

**PSYCHOLOGY 478/578**  
**SOCIAL DEVELOPMENT – WINTER 2019**

**Instructors:**

Professor Jennifer Pfeifer

[jpfeifer@uoregon.edu](mailto:jpfeifer@uoregon.edu)

Office Hours: LISB 334, Tuesday 9:30am-10:30am, or by appointment

NO PHONE CALLS

Graduate Teaching Fellow (GTF) Andrea Imhof

[aimhof@uoregon.edu](mailto:aimhof@uoregon.edu)

Office Hours: LISB 426, by appointment

**Lecture Place and Time:**

Education 176, Monday/Wednesday 2:00pm-3:20pm

**Learning Objectives:**

- 1) Develop a strong foundational knowledge base about social 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-esteem, and social identities. We will strongly emphasize cultural contexts and other factors that may affect development such as temperament, parental sensitivity, day care, divorce, socioeconomic or minority status, and the media. This will include consideration of local, state, federal, or international policies and practices that are relevant to infant, child, and adolescent social development.*
- 2) Refine your ability to communicate about psychological research to varied audiences, both orally and in written form.
- 3) Practice working and learning both independently and collaboratively.
- 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

**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 and announcements may be posted there.**

**Classroom Organization and Conduct:**

Every class will include more traditional lecture for the first hour, and group work for the last 15-20 minutes. Please be respectful of me, and your fellow students, in the following ways.

- **Technology:** It will probably be helpful to bring laptops to class for group work (and note taking if you wish). However, don't use technology (computers/tablets/cell phones/etc.) for non-class related purposes like social media or texting friends. Research shows that divided attention reduces learning. It is also really distracting to me, and to your classmates. If I notice that you are using technology for non-class related purposes, I will ask you to stop.
- **Time:** Please be on time and stay the entire time. Critical announcements may be made at the beginning of each class, and will be copied to Canvas within 24 hours. Group work takes place at the end of class, and that is when attendance will be monitored. You

are responsible for staying up to date via Canvas if you miss or are late to class; please check there before emailing us. You are also responsible for checking in with your group if you are absent to see what you missed and any responsibilities you have before the next class meeting.

- **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.

### **Readings:**

Because this is an advanced course, we are forgoing an assigned textbook in favor of original research articles (mostly contemporary readings and a few classics). Articles will be provided on Canvas. This means that the information you need to do well on exams is linked very tightly to attending class and taking good notes on the information presented – it is not just a re-hash of what you can read in a textbook. Although the lecture content is generally coordinated with the readings throughout, the two are not completely overlapping. You are responsible for information from all assigned readings as well as all lecture material (including any movies or video clips presented during class).

### **Evaluation of Student Performance:**

Grades will be based on two tests, two different writing assignments, and one group project, described further below. Attendance will also be monitored at the end of each class (during group time) because the groups cannot function well if members are frequently absent. You may miss two class meetings without any effect on your grade. Additional absences need to be discussed with me, or your final grade will be docked 1% per **unexcused** absence. Examples of absences that may be excused include documented illness, death in the immediate family, university-sponsored events such as athletic competitions, or religious observances. You should plan to attend all class meetings and spend a substantial amount of time outside of class (reading, studying, and writing) to do well in this course.

### **Tests, 200 points:**

There will be two examinations. Each exam contributes 100 points towards your course grade. We will provide Scantron forms for both exams. The dates for the exams are:

- Exam 1 – Midterm – **Wednesday, February 6th, 2:00pm (in class)**
- Exam 2 – Final – **Thursday, March 21st, 2:45pm**

### **Responses to Questions of the Day (Writing #1), 100 points:**

- QOTDs are to be answered by integrating what you learn in class with details from the assigned readings for that day, as well as considering how this question may be impacted by contexts of development. You will not be graded specifically on grammar or spelling, but can use your notes and the readings to write “short but smart” responses.
- QOTD responses should be approximately 300 words long (this roughly equals 2/3 of a page in single spaced 12 point font). QOTDs will be submitted through Canvas, ideally using the text box rather than as a word processing document (for ease of grading).

- Each QOTD is worth up to 10 points, and 10 QOTD are due over the course of the quarter, adding up to 100 total points. The 10 points are distributed roughly equally across three criteria: distilling key information from lecture, integrating relevant information from reading(s), and thoughtfully considering developmental contexts.
- The first 5 QOTDs are due the day before the first exam (**Tuesday, February 5th**). The second 5 QOTDs are due one week before the final exam (**Thursday, March 14th**).
- However, **it is preferred that you submit them within one week of the relevant class**, so that you can adjust your approach if your scores are lower than you want.
- **NO late submissions for answers to the questions of the day will be accepted.**
- **NO additional QOTDs may be submitted for extra credit.**

#### **Contexts of Social Development Group Project, 100 points:**

- To experience how the science of developmental psychology can have real-world impact, a significant portion of your grade will involve contributing to a group project on “contexts of social development.” **The goal of your group project is to identify an organization that provides services to youth in a specific context that impacts social development, and develop a creative contribution to enhance their ability to provide these services or better reach individuals who would benefit from them.**
- For example, your group may design a stylistic facts and resources poster or brochure to place in critical locations around the city, or write an op-ed for submission to a local, state, or national newspaper to inform the public about this issue and encourage donations to your chosen organization. **This creative contribution is due in class on Monday, March 4th.** The quality of this contribution will be graded by the instructors, and is worth up to 50 points. Each member will earn the same score, except in documented cases of group members not following the rules developed by each group.
- The first day of class, we will brainstorm key contexts that affect infant, child, or adolescent social development. We will decide as a class on a list of favorites and then each of you will have the opportunity to rank your interest in these topics on Canvas. **You MUST log in to Canvas and rank the topics by 11:59pm on Tuesday, January 8th, or we will select a group for you.** At the end of every class meeting, we will spend 15-20 minutes in groups. Tasks will be suggested to organize the group work at each class meeting, and the instructors will float around to provide on-the-spot feedback.
- **During the last week of class (March 11th and 13th), each group will give a 15 minute presentation** on their context, relevant scientific findings, and the creative contribution they developed. The group presentation will be graded by the instructors, and is also worth up to 50 points. Again, each member will earn the same score, except in documented cases of group members not following the rules developed by each group. **On the last day of class, students will vote on the “best” group project (we will define what makes something the “best” in class together), which is worth 10 extra credit points for that group.**

#### **Contexts of Social Development Individual Literature Review (Writing #2), 100 points:**

- To help jump-start your learning about your group’s context, every student must also write their own literature review. A literature review is a critical summary of what the scientific literature says about your specific topic or question. It must be 5 pages double-spaced, with at least 10 peer-reviewed sources. It must contain a title page with your name and a list of references (cited in-text using APA’s parenthetical style), but no

abstract or running head is required. This is worth up to 100 points and **due by noon on Monday, February 11th. Late papers will be docked by 10 points every 24 hours.**

- After group members complete their literature reviews, these may be shared with the group to support the project, if relevant. There is flexibility about the specific topic you choose. For example, if your group's context is homelessness, one group member may write their literature review on whether children who are homeless are more frequently bullied or rejected by peers, while another group member may write about how some negative impacts of homelessness in children may be buffered by sensitive parenting. **You MUST log in to Canvas and submit your individual literature review topic by 11:59pm on Tuesday, January 15th, to be approved by me or the GTF, or your paper's final score will be docked by 5 points every 24 hours.**

### **Final Grades:**

Final grades will be based on the total number of points earned for responses to questions of the day (100 points); independent literature review (100 points); group project (100 points); midterm (exam 1; 100 points); and final (exam 2; 100 points).

Out of the 500 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 are allowed; if you want to continue to work on a topic that you used in another class, please come talk to me first.

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.**

IMPORTANT REMINDER: The syllabus, reading list, as well as other course materials, requirements, and due dates are subject to change. **Keep up-to-date on Canvas** – log in at least weekly, and check your email for announcements about changes.

**Summary of Important Dates:**

<b>1/8/19</b>	Tues	Rank contexts on Canvas by 11:59pm
<b>1/9/19</b>	Weds	Groups assigned in class
<b>1/15/19</b>	Tues	Submit independent literature review topic on Canvas by 11:59pm
<b>2/5/19</b>	Tues	First five QOTDs are due on Canvas by 11:59pm
<b>2/6/19</b>	Weds	Midterm exam
<b>2/11/19</b>	Mon	Literature review due – hard copy IN CLASS, Canvas by 11:59pm
<b>3/4/19</b>	Mon	Group project “creative contribution” due IN CLASS
<b>3/11/19</b>	Mon	Group presentations IN CLASS
<b>3/13/19</b>	Weds	Group presentations IN CLASS – vote on “best” project IN CLASS
<b>3/14/19</b>	Thurs	Last five QOTDs are due on Canvas by 11:59pm
<b>3/21/19</b>	Thurs	Final exam