DOES NOT COUNT as part of your 7 references.**

Use the *APA Publication Manual* (most current edition) for reference citations. A reference copy of the manual is available in the Knight Library. Please make appropriate citations, using APA parenthetical citations. If you directly quote, use quotation marks and provide the page number of the quotation in your citation. You also should have an APA style reference section at the end of your paper.

If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the **Writing Lab** at the **Academic Learning Services (ALS) (68 PLC, phone 6-3226)**. The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm. In general, all papers benefit significantly from feedback from others, thus it is encouraged that students have their papers read for typos, awkward phrasing, and clarity prior to turning them in. In addition, tips on writing and editing papers will either be posted on Blackboard.

Grading:

Midterm Exam	= 100
Presentation Team	= 100
Paper	= 100
"Audience" points	= 80
Class Participation	= 20

TOTAL POINTS	= 400 points
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Psy 578: Students enrolled in 578 (i.e., graduate students) have the same basic requirements as undergraduate students. However, as befits a graduate-level assignment, the term paper will be more extensive (approximately 13-15 pages and must cite at least 10 sources), and will integrate all the subtopics of the larger controversy. In addition, it will be graded to an accordingly high standard.

Assignment due dates and tardiness policy: The due date and time for each assignment is specified. Due dates are taken seriously and tardiness is penalized. If an assignment is turned in after the designated date and time, it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, 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 (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time or arranging to have somebody else turn in your assignment for you, 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. 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 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.

The Course Schedule is posted in a separate file on Blackboard.