

**PSY/CGS 3332– Social and Personality
Development CR 1.202– Spring 2021**

Remote/Online (3 semester credit hours): Monday & Wednesday 2:30-3:45pm

Instructor Contact Information

Dr. Linda Drew

lmd102020@utdallas.edu

Office Hours: Wednesdays 3:45-4:45pm in MS Teams and by appointment.

Teaching Assistant

Mariam Hafiz

mxh151430@utdallas.edu

Office Hours: Thursdays 11:00am-12:00pm in MS Teams and by appointment.

Course Pre-requisites, Co-requisites, and/or Other Restrictions: one of the following: **CLDP/PSY 2314; CLDP/PSY 3310; CLDP/PSY 3339**

Course Description:

This course is designed to provide the student with an overview of the theories, findings, and research on the biopsychosocial & cultural perspective of the *Social World of the Child, including Personality Development*. Students will develop an understanding of the influences of children's interactions with others and their development in self-concept, identity, and morality. Basic knowledge will be ascertained from the text and lectures.

Student Learning Objectives/Outcomes and Related Assessments:

After completing the course, students should be able to:

1. Describe, explain, and analyze major theoretical perspectives and content areas within the field of social development (PLO 1. Develop a knowledge base in child development).

This learning objective will be assessed through quizzes.

2. Apply ethical standards, major theories, and child development concepts to explain and inform social issues and/or public policy (PLO 3. Develop ethical and social responsibility).

This learning objective will be assessed through the rubric-scored 1-page paper.

Required Textbook:

Title: Social and Personality Development 6th Edition

Author: Schaffer; Publisher: Cengage Learning; ISBN: 0495600385

This text can be ordered online or purchased at the [UT Dallas Bookstore](#), and is also available for rent.

Required Journal Articles: available on eLearning. See additional reading list for dates to complete reading for linked to Quizzes or online Discussion Board

Course Expectations/Classroom Citizenship

Please be respectful to your fellow students, the teaching assistant, and to me. This includes, but is not limited to:

1. Muting your microphone when asked
2. Communication (oral and written, verbal and non-verbal) that shows that you respect

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- others' views even if they differ from your own
- 3. Openness to new ideas and perspectives
- 4. Active participation whether you are participating synchronously or asynchronously
- 5. Willingness to reach out should you need support or when you have questions

It is expected that all work for this course be completed independently. Any and all signs of cheating, plagiarism, or collusion will be submitted to the Office of Judicial Affairs.

Technical Requirements:

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation:

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication:

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Distance Learning Student Resources:

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student Access Ability, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties:

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Course Modality Expectations

<p>Instructional Mode</p>	<p>The instructional mode for this course is Remote. This includes synchronous online learning at the day and time of the class.</p> <p>During Monday class meetings, I will deliver lectures. These class meetings will be recorded for those participating asynchronously.</p> <p>During Wednesday class meetings, I will finish up the lecture for the week (if needed), which will be recorded. The majority of these Wednesday class meetings will focus on discussion or activity-based learning, which will supplement your learning and allow you to apply course material. You are encouraged to join in the discussions on Wednesdays during class to enhance your learning experience, small groups discussion will occur within your assigned group on MS Teams. This part of the class meeting will not be recorded. Asynchronous learners will have weekly participation in online discussion boards, in lieu of in class discussion. This is required for students taking the course asynchronously (see rubric below for discussion board).</p>
<p>Course Platform</p>	<p>This course will be delivered in MS TEAMS. Because this class has students registered under both PSY and CLDP, we will not be using the course shells that were made for this class. Instead, please go to the eLearning page and click on the link for either Monday or Wednesday to access our class meeting. Course recordings will be found in eLearning in the folder for that week. All other course materials will be found in eLearning (unless noted in class).</p>
<p>Asynchronous Learning Guidelines</p>	<p>For those who cannot meet with the class virtually during our class meeting time, you will still be able to participate in the class! Active weekly participation in online discussion boards is required for students taking the course asynchronously (see rubric below for discussion board).</p> <p>During class meetings when I deliver lectures in real-time (Mondays and some Wednesdays), you should watch the recording(s) during that same week. Watching these lecture will increase your knowledge to participate in the required online discussion boards</p>

Quizzes (70pts), 1-page paper (25pts), discussion boards (15pts) and Grading Policy:

Quizzes: There will be 10 Quizzes on eLearning, based on the book, the lectures, and additional readings for that week (see readings list in syllabus and eLearning); format is multiple-choice (1 pt. each). The multiple-choice questions will be non-cumulative. *One Quiz grade will be dropped for the semester*, either your lowest grade or a missed Quiz. Quizzes are due on Wednesday prior to the start of class.

One-Page Paper: Social Issues and Child Development: (PLO 3. Develop ethical and social responsibility). Paper requirements & Rubric: **See eLearning.** Paper concept:

- Explain and inform the social issues and/or public policy that impact a concept taught in which impacts children’s social and personality development.

Discussion Boards (5): Small Group discussion boards will allow deeper discussion with the TA and myself to enhance your understanding of the topics. Each student will be assigned to a group at the start

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of the semester. Groups will be limited to 11 students per group. **See eLearning for your assigned group.** These discussion groups will be maintained throughout the semester to encourage learning in a smaller environment, which is difficult to maintain in a large class in an online environment. **Grading for discussion boards** will be based on active engagement with set topic based on readings and or videos, provide additional content/context (e.g., add in literature or theory to support your facts), and propose a new line of discussion.

Asynchronous students: Active weekly participation in online discussion boards is required for students taking the course asynchronously.

Synchronous students: see syllabus for the ‘five’ required weeks to engage with discussion boards.

Grading Policy:

There is a possible of 100 points for this course. Grading is based on a set of *a priori* criteria: 90% correct and above for the A range (A+, A, A-), 80% and above for the B range, 70% and above for the C range, and 60% and above for the D range. *In the event that the tests prove unusually difficult, I will relax these criteria somewhat.* Final grades will be based on the total number of points obtained. Pluses and minuses will be assigned based on average scores across all three tests; all equally weighted.

Course & Instructor Policies:

DON'T MISS QUIZZES! Make-up Quizzes will NOT BE given. Unless (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained the day and time of the quiz. In any of these cases, you must notify the professor via email in advance of the scheduled time for the quiz. Otherwise, you will receive a 0 on the quiz.

Weekly Class	Topic (Lecture Title)	Readings	Assessment	Due Date
Week 1 1/20	Introduction to course, expectations and overview	Syllabus		
Theories of Social Emotional and Personality Development				
Week 2 1/25 & 1/27	Basics of Human Development, Culture and Context Classical Theories of social and personality development; (Video) “Infants: Social and Emotional Development”	Chapter 1 (pgs. 10-13) + eLearning Chapter 2 +Video eLearning	Discussion Board	2/1 2:30pm
Week 3 2/1 & 2/3	Avant-Guard Theories of social and personality development	Chapter 3 Reading eLearning	Quiz 1	2/8 2:30pm
Week 4 2/8 & 2/10	Emotional Development and Temperament (Video) “Toddlers: Social and Emotional Development”	Chapter 4 +Video eLearning	Quiz 2	2/15 2:30pm
Week 5 2/15 & 2/17	Attachment	Chapter 5	Quiz 3	2/22 2:30pm
Week 6 2/22 & 2/24	Policy Development from Child Development Research (Relevant to Course paper)	Reading eLearning	Discussion Board 1	3/1 2:30pm
Developing Emotional Intelligence and Social Awareness				
Week 7 3/1 & 3/3	Self Esteem, Identity & Emotional Development	Chapter 6 +Reading eLearning	Quiz 4	3/8 2:30pm
Week 8 3/8 & 3/10	Self and Others (Social Cognition)	Chapter 6	Quiz 5	3/22 2:30pm
Week 9 NO Class - Spring Break 3/15 - 3/21				
Week 10 3/22 & 3/24	Achievement	Chapter 7	Quiz 6 & Discussion Board 2	Both due 3/29 2:30pm
Week 11 3/29 & 3/31	Gender	Chapter 8	Quiz 7	4/5 2:30pm
Altruism and Moral Development				
Week 12 4/5 & 4/7	Altruism Moral Development	Chapter 10 + Reading eLearning	Quiz 8	Both due 4/12 2:30pm

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<i>Aggression and Bullying</i>				
Week 13 4/12 & 4/14	Aggression in Children (Bullying: School & Cyber) (Video) "Reject: Social Rejection and Science of belonging"	Chapter 9 +Video eLearning	Quiz 9 & Discussion Board 3	4/19 2:30pm
<i>The social world of the child: Parents, Grandparents, Siblings, & External influence of Technology</i>				
Week 14 4/19 & 4/21	Parenting, Grandparents, & Siblings	Chapter 11 + Reading eLearning	One-Page paper due Quiz 10	4/19 11:59pm Turnitin 4/19 2:30pm
Week 15 4/26 & 4/28	Online Influence & (Video) <i>Game Over: Gender, Race, & Violence in Video Games</i>	Chapter 12 Pgs. 413-430 + Video eLearning	Discussion Board 4	Both due 4/26 2:30pm
Week 16 5/3 & 5/5	Impact of TV, YouTube, & advertising; Social Dominance in younger & older children: Electronic Games	Reading eLearning	Discussion Board 5	5/10 2:30pm
May 10	No Class – end of semester			

* Additional readings and/or videos for each week will be found in eLearning.

** Quizzes will include material from chapter readings, supplementary materials, and lectures.

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 which 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 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 of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

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 individual 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.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of 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. 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 of 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.

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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.

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

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. 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 for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

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 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 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.

These descriptions and timelines are subject to change at the discretion of the Professor