

**PSYCHOLOGY 353: SOCIAL AND PERSONALITY DEVELOPMENT IN CHILDREN
SPRING 2006**

INSTRUCTOR: Dr. Elaine Blakemore

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OFFICE HOURS: 1 - 2 PM MTR & by appointment.

TEXTBOOK: Shaffer, D. R. (2005). *Social and Personality Development* (5th ed.). Belmont CA: Wadsworth.

READINGS: Assigned readings in WebCT.

WEB PAGE: The class web page will be in Web CT. A link can be found at:
<http://users.ipfw.edu/blakemor/psy353.html>

COURSE GOALS:

1. To gain knowledge about normative social and personality development in children.
2. To understand the scientific research process as it applies to the study of children's social and personality development.
3. To understand the implications of experiences in childhood for adult personality and social behavior.
4. To a lesser degree, to understand the implications of experiences in childhood on children's and adult's intellectual ability and success in the educational system.

ATTENDANCE:

Your attendance is expected at all class meeting and attendance will be taken, and your attendance and participation will count toward a portion of your grade. Out of consideration for others in the class, please do not arrive late or leave early. You are responsible for all material missed due to your absence.

MAKEUP POLICY:

Since quizzes are taken online, and one can be dropped, no makeups will be permitted. A makeup exam may be given for the midterm if you notify me in advance of the exam of your **serious** illness or other emergency (I may require verification from your physician, etc.), and if you take the exam within one week of the date given unless you are hospitalized. Makeups for the midterm will only be given between 8:00 a.m. and 4:00 p.m. on weekdays. Once I approve the makeup, you must call the department secretary (481-6403) to schedule it. If you are seriously ill during finals week, see me about making other arrangements to take the final exam.

REQUIREMENTS:

1. **Quizzes on Chapter 1 through 13:** There will be six 20-item multiple-choice quizzes given in WebCT within a 36-hour time period, usually based on two chapters (first one is on three chapters) in the text, plus class notes. You will have a very limited amount of time to take the quiz, and you are honor bound not to use your book or notes while taking the quiz. You can drop the lowest quiz score, therefore the top five quizzes will count. (100 points)
2. **Midterm Exam:** Multiple choice (10-15 points MC at most), short answer and essay exam based on chapters 1 through 7, discussion articles, and class notes. Some multiple choice items will be repeated from the quizzes, and you will have some choice of short answer and essay items. (60 points)
3. **Final Exam:** Multiple choice (15-20 points MC at most), short answer and essay questions from the textbook, discussion articles, and class notes. About 60% of the final will be based on the second unit (chapters 8 through 14), and 40% will be integrative questions, with the possibility of some repeat questions from the midterm. Some multiple choice items will be repeated from the quizzes, and you will have some choice of short answer and essay items. (100 points)
4. **Paper or Project:** Choose from one of three options (term paper, research proposal, service learning). (100 points)
5. **Discussion Article Reports:** Three summaries and questions based on articles assigned for discussion, worth 20 points each. (60 points)
6. **Electronic Discussion:** Participation in electronic class discussion list. (10 points)
7. **Attendance and Class Participation:** You are expected to attend class regularly and participate. (20 points)

TOTAL POINTS: $100 + 60 + 100 + 100 + 60 + 10 + 20 = 450$ points

FINAL GRADES

Your final grade will be based on total points. Final grades will be assigned as follows:

A	405 - 450 points	(90% or better)
B	360 - 404 points	(80% - 89%)
C	315 - 359 points	(70% - 79%)
D	270 - 314 points	(60% - 69%)
F	269 or less	(less than 60%)

CLASS DISCUSSIONS

Five times during the semester we will have discussions of research or review articles (one to three articles from scientific journals), generally during the last 45-50 minutes of class. You should read the assigned articles and come prepared to take part in a discussion of them. If you do not prepare by reading the articles, you should not attend the discussion. These articles **will be covered** on the midterm and final, but you will have a choice about which articles to write about, so it is not essential that you read **all** of the discussion articles, or attend all of the discussions.

REPORTS FOR DISCUSSION ARTICLES (60 points)

The written reports must be prepared in advance of the discussion and turned in at the end of class. The reports should be double-spaced, typed, using a word processor. ***I will not accept untyped reports, nor will I accept reports from students who did not attend that discussion, regardless of the circumstances.*** Each report is worth a maximum of 20 points, but will be graded according to their quality. It is expected that students ***will attend three discussions and turn in three reports*** for a possible 60 points. Students may also attend a fourth or fifth discussion as long as they read the articles assigned for that date. Anyone attending a discussion should also prepare their “role” for the discussions, although it does not need to be typed nor handed in when they are not otherwise turning in a written report. Finally, students may turn in a fourth report to replace a lower scoring report.

The written reports will have two components. First, there is to be a 300- to 500-word summary of the article/articles assigned that day (total of all articles; not 300 words per article). The summary is worth a maximum of 15 points. The second component will depend on the role you have been assigned for that discussion. The second component is worth a maximum of 5 points. Each person’s written report will consist of the summary plus the questions or points related to their role. These are the roles:

Discussion Director: This person facilitates and directs the small group discussion. In advance of the discussion, the person is to generate five questions to facilitate discussion of the assigned reading. The person also is to encourage the other group members to participate and to present their prepared material. The person’s report will consist of five questions of moderate length about the article or articles. Everyone must serve in this role once, and ***students are responsible for attending on the day that they are assigned in this role***, or for finding a substitute (switching with another member of the group) for that day’s discussion. The discussion director will also be responsible for presenting the small group’s conclusions to the whole class. Only one person per small group will be assigned to this role for each discussion.

Summarizer: While everyone will need to write a summary, this person will also need to prepare a written list of the four or five main points of the reading(s). The discussion could begin with the summarizer presenting these points. There will be only one summarizer in a group for any discussion.

Passage Director: This person picks four or five specific passages to which to direct the group for discussion. For each of the passages, the person will be required to include in the written report: a page citation and paragraph number, and a reason for choosing each passage. There may be more than one passage director in a group.

Connector: This person generates four or five connections between specific aspects of the reading and other readings, courses, or experiences. The written report will describe each of these connections. There may be more than one connector in a group.

CLASS PARTICIPATION (10 points)

Students are expected to participate regularly in the small group discussions. To a lesser extent, everyone is also expected to participate in the whole class discussion, particularly while they are serving as their small group’s discussion director. I also value student participation in the form of questions and answers to my questions during lectures. Meaningful participation is not just quantity, however. This portion of the grade will also take quality of participation into account. If a person participates so frequently and excessively that others cannot take part, that will result in a lower grade for this portion. The grading scale for class participation is as follows:

- 10: Very frequent, excellent quality participation
- 8,9: Reasonably regular, high quality participation.
- 6,7: Less regular, but good quality participation.
- 4,5: Infrequent, but good quality participation
- 3: Regular, but low quality participation, or infrequent participation of average quality.
- 2: Infrequent and poor participation, or very frequent aversive, intrusive, or inappropriate participation.
- 1: Almost no participation
- 0: No participation, ever.

I will determine this grade with three sources of information. First, I will tentatively assign a grade to each student. Second, I will ask you to assign yourself a grade, and third, I will ask every member of the small groups to assign grades to the other group members. You will be asked to sign these grade assignments, but they will be kept confidential. Students will be informed about my assignment and the average of the fellow group members’ assignments. They will not be told who gave them which score. Please be fair to yourself and to others. In discussion with each student, I will determine that student’s final score.

ATTENDANCE (10 points)

You are expected to attend class on a regular basis. Attendance points will be assigned as follows:

- Perfect attendance: 10 points plus 5 bonus points
- One absence: 10 points plus 3 bonus points
- Two absences: 10 points plus 2 bonus points
- Three absences: 10 points plus 1 bonus point
- Four absences: 10 points
- Five absences: 7 points
- Six absences: 6 points
- Seven absences: 5 points
- Eight absences: 3 points
- More than eight absences: 0 points

ELECTRONIC DISCUSSION IN WEBCT (10 points)

All students are expected to participate in electronic discussion of class content via the discussions in WebCT. Over the course of the semester you are expected to post at least ten messages. You will earn one point for each message you post, however you may not get credit for more than five messages before the midterm, or between the midterm and final. Also, no more than two messages per week will earn points. This ensures that you will spread your messages across the semester. You may post more messages, however, you may only earn points within the limits noted above. While this activity is based on earning ten points in total, I will allow four extra credit points (one prior to Feb. 15; one between Feb. 16 and March 15; one between March 16 and April 15; and one after April 15). An extra-credit entry should be rather lengthy but not too long (several paragraphs but not pages and pages), and should reference additional sources (outside readings that you have located, or web sites including the URL). The source (readings or web sites) must be scientifically reputable to be acceptable for this kind of credit. To be sure I know that the message is meant to be an extra-credit entry, please indicate "extra credit" in the subject header. If your entry does not use outside sources, and yet you call it "extra credit" I will email you inside WebCT and tell you that I will not accept it as extra credit, but will permit you to redo it (once).

Be very cautious about posting messages based on personal experience. Psychology is a science, and we use research on children on which to base our information about child development and behavior. While personal experiences can be illustrative, they cannot be used to refute information gained through research. For example, if research has demonstrated that boys, on average, perform better on tasks measuring mental rotation skills than do girls, you could not refute the general statement with a personal example (e.g., I could not say that, because my friend Nancy has better mental rotation skills than her brother, this means that the general statement must be incorrect, although it can illustrate that there is variability among the genders.) So, when posting messages, do your best to avoid making an attempt to refute research findings on the basis of personal experience. This is very difficult to do, but it is very important to the process of becoming educated to think critically in the discipline of psychology.

Messages can consist of reactions to or thoughts about readings, lectures, films, or in-class discussion. They can also concern issues or experiences from outside of class, as long as the topic is relevant to the class. The class web page has a list of rules of etiquette for posting messages. Please read them and follow them throughout the semester. I will monitor the discussion and occasionally post my own questions, replies and comments.

PAPER OR PROJECT (100 points)

Each student is required to do a paper or project worth 100 points. Papers must be your own work, and must have been written for this class only. Plagiarism, in which you use another person's work and take credit for it without citing the source, is considered to be academic dishonesty, and will result in a grade of zero for the paper. A handout on plagiarism, which you should consult, is available on WebCT. Copies of the *first pages* of all articles and the title pages of books used as references must be attached to the paper at the time it is turned in. Papers must follow APA style for the citation of sources in the body of the paper, and for the preparation of the reference page. Also

consistent with APA style, please use gender-neutral language (e.g., don't use words like "mankind," and don't use the pronoun "he" when referring to a person of indeterminate gender). Except for the research proposal, an abstract is not necessary. See the class website for details about writing a paper in APA style.

There are three paper options. *The class website has handouts that you can print out describing each of these options in detail.*

1. Do a written assignment (paper plus journal) on your experience doing a service learning project in a community agency which serves children.
2. Write a term paper on a topic related to children's or adolescents' social development.
3. Write a research proposal for a study you might do next semester as an independent study or honors thesis project, again on the topic of social development.

Term Paper or Research Proposal

The paper should be between 7 and 10 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman. The content of the paper (excluding the title page or the references) should range between 2000 and 3500 words. Longer papers are often of higher quality than shorter ones, but by no means is that always the case. **The paper is due on Friday, April 21,** and will lose two points for each day late. I will not accept untyped papers.

Stages and Deadlines

1. Topic: You must inform me in writing or on email (either inside WebCT, or to my regular email) about the kind of paper you plan to do, and its topic by no later than **Tuesday, February 7.**

For the term paper or research proposal, the topic must be approved by me; I will approve topics in writing or on email. Do not proceed unless you have clearance from me that your topic is acceptable. You will earn five points toward your paper by meeting this deadline. If you meet the deadline, but your topic is unacceptable, you will still earn the points but you will need to choose another topic, which will need to be cleared with me within one week of the date that I tell you that your paper topic is not acceptable.

2. References: You will need to locate your references and have them approved by me by no later than **Tuesday, March 14.** On that date you are to turn in a reference page prepared in APA style. You may turn it in before or after class, or any time until the end of the day March 18. You may send an attached email file using Word or WordPerfect by midnight, or you may bring it to the Psychology Department Office in Neff 388 by 4:30 p.m. A handout on APA style is available in WebCT. *Please use it!* There are five points available for meeting the deadline; five points for having no errors in APA style on the reference page; and twenty points for the quality and quantity of your sources. If you lose points for quality and number of sources, or for APA style errors, you may improve those scores by making appropriate changes, including additional references, to the final version of your paper.

3. Outline: You must turn in an outline of your paper (one to two pages, standard outline format with topics I, II, III, etc. and subtopics A, B, C, etc.) by **Tuesday, March 14**. The outline turned in on time will earn five points.

4. First Draft of Paper: The first draft (typed as described above) of your paper is due by 4:30 p.m. on **Friday, March 31** in the Psychology Department Office in Neff 388, or it may be turned in before or after class. You will need to turn in your paper in person because I will need the copies of the first pages of your references (see above). I will return these drafts to you with comments no later than Tuesday, April 11, and probably sooner. You will earn five points for meeting this deadline. If you do not meet the deadline, you may not turn in the paper for comments. This version of the paper will be graded in the same way that the final version will be. If you are satisfied with the score you receive on this draft, you do not need to turn in a further version of the paper.

6. Final Paper: The paper is due by 4:30 p.m. on **Friday, April 21**. If you turned in a first draft, you must turn in the first draft and the grading sheet that I attached to it at the same time that you turn in the final version of your paper. Copies of the references (see above) are again required. It may be turned in to the Psychology Department Office in Neff 388, or in class. Ask our secretary to stamp it with the date and time if you don't hand it directly to me. I will not accept untyped papers, and late papers will lose two points for each school day late.

The 100 points available for the term paper or research proposal will be divided as follows:

Meeting topic deadline (2/7)	5
Meeting reference deadline (3/14)	5
Meeting outline deadline (3/14)	5
Quality of sources	20
First draft turned in on time (3/31)	5
Content (quality and quantity)	30
Clarity & organization	10
Grammar/spelling/paragraphing, etc.	10
Proper citation of sources in the body of the paper	5
APA style on the reference page	5
TOTAL	100

Service Learning Option

To choose this option, you must make a commitment to volunteer at a community agency serving children or adolescents for at least two hours per week between Monday, January 23 (you may begin sooner) and Friday, April 21. If you do not volunteer during Spring Break (and you are completely free not to do so), be careful that you complete a full 12 weeks (24 one-hour sessions, or 12 two-hour sessions, or some other arrangement totaling 24 hours of time). Although less desirable, you may complete the option in 11 weeks, but you must complete 24 hours of volunteer time. You should receive signed verification of your attendance at the agency by agency personnel each time you attend, indicating that you completed the 24 total hours. There is a form for this verification in the service learning handout in WebCT. If you wish to continue to volunteer after the semester is over, you may certainly do so. I encourage it.

There is a handout in WebCT describing the Service Learning Option, the community agencies at which you may volunteer, and the details of the written project for this option. If you choose the Service Learning Option, you must inform me that you plan to do so, and contact the agency at which you will volunteer by no later than **Thursday, January 19**. Please note that you must have *student liability insurance* to take part in service learning, and you must purchase it yourself at the Bursar's office (ask for the Psychology policy), and show me that you have done so. The cost is \$13.00 for the year (June 1 through May 30). If you purchased this policy for another class this year, you do not need to purchase it again, but I need to have it verified. I need written verification from the agency that you are to work there, and a receipt for your insurance by **Thursday, January 26** (see deadlines below).

You are to keep a diary or journal of your experiences at the agency, and prepare to turn in the journal three times over the semester, and at the end of the semester when the paper is due. I will hand out a list of due dates once I know who has chosen this option. Not everyone's journal will have the same due date. I will also ask you at the time your journal is due to spend a few minutes telling other students in the class about your experiences at your site, being careful to maintain the confidentiality of children or families who are served by the agency.

In addition to the journal, you are to complete a final paper about your experiences at the agency, integrating your experiences with the academic content of the course. The paper is due on **Friday, April 28 by 5 p.m.**, and will lose two points for each day late. You should cite references to the textbook or the other assigned readings in your paper, and list them on a reference page following APA style. No additional library references are required for this paper, but you may include additional references if you choose to. The paper should be between 5 and 6 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman. If you wish to have feedback on your paper so you can improve it, you may turn in a first draft on Friday, April 21. I will return it to you on the last day of class, and you will have until the day of the final to resubmit it.

Stages and Deadlines

1. Informing me that you will be doing service learning and contact the community agency by **Thursday, January 19**. I need written verification from agency personnel that you have done do, and I need verification that you have purchased liability insurance. The written verification should be turned in to me by **Thursday, January 26**, and will receive five points.
2. Turning in journal three times per semester, *and with the final paper*. A handout with due dates will be provided. Each time the journal is turned in, including at the end of the semester, it will receive five points for the meeting the deadline, for a total of 20 points.
3. Very brief oral presentations to class when journals are due describing your activities at the agency. These are required, but no specific points are accorded them.
4. Verification of your attendance at the agency for a total of 24 hours across 11 or 12 weeks of the semester. This should be turned in with each journal, and at the end of the semester.
5. Paper integrating your experiences at the agency with course content, due **Friday, April 28**. A draft may be turned in on April 21 (see above.)

The 100 points available for the service learning option will be divided as follows:

Meeting first deadline (1/26)	5
Journals	20
Verification of 24 volunteer hours	30
Paper	
Integration of experience with course content	25
Clarity & organization	7
Grammar/spelling/paragraphing, etc.	7
Proper citation of sources in the body of the paper	3
APA style on the reference page	3
 TOTAL	 100

COURSE OUTLINE

<i>Date</i>	<i>Topic</i>	<i>Chapter in textbook</i>
Jan. 10	Introduction	1
Jan. 12, 17	Theories	2
Jan. 19	<i>Article Discussion</i> ¹	
Jan. 24, 26	Theories, cont'd	3
Jan 29 ²	Quiz 1 (Chapters 1 - 3)	
Jan. 31	Emotion and Temperament	4
Feb. 2	<i>Article Discussion</i>	
Feb. 7, 9	Attachment	5
Feb. 12 ¹	Quiz 2 (Chapters 4 & 5)	
Feb. 14	The Self	6
Feb. 16	<i>Article Discussion</i>	
Feb. 21, 23	Achievement	7
Feb. 26 ¹	Quiz 3 (Chapters 6 & 7)	
Feb. 28	Review for midterm	
Mar. 2	MIDTERM	
Mar. 7 & 9	<i>Spring Break</i>	
Mar. 14	Gender	8
Mar. 16	<i>Article Discussion</i>	
Mar. 21, 23	Gender	
Mar. 28, 30	Aggression	9
Apr. 2 ¹	Quiz 4 (Chapters 8 & 9)	
Apr. 4	Altruism and Morality	10
Apr. 6, 11, 13	Family	11
Apr. 16 ¹	Quiz 5 (Chapters 10 & 11)	
Apr. 18	Television, Computers, and School	12
Apr. 20	<i>Article Discussion</i>	
Apr. 25	Peers	13
April 26 ¹	Quiz 6 (Chapters 12 & 13)	
Apr. 27	Conclusions	14
Tuesday, May 2 at 10:30 a.m.	FINAL EXAM	

¹Last 45-50 minutes of class; the first 25-30 minutes will be regular class.

²You will have from noon on the start date until midnight the following day (36 hours) to take the quiz. Once you begin the quiz, you will have 20 minutes to complete it. Please note that questions will be selected randomly from a larger set of questions, and not everyone will have exactly the same questions. If there is any failure in WebCT during access, please contact me. I anticipate that will be rare.