

PSYCHOLOGY 478/578
SOCIAL DEVELOPMENT – SPRING 2017

Dr. Jennifer Pfeifer

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334 LISB

Office Hours: Monday 10:30am-12:00pm or by appointment

NO PHONE CALLS

GTFs:

Office hours by appointment in 118 LISB

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Lecture Place and Time:

McKenzie 229, Monday/Wednesday 2:00pm-3:20pm

Learning Objectives:

- 1) To acquaint you with theory and research on social, emotional, and personality development. Current theoretical perspectives and research findings will serve as starting points for discussions about the development of phenomena such as attachment, peer relationships, aggression, self-evaluations, and social identities. We will also discuss cultural contexts and other factors that may affect development such as temperament, parental sensitivity, day care, divorce, and the media.
- 2) To improve your ability to gain knowledge about psychological findings from primary sources (peer-reviewed empirical studies or review articles), rather than textbooks.
- 3) To refine your skills at thinking and communicating about psychological research, both conversationally (via Questions of the Day) and in writing (via the term paper).
- 4) To learn how to effectively critique and improve your own writing (via self and peer reviews of an initial draft of your term paper).

Course Website and Email:

You must have an email address and be registered for this course in order to log on to Canvas. **It is recommended that you check the course web site on Canvas at least once per week, as important information or announcements may be posted there.**

Classroom Conduct:

Please be respectful of me, and your fellow students, in the following ways.

Technology: Don't use technology (computers/tablets/cell phones/etc.) for non-lecture related purposes like social media or texting friends. Research shows that divided attention reduces learning. It is also really distracting to me and your classmates.

Time: Please be on time. Critical announcements will be made at the beginning of each lecture (and copied to Canvas); you are responsible for staying up to date via Canvas if you miss or are late to class.

Inclusivity: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture. Please be

respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of development. My door (and email inbox) is always open to suggestions or concerns related to inclusivity.

For students who are parents or work in childcare/education: You are likely to have many relevant experiences, and some of the topics we discuss may have special meaning for you. If you find yourself frequently sharing about your experiences, try to make sure your comments or questions enrich our class discussion. Also keep in mind that there is a wide range of normal development, and your experiences may vary from what is described in class. That is not necessarily cause for alarm (especially for parents), but neither does it mean that what you're learning in class is wrong.

For students who are not yet parents: Please try to be patient with the parents in class, and consider that they may have helpful insights that can maximize your learning.

Lectures and Readings:

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). QOTDs are to be answered by integrating what you learn in lecture with details from the assigned readings for that day. At the end of each class, we will try to transition to a discussion of ideas related to the QOTD and the readings. We will stop early so that you may spend the last 5 or so minutes of each class period jotting down some thoughts about the QOTD.

Because this is an advanced course, we are forgoing an assigned textbook in favor of original research articles – contemporary readings and a few classics. Articles will be provided on Canvas. 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. This means that the information you need to do well on exams 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). Although the lectures are generally coordinated with the readings throughout, they are not completely overlapping with each other. You are responsible for information from all assigned reading as well as all lectures (including movies presented during lecture).

Evaluation of Student Performance:

Grades will be based on 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.

Tests:

There will be two examinations. Each exam contributes 100 points towards your course grade. The format will be multiple-choice only. The tests are not cumulative and contribute equally to your course grade. The dates for the exams are:

- Exam 1 – Midterm – **Wednesday, May 3rd, 2:00pm (in class)**
- Exam 2 – Final – **Wednesday, June 14th, 2:45pm**

Writing Assignments:

Responses to Questions of the Day

- These responses are somewhat similar to journal entries. Again, QOTDs are to be answered by integrating what you learn in lecture with details from the assigned readings for that day. 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. Per QOTD, you should have about two-thirds of a page single-spaced (approx. 300-400 words). They will be submitted through Canvas.
- The first 5 QOTDs are due on the day of the first review session (**May 1st, 5A**). The second 5 QOTDs are due on the last day of class (**June 7th, 10B**). You can submit them in a group on the due dates, or you can submit them one by one before the due dates if you wish. The QOTDs can help you study for the exams.
- 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 low scores.
- **NO late submissions for answers to the questions of the day will be accepted.**

Term Paper

You will also write a more formal term paper over the course of the quarter. There will be several interim deadlines, worth varying amounts of points, that will both help you to improve your writing skills and keep you from falling behind. In total, 150 points will be available on this assignment. More detail will be provided in a separate handout on the term paper – this is just an overview. Because of the way this assignment is scheduled, **NO** late submissions for any of the interim deadlines or the final term paper will be accepted.

- We will provide you with 3 broad choices for paper topics on the first day of class. For each of these paper topics, we have already selected 3 primary sources, which can be used as a starting point for your research. You will be required to find 7 additional sources (12 if you are a graduate student).
- A draft of your term paper (3 copies!) is due at the beginning of lecture on **April 26th (4B)**. Turning in this draft is worth 10 points, as long as you have at least 5 new sources and 5 pages of text. You will also be asked to do additional work with this draft for additional points, described in the bullet-point below. If you do not turn in a draft on time, you cannot do this additional work and forfeit all of these points.

The additional work involves reviewing and critiquing two term paper drafts:

1. On **May 1st (5A)**, you will receive a peer's draft – from someone who has chosen the same paper topic as you. (The drafts will be made anonymous before being assigned for review and critique.)
2. The other paper you have to review and critique will be your own.

The quality of your reviews is worth 20 points for each of the two term paper drafts.

- The reviews for both term paper drafts are due at the beginning of lecture on **May 10th (6B)**. We will provide you with the feedback about your draft *and* your own review, as well as the peer review, at lecture on **May 22nd (8A)**.
- Your final term paper is due by noon on **June 5th (10A)**, whether or not you turned in a draft. It must be submitted both in class (hard copy with all the reviews attached) and electronically on Canvas. The final term paper is worth 100 points.

Final Grades:

Final grades will be based on the total number of points earned for responses to questions of the day (50 points); term paper draft (10 points), review and critique of term paper draft (20 points), review and critique of a peer's term paper draft (20 points); final term paper (100 points); midterm (exam 1; 100 points); and final (exam 2; 100 points).

Out of the 400 total possible points, if your accumulated percentage of points equals:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P

Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I may choose to curve grades at the end of the quarter; or I may choose to just curve the exams as we go.

Academic Honesty:

All work submitted in this course must be exclusively your own and produced exclusively for this course (no resubmissions of papers produced for prior classes allowed). No form of cheating or plagiarism will be tolerated. 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, or re-submission of papers you produced for previous courses, 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 an editor. Written work will be checked electronically for plagiarism using VeriCite; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

Accommodations:

You are strongly encouraged to contact the Accessible Education Center (164 Oregon Hall; 346-1155) if you have a condition that creates difficulty for you as a student.

If one of the following applies to you, please see us ASAP 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
- Non-native speaker of English for whom language proficiency may create challenges

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