

The University of Texas at Dallas

Course Syllabus

Course Information

Course number: CLDP/PSY 3332.501

Course title: **SOCIAL & PERSONALITY DEVELOPMENT**

Term: SPRING 2013

Meeting times: **Wednesdays 7-9:45pm, GR 4.428**

Professor Contact Information

Professor's name: Dr. Huxtable-Jester

Phone number: 972-883-6434 (I can return calls to local numbers only)

Email: drkarenhj@utdallas.edu (twitter @drkarenhj)

Office location: JO 3.116

Office hours: TR 11:30-12:30-1:30, Wed 5:30-6:30, and by arrangement (or just stop by!)

Other information: The fastest and best way to reach me is direct UTD email. **Please put the course name in your subject line [SPD] or use the eLearning mail system.**

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Required prior knowledge or skills: Child Development (CLDP/PSY 3301) or Educational Psychology (CLDP/PSY 3339) or Lifespan Development (CLDP/PSY 4334).

Course Description

This course examines how people come to be who they are, and how change and continuity work together over time. Basic concepts of developmental theory will be reviewed. We will study the infant's first social relationships, and how scientific investigation reveals the connections between early temperament and mature personality. Next we examine how children function within increasingly complex and varied social environments. Topics covered include children's interactions with others and how this influences their development in such areas as parent-child and peer relationships, self-concept and identity, motivation, moral development, and aggression. We will consider the family and peer systems in which children develop. We will ask how all three systems (self, peer, and family) influence and are influenced by the transition through adolescence. This course assumes an introductory background in child or life span development.

Student Learning Objectives/Outcomes

School of Behavioral and Brain Sciences Learning Objectives

After completing the course, students will:

- 1.2 Describe and analyze major theoretical perspectives and overarching themes of developmental psychology and their historical development.
- 1.3.c Explain, apply, and analyze personality and social development, as well as how they relate to cognitive development, through childhood and adolescence.
- 2.1 Identify and explain research methods used by developmental psychologists.
- 2.3 Locate, accurately summarize, and evaluate bodies of scientific literature in psychology.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Engage in critical thinking, evaluating new ideas with an open but critical mind.
- 4.1 Demonstrate effective writing skills in various formats and for various purposes.
- 4.3 Demonstrate basic computer skills, proper etiquette, and security safeguards.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.3 Demonstrate how psychological principles can explain social issues and inform public policy relevant to child development.

Textbooks and Materials

NO LAPTOPS OR OTHER ELECTRONIC DEVICES

1. Shaffer, D. R. (2009). *Social & personality development* (6th ed.). Belmont, CA: Wadsworth, **ISBN 978-0-495-60038-1**.
2. A link to the optional "Student Book Companion Site" appears at <http://ACADEMIC.CENGAGE.COM/PSYCHOLOGY/SHAFFER>. Click on our textbook, then on "Access Student Materials" in the green bar on the right of the page, then click on "Access," near the "Free Study Tools" under the picture of the textbook. The **sample exam items** will be helpful.
3. The CD-ROM that may accompany the text offers helpful study materials as well. The CD-ROM is not required.
4. Pick up 4 *Exam System II* #229630 answer sheets for exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam. Answer sheets will NOT be needed for the daily quizzes.
5. We will be using eLearning throughout the semester for recording your grades, for providing supplemental readings and handouts, and for you to submit two Quizzes.

Undergraduate Teaching Internship Opportunity

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates: See calendar on next page.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

PSY/CLDP 3332.501 ♦ SOCIAL & PERSONALITY DEVELOPMENT ♦ Spring 2013

WEDNESDAYS
<u>JAN 16</u> Course overview & Introduction to developmental psychology Classical theories and their implications for current research
<u>JAN 23</u> QUIZ 1: Ch. 1 & pp 82-90 Developmental theories & Developmental research methods In-class Quiz point? _____
<u>JAN 30</u> QUIZ 2: Ch. 4 Emotional development & Temperament In-class Quiz point? _____
<u>FEB 6</u> QUIZ 3: Ch. 5 Attachment theory: Early relationships and later development In-class Quiz point? _____
<u>FEB 13</u> EXAM 1: Ch. 1, pp 82-90, Ch. 4, Ch. 5, plus any supplemental readings Review exam Development of the self and social cognition Online QUIZ 4: Ch 6 due in eLearning before 6pm Feb 20 In-class Quiz point? _____
<u>FEB 20</u> QUIZ 5: Ch. 7 Continuing discussion of Development of the self and social cognition Motivation and Achievement In-class Quiz point? _____
<u>FEB 27</u> QUIZ 6: Ch. 8 Continuing discussion of Achievement Sex differences, gender-roles, and sexuality In-class Quiz point? _____
<u>MAR 6</u> EXAM 2: Chs. 6, 7, 8, plus any supplemental readings Review exam Aggression and antisocial behavior In-class Quiz point? _____

Midterm grade=(Exam 1 + Exam 2 + Quizzes 1-6)/125

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WEDNESDAY	
<u>MAR 13</u>	NO CLASS— <i>Enjoy your Spring Break!</i>
<u>MAR 20</u> QUIZ 7: Ch. 9 Continuing discussion of Aggression and antisocial behavior	In-class Quiz point? _____
<u>MAR 27</u> QUIZ 8: Ch. 10 Altruism & moral development	In-class Quiz point? _____
<u>APR 3</u> QUIZ 9: Ch. 11 Family influences on development	In-class Quiz point? _____
<u>APR 10</u> EXAM 3: Chs. 9, 10, 11, plus any supplemental readings Review exam Influences of television, computers, and school on development Online QUIZ 10: Ch. 12 due in eLearning before 6pm April 17	In-class Quiz point? _____
<u>APR 17</u> QUIZ 11: Ch. 13 Continuing discussion of Media and school influences Peer influences on development	In-class Quiz point? _____
<u>APR 24</u> QUIZ 12: Ch. 14 Continuing discussion of Peer influences on development Major themes in social & personality development	In-class Quiz point? _____
<u>MAY 1</u> EXAM 4: Chs. 12, 13, 14, plus any supplemental readings Review exam	<i>This is our last class meeting— we do not meet during finals week!</i>

Grading Policy

The basis for assigning grades in this course will be as follows:

	Points	% of final grade
Exams (4 @ 50 pts each)	200	80%
In-class and Online Quizzes (10-12 @ 5 pts each)	50	20%
TOTAL	250	100%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
232-250	93-100%	A
224-231	90-92%	A-
219-223	88-89%	B+
207-218	83-87%	B
199-206	80-82%	B-
194-198	78-79%	C+
182-193	73-77%	C
174-181	70-72%	C-
169-173	68-69%	D+
162-168	65-67%	D
0-161	0-64%	F

Course grades will be available May 14, 2013.

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After the last exam, the course is over. At that point, I simply cannot and will not give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.

Course & Instructor Policies

NO LAPTOPS or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) will be allowed to be used during class time. I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. It has become necessary to ban use of laptops and other electronics.

Extra credit: Absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency. Extra credit points may be earned by completing activities in class.

Late work: All assignments must be completed before class begins on the day they are due. **Late assignments will not be accepted.** Please note that Quizzes can NOT be made up for any reason.

Class attendance: **Class attendance is required**, and is assessed in a variety of ways (extra credit opportunities, in-class exercises, etc.). Attendance may be taken more than once during a class period. Arriving late or leaving early results in zero attendance points for that day and invalidation of that day's quiz. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook. QUIZZES are completed in class. If you leave after the quiz but before class is over, your quiz will NOT be graded.

Etc.: Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

No travel and/or risk-related activity is associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or

falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Please note that privacy regulations prohibit me from emailing your grades to you. Grades will be returned in class on designated days. If you miss one, please come to my office.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student, even though your paperwork may require my signature. You must do the proper paperwork to

ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed (that's everything but ONE exam). An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Services for Students with Special Educational Needs

The goal of AccessAbility Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. AccessAbility Services is located in the Student Services building. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information is:
The Office of Student AccessAbility
Student Services Building
Mail Station: SSB 32
972-883-2098; disabilityservice@utdallas.edu

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to

remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes of enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor in advance and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Video, audio, or other recording in class

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me**. You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of Quizzes, and details given regarding assignments.* **But please come see me for extra help any time!**

Detailed Descriptions of Course Assignments

Exams

1. **Four Exams** focusing on the assigned readings and lecture material will be given to assess your mastery of the material in each section of the course. **Exam format will be multiple-choice and essay/short-answer**, based on materials from the readings, lectures, videos, and class discussions.
2. See me or a TA early if you need help preparing for an exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
3. Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the exams. Keeping up with the readings pays off. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
4. *Policy regarding Make-up exams:* **You must be present for exams.** If you might miss an exam, notify me at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of the exam. If you wait to talk to me at the next class meeting, you will not be able to make up the exam. Make-up exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the exam to attend an urgent family affair supported by verifiable documentation. In any of these cases, you must notify me in advance of the scheduled time of the exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive 0 points. It is your responsibility to make sure that the exam is made up **before the next class session**. If you do not show up for your makeup exam at the scheduled time, you will receive 0 points. Beware, make-up exams are designed to be more difficult to compensate for having more study time.

In-class Quizzes/Online Quizzes

1. Effective and meaningful learning of course concepts requires thoughtful engagement with the material. To facilitate your understanding of key concepts, to provide you with feedback on your understanding, and to improve your learning overall, you will complete a brief daily quiz regarding each chapter of your textbook and other assigned reading materials.
2. We will have 10 quizzes in class and 2 quizzes that may be completed in eLearning. The majority of these quizzes will correspond to the assigned textbook readings, but may be based on supplemental readings if I notify you one class in advance. Quiz format will be multiple-choice, short-answer, or open-ended essay, and will vary without advance notice. Some items may correspond to questions taken from the study guides.
3. In-class quizzes cannot be made up for any reason, and Online quizzes will not be accepted past the eLearning deadline regardless of the excellence of the reason why you had to miss class (or were late) or why the online assignment was late. This is why you only have to do 10 out of 12—that gives you enough opportunities to take into account any unavoidable delays, system problems, being ill, etc. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to 2 in-class OR online quizzes before your grade is affected.
4. **Online quizzes cannot be accepted** outside of the corresponding eLearning Assignment. Please do not email your papers to me or to your TA. Enter your paper in the text entry box provided in eLearning instead of attaching your Word document. **Please note that ATTACHMENTS will not be downloaded and will not be graded.**
5. You may complete as many quizzes as you need until you have your full 50 points.
6. We will usually, but not necessarily always, complete the quizzes at the beginning of the class session. This can vary without notice. Please note that the quizzes constitute an attendance grade and well as an assessment of class preparation. If you leave early, after completing the quiz but before the class is over, your quiz will NOT be graded. If you arrive for class AFTER quizzes have been distributed, you have missed your opportunity to complete that quiz (but may keep points earned later in the class session, if available).

IMPORTANT NOTE: After you submit your quiz in eLearning, log out and LOG BACK IN TO CHECK to make sure the assignment uploaded properly. If it was not uploaded properly, and if you did not wait until the last minute to submit your assignment, you should have plenty of time to try again. If you do not check and resubmit, or if you waited until the last minute and ran out of time to check and resubmit, there is nothing I can do to fix the problem.

Attendance and In-class Activities

As a way of taking attendance and occasionally as a way of supplementing the quiz grades, I may ask you to write short essays or complete other activities in class. These essays are designed to prompt you to organize your thoughts on a given topic. If you arrive after I have finished distributing quizzes, you are too late to begin after everyone else has begun. If you leave before we have an in-class activity, you cannot earn quiz or attendance credit for that day.

If you miss one class for any reason, your overall grade is unlikely to be affected. If you miss two or more for any reason, your overall grade will be affected. I am not going to keep track of the reasons for any absences or decide which are and which are not valid.

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The Graduate Teaching Assistant for this class will administer and score all exams, grade journal entries, and in general facilitate your learning success.

The Undergraduate Teaching Intern for this class will assist in proctoring exams, keep records of attendance, lead group study or tutoring sessions, and in general facilitate your learning success.

Names and contact information for the GTA and the UGTI will be posted in eLearning.

It is your responsibility to keep track of your grades so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Quiz/Response papers (10@5 pts each)	____/50
TOTAL	____/250 (see chart under Grading Policy)

QUIZ/In-class Response paper grades:

Ch. 1	____	eL Ch. 6	____	Ch. 9	____	eL Ch. 12	____
Ch. 4	____	Ch. 7	____	Ch. 10	____	Ch. 13	____
Ch. 5	____	Ch. 8	____	Ch. 11	____	Ch. 14	____

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any exams or assignments within **THREE WEEKS** of when the grade was assigned. Please do not wait until the semester is over.