

Social Development

(PSY478/578, section 25605/25620)

Winter 2013

Class Time: Tuesdays & Thursdays 2:00-3:20pm

Class Venue: 123 PAC

Instructor: Monique Udell, Ph. D. Office: Straub 326 Office Hours: Tuesday & Thursday 3:30-5:00 pm Email: mudell@uoregon.edu **Note: the best way to reach me (outside of class or office hours) is by email**	TA: Brianna Hailey, M. S. Office: Straub 498 Office Hours: Tuesday 8-9am & Thursdays 8-10am Email: bhailey@uoregon.edu
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****Please put SocD in the subject line of all class related emails****

Just as you have other courses, so do we. This will help avoid confusion. Thanks!

We will be using Blackboard in this course. To access our course page visit:

<https://blackboard.uoregon.edu/>

Once you "Login" you should be able to locate our course page. Materials such as the syllabus, readings, grades and announcements will be posted here throughout the course.

Overview

There is no doubt that humans are social creatures. As adults we are subjected daily to social influence; as children social interactions and constructs impact many aspects of development including our knowledge of who we are and how we come to view the actions and intentions of others. This semester we will address some of the basic assumptions, principles, methods, and research relevant to the scientific study of social development. We will look at how our social behavior changes with age, and how social factors influence the way we develop. We will also think critically about methods for observing and studying social development and ways that our current knowledge of social development (as acquired through scientific research) can be disseminated to the general public.

As an upper-level course you should expect a fair amount of reading & writing, in addition to exams and a final project. Students should expect to read around 50-100 pages a week (both book chapters and scientific articles) in preparation for class and write at least 1-2 typed pages of material per week (the tradeoff here is that you will not be asked to write a large term paper). Regular attendance will also be important, as a portion of this course centers on class participation. While you will be expected to work hard, hopefully you will find the course content, discussions, and activities interesting and engaging! You will have ample opportunity to express your thoughts and ideas in this course, and will be encouraged to investigate questions of special interest to you in addition to the predetermined topics described in the syllabus.

Course Requirements

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 discussions and answer questions based on this material in class. Occasional quizzes may be given. Regular attendance is mandatory.
- 2). Take 2 exams (Midterm & Final)
- 3). Complete a Group Project & Presentation
- 4). Complete assignments, mini-labs, and fulfill participation requirements (see 'Assessment')

Course Text

The following text is required for the course:

Social Personality and Development (sixth edition)

ISBN: 0495600385

Author: David R. Shaffer

Edition: Sixth

Publisher: Wadsworth

In addition to the UO bookstore, new and used copies of these books are also sold through online stores (e.g. Amazon.com) often at a discount. If you order books online, be sure to do so in advance (or select expedited shipping) as text based readings begin during week 2.

Examinable material

In addition to **both** the assigned textbook chapters and lecture material, assigned articles and key aspects of class discussions could appear on an exam. It is your responsibility to attend class to make sure you have the relevant material and are up to date on any changes made to the course schedule.

Assessment

- 1). **2 Exams** worth 25% each (**50%** total final grade)
- 2). **Media Project & Presentation** worth **20%** -Details to be discussed in class & posted on blackboard
- 3). **7- Up Response Papers** (**15%** total final grade)- Details to be discussed in class & posted on blackboard
- 4). **Class Participation:** attendance, discussions, quizzes & other assignments (**15%**)

Attending lectures will improve your understanding of course material and help prepare you for exams, however this class will also included a graded participation component. Some class days will involve quizzes, in-class assignments, mini-labs, presentation evaluations or other graded activities. In addition occasional homework assignments will be assigned for completion outside of class. **Participation days/activities cannot be made up.**

Instructions for completing all assignments and essays will be discussed in class. For out-of-class assignments basic instructions will also be posted on Blackboard. Due dates are listed on the syllabus (or for some HW assignments may be specified in class). Late assignments will not be accepted.

If you are unable to attend an Exam for a reason beyond your control¹ you will need to make contact with me **before or within 24 hours** of the missed exam by emailing me at mudell@uoregon.edu so we can make an appointment to see the documentary evidence for your incapacity (this is usually a note from your physician or the dean of your college). If appropriate, we will then arrange a makeup exam. You do not need to contact me for a missed lecture, but it is your responsibility to obtain the notes or material from classes you miss from blackboard or from a classmate. This is true even if your absence is excused. If you know or have reason to believe that you will miss multiple class days (even for excusable reasons) during the semester please see me during the first week of class, as it may be difficult for you to meet the participation requirements for this course.

Graduate Students

While the basic course requirements will be much the same for all students in the course, all work and participation by graduate students is expected to reflect the additional experience and knowledge acquired over the course of your education, and should serve to enrich the classroom environment. You are not only welcome, but encouraged, to bring your unique perspectives and relevant research experiences to the table in class discussions and activities.

Grading

Your grade is determined by your total percentage score.

<u>Percentiles</u>	<u>Grade</u>
90 or above	A
87-89	A-
84-86	B+
80-83	B
77-79	B-
74-76	C+
70-73	C
67-69	C-
64-66	D+
60-63	D
56-59	D-
55 or below	F

The good news is – these grades are firm – everybody in the class can get an A grade (and I hope you do). The bad news is – these grades are firm – if you score just one point below the cutoff then you will get the lower grade.

It is *your* responsibility to check your grades on Blackboard often (**logging in once or twice a week will allow you to keep up with your grades and class announcements/ updates and is strongly recommended**).

If you believe an error has been made or if you are missing a score for an assignment, test, or participation day once grades have been posted, let me know of the situation by email as soon as possible (ideally within a week, but no later than the day of the next scheduled exam).

¹ It is 'beyond your control' if you are sick, have an accident, or a member of your family is taken seriously ill and you have to rush home. It is not 'beyond your control' if you oversleep, forget, or just have something more attractive to do. Students representing the university in sporting or cultural events may also request permission to makeup an exam if the event clashes with a regularly assigned date (requires week advanced notice and documentation from event's coach or director on appropriate letterhead).

University Policy Regarding Students with Special Needs

If you have a documented disability and anticipate needing accommodations in this course, please arrange to meet with me soon. Please also request that the Counselor for Students with Disabilities send me a letter verifying the appropriate accommodations.

Honor Code

I have rarely encountered cheating in my courses, however it is important that you understand that I am not willing to give a passing grade to those do not abide by the UOregon honor code. Any student who cheats, or helps another student cheat, risks receiving an **F** in the course.

This includes plagiarism. You cannot use another's material word-for-word or reuse another's ideas in any written assignment without specifically acknowledging that you are quoting or referencing the work of a specific author. Excessive quotes are typically considered inappropriate and could result in point loss (so put the knowledge you gain into your own words when possible). An important rule of thumb: If you got an idea from a source, even if you use your own wording, you still need to reference the source.

Tentative Course Schedule* (last updated 1/5/13)

Week/day	Theme & Readings (Non-textbook readings can be found on blackboard)	Work Due
Week 1 What does it mean to be social?		
T 1/8	Visit course blackboard page, read/print syllabus; <i>Text Ch. 1 optional</i>	
Th 1/10	Cialdini & Goldstein (2004)- <i>on blackboard</i>	
Week 2 Are Critical Periods of Social Development Really Critical? What is the function of attachment?		
T 1/15	Text Ch. 5 + Michel & Tyler (2005) <i>(Fries 2005- optional)</i>	
Th 1/17	Ainsworth, et al. (1970) <i>Read before class, but also bring article to class</i>	Reading Quiz (in class)
Week 3 What does it mean to be self aware & aware of the minds of others? How predictable is our social trajectory?		
T 1/22	Text Ch. 6	Media Project Sign-up Deadline
Th 1/24	Text Ch. 2 & 4	

Week/day	Theme & Readings	Work Due
Week 4	What is delayed or abnormal social development? What might it be like to <i>not</i> have full self or other awareness?	
T 1/29	Reading TBA (see blackboard readings folder Week 4)	Reading Quiz (in class)
Th 1/31	Bring your typed article summaries to class for your media project *be sure to attend this day*	Project article summaries due

Week 5	How does upbringing & education contribute to social development?	
T 2/5	EXAM 1	
Th 2/7	Text Ch. 11 & Pages 446-449 of Ch. 12	7-up (Age 7) Report Due

Week 6	How does media influence development? Does social media make youth more or less social?	
T 2/12	Text ch. 12	
Th 2/14	Pros & Cons of Social Networks & Herbert (2011) <i>Both are popular media (web/blog posts) on blackboard (will be used in class discussion)</i>	TV Blog posts due before class

Week 7	How does one measure achievement? Is achievement objective or is it a social artifact?	
T 2/19	Text ch. 7	7-up (Age 14) Report Due
Th 2/21	MLK Holiday **NO CLASS**	

Week 8	Good versus Evil: Why do some children become altruistic while others become bullies?	
T 2/26	Student Presentation Day #1	Presentation evals due by midnight
Th 2/28	Text Ch. 9 & 10	

Week/day	Theme & Readings	Work Due
Week 9	How can parental substance use and abuse affect the parent-child relationship?	
T 3/5	Student Presentation Day #2	Presentation evals due by midnight
Th 3/7	Reading TBA (see blackboard readings folder Week 9)	7- up (Age 21) Report Due

Week 10		
T 3/12	Student Presentation Day #3	Presentation evals due by midnight
Th 3/14	Student Presentation Day #4	Presentation evals due by midnight

Exam Week	EXAM 2 (any/all material covered after 2/5)
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****Important notes:** This is a working syllabus, dates & topics may change at the discretion of the instructor; any changes will be announced in class. **Non-textbook readings can be found on Blackboard unless otherwise specified in class.**