

**Psychology 478/578  
Social Development  
Spring 2016**

Mondays & Wednesdays 10:00-11:20  
112 LIL

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**Course Description:**

This course is designed to provide an introduction to the field of social development. We will explore the scientific methods researchers use to investigate how our social skills and personalities develop and review the findings of research in the field. Furthermore, we will discuss how these research findings can inform our daily decisions and invigorate public policy in various settings.

We will cover a variety of topics including social cognition, emotions, temperament, morality, social categorizations, parenting, family and peer relationships, aggression, and cultural influences. Although many of the lectures will cover social development spanning from infancy to adolescence, please note that that the class will mainly focus on infancy and childhood. If a topic that you are particularly interested in is not included in the class schedule, you may choose to focus on that topic for one of your papers. Please discuss your interests with Dr. Isbell early during the term.

**Required readings:**

Selected readings will be posted in the "Readings" section of Canvas. In this section, you will find weekly folders with details about both required and recommended readings for each lecture.

**Canvas:** Canvas will be used in this course as an online resource for the syllabus, lecture slides, and lab materials. It is recommended that you frequently check Canvas in order to stay up to date on the course materials that are posted from week to week. Please note that lecture slides will be posted after the lecture. Important announcements will also be sent via email, so it is best to get into the habit of checking your email daily. If you send an email to the instructor, expect to receive a reply within 24 hours.

**Requirements include the following:**

**In-class activities (10%):**

You will have a total of 15 daily activities, administered during lectures. Each one will be worth 1% of your final grade. Your top 10 scores will be used for your final score. This means you can miss or drop 5 in-class activities without losing any points. The students who complete at least 14 activities will get 1% extra credit toward their final grade. The activities will include material from the assigned readings and lecture of the day. The goal of these in-class activities is to promote critical thinking and enhance class discussions. There will be no make-up for any of the activities, so if you miss one for any reason, your score will be 0 for that activity.

**Exams (70%):**

Exams will cover material from the assigned readings and lectures. You will have 3 exams (please see the class schedule for the days each exam will be administered). Please expect to see a variety of question formats, including multiple-choice questions, fill-in-the-blank sentences, and short essays. Due to the nature of the course, exams will inevitably be somewhat comprehensive, but the majority of the questions will be on the more recent topics covered up to that exam.

At the end of each lecture, you will receive a study guide on the topics covered in the readings and the lecture. These guides will be available at the end of lectures to ensure that students have plenty of time to go over each topic and be prepared to answer all the questions, hopefully without cramming all the information right before the exams. Not all the questions included in the study guides will appear on the tests, but even if they appear in a different format, all exam questions will eventually come from the study guides. There will not be any review sessions. However, all students are encouraged to take advantage of office hours to discuss any questions. If the office hours do not work around your schedule, email Dr. Isbell to set up an appointment.

**Make-up exam:**

There will be a comprehensive make-up exam in case you miss an exam or would like to drop one of the exams you took during the term. The make-up exam will take place during the finals week, **10:15 a.m. on Friday, June 10 in class**. If you are content with your exam scores, you are not expected to take this exam. Unless you have a documented medical need or university-related commitment, you cannot take this exam earlier than the scheduled date and time.

**Short Essays (20%):**

You will complete two essay assignments. The goal of these assignments is to encourage application of scientific findings to issues in education, public health, and/or the law. For each assignment, you will select a topic from three options posted on Canvas. For each topic, there will be a folder on Canvas that includes a set of peer-reviewed empirical papers and one question. You will submit a one-

page single-spaced essay for each assignment. Essays should not be longer than 500 words. If you submit an assignment after its due date, your grade will be reduced 10% for the first day, 20% for the second day, and will no longer be accepted after this grace period without some documentation of medical or family emergency.

You will read 2 empirical papers for each assignment. Each essay will be worth 10% of your final grade. A grading rubric will be available for each assignment and you are highly encouraged to use this rubric as a checklist to make sure you are covering all the requirements for the assignments.

**PSY 578:** Instead of writing 2 short essays, graduate students will write one term paper. The paper must cite at least 15 peer-reviewed sources and should be 10-15 pages (double-spaced).

### **Grading:**

Course work	% of final grade
In-class activities	10
Exam 1	20
Exam 2	25
Exam 3	25
Short Essay 1	10
Short Essay 2	10

### **Final letter grades:**

Letter grade	% earned	Letter grade	% earned
A+	top two scores	C+	73-76
A	93-100	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	N	< 70
C+	77-70	P	70 or higher

Also see <http://psychology.uoregon.edu/courses/department-grading-standards/>

**Academic Misconduct at the University of Oregon**

Upon the discovery of suspected Academic Misconduct as detailed in the link below, the instructor will follow the Academic Misconduct Procedures detailed by the Office of the Dean of Students:

<https://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx>

**Cheating** is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work, or allowing someone else to copy your work. Discovery that a student has cheated will lead to a grade of F in the course for that student, and we will inform UO's student conduct coordinator. Also please note that we retain the right to assign seats for tests, to change an individual's seating for test security purposes, to require and check ID for admission to tests.

**Important Additional Notes**

**Accessible education:** If you have a documented need for accommodations in this course, please make arrangements to meet with the instructor soon. Furthermore, please contact Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 346-1155. Also please request that the Accessible Education Center send a letter verifying your documented needs for accommodations.

<http://aec.uoregon.edu>

**Study skills resources:** Teaching and Learning Center offers various programs and workshops throughout the term.

<http://tlc.uoregon.edu>

**Students for whom English is a Second Language:** If you are a non-native English speaker and need to use a dictionary during the exams, please see the instructor as soon as possible to make any necessary arrangements.

**If you are ill:** Please contact the instructor as soon as possible. PLEASE STAY AT HOME and away from class for at least 24 hours after your symptoms are gone.

### Weekly Schedule of Topics and Assignments

Please note that this is only a working draft of the course outline. It may be revised as the quarter progresses. Dates on which particular topics are to be discussed in class are subject to change. However, exam and assignment schedules will not be changed.

<b>Week</b>	<b>Date</b>	<b>Topic</b>
Week 1	3/28	Introduction
	3/30	Early Social Interactions
Week 2	4/1	Attachment
	4/6	Emotions and Temperament in Early Childhood
Week 3	4/11	Self Development & Social Categorization
	4/13	<b>Exam 1</b>
Week 4	4/18	Social Cognition 1
	4/20	Social Cognition 2
Week 5	4/25	Developmental Disorders
	4/27	Imagination; <b>Essay 1 due by 11:59 pm</b>
Week 6	5/2	Moral Development and Prosociality
	5/4	<b>Exam 2</b>
Week 7	5/9	Motivation
	5/11	Families & Peers 1
Week 8	5/16	Families & Peers 2
	5/18	Individual Differences
Week 9	5/23	Social Interactions with Non-Human Agents
	5/25	Cultural Influences; <b>Essay 2 due by 11:59 pm</b>
Week 10	5/30	Memorial Day - No class
	6/1	<b>Exam 3</b>
Finals week	6/10	<b>Make up exam 10:15 a.m. on Friday</b>