

Social and Personality Development Fall 2016

Course Syllabus

Course Information

CLDP/PSY 3332 (Section 002) – Social and Personality Development

Meeting days and times: Tuesday & Thursday 4:00 – 5:15, CRA 12.110

Welcome to Social and Personality Development! – This course examines how people come to be who they are. In doing so, the course examines theories and research on social and personality development from infancy to adolescence. We will study how infants begin to form social relationships early on in their lives. We will review research that presents theories describing emotional development and temperament and the connections between early temperament and mature personality. We will cover a range of topics including the self and social cognition, external and internal processes in social and personality development focused on self-concept, identity, morality, achievement, and aggression. We will consider how the self, peers, and family influence and are influenced by the transition through adolescence. The course is designed to focus on evidence-based writing and is structured such that students are expected to engage in the content of the course, to develop critical thinking skills related to materials presented, and to develop critical thinking skills related to materials encountered outside of the classroom.

Course Pre-requisites, Co-requisites, and/or other restrictions

Child Development (CLDP/PSY 3310), or Educational Psychology (CLDP/PSY 3339), or Lifespan Development (CLDP/PSY 2314).

YES I AM ACCESSIBLE

Professor: Dawn Y. Brinkley

Phone Number: 972-883-4746

Email: dawn.brinkley@utdallas.edu

Office Location: GR 4.818

Office Hours: Monday 2:00 – 3:00; Wednesdays 10:30 – 12:30; or by appointment.

Other Information: Email is the fastest and most reliable way to get a hold of me. I typically respond within 24 – 48 hours. **Please put “SPD” in the subject line, and email from your UTD email address.**

Teaching Assistant Contact Information

Graduate TA: Deyaun Villarreal

Email: dlv101020@utdallas.edu

Office hours: Wednesdays 10:00 – 11:30 and By appointment

Office location: GR 4.218

STUDENT LEARNING OBJECTIVES/OUTCOMES

Upon completion of this course, students should be able to:

- 1.1 Identify and describe contemporary theories of human social and personality development.
- 1.2 Demonstrate an understanding of the biological models of social and personality development.
- 2.1 Weigh support for conclusions and identify weak, contradictory, and inappropriate assertions.
- 2.2 Demonstrate an attitude of critical thinking that includes tolerance for ambiguity and intellectual engagement in processing literature related to the course.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.2 Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.
- 4.1 Demonstrate effective writing skills in summarizing and evaluating technical reports.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.2 Identify appropriate applications of psychology to mental health and organizational problems.
- 6.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities.
- 6.2 Demonstrate competence in effectively collaborating with others.
- 80.1 Explain and apply major theoretical and scholarly approaches, empirical findings, and historical trends in a social/behavior science.
- 80.2 Explain and apply basic research methods in social/behavioral science.
- 80.3 Apply modes of critical thinking used in social/behavioral science.

Required Textbooks and Materials

1. Shaffer, D. R. (2009) Social and Personality Development (6th Edition). California: Cengage Learning (13-digit ISBN 978-0-495-60038-1; 10-digit ISBN 0-495-60038-5)
2. Additional assigned readings provided throughout the semester **via eLearning: SEE Syllabus assignment and class schedule. Unless notated as “recommended”, supplemental readings are required.**
3. Each exam will require a Pearson Scantron #229630 (pink form) and a #2 pencil, both available in the UTD bookstore and free at the off-campus bookstore. **You are required to provide your own scantron and pencil for each examine.**
4. eLearning will be an important resource throughout the semester. Your grades will be posted through eLearning, supplemental readings will be provided, and homework assignments will be submitted this way. Make sure you have access to eLearning.
5. **A Turning Point clicker is required for this course. NO LAPTOPS OR OTHER ELECTRONIC DEVICES**

If you experience any problems with **eLearning**, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911.

My goal is for you to do well in this course. **Please see me for help any time!** I am here to answer any questions you might have and provide any assistance you might need, however, if you wait until the end of the semester or after exam 4, there is *nothing* I can do!

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

*Assignments and Class Schedule

Topics, Readings, Assignment Dates, Exam Dates, and Holidays

CLDP/PSY 3332-001 Fall 2016 Class Schedule

Date	Class	Topic	Reading	Assignment
8/23	1	Introduction – Syllabus review, class overview, popular developmental debates	Ch. 1 pgs. 1 -14	Activity - <i>Introductions</i>
8/25	2	<i>How we know what we know...</i> Methods <i>Historically speaking...</i> Developmental Theories	Ch. 1 pgs. 14-36 Ch. 2	
8/30	3	CLICKERS NEEDED AS OF TODAY <i>What's new...</i> Modern, biological, environmental theories Dweck (2008)	Ch. 2 Ch. 3 eLearning	Register your clicker in eLearning
9/1	4	<i>What's new...</i> Modern, biological, environmental theories	Ch. 3	
9/6	5	<i>How feelings develop...</i> Emotional development	Ch. 4	
9/8	6	READING TBD	eLearning	Activity - <i>Emotions</i>
9/13	7	EXAM 1 – Don't forget your scantron	Chs. 1, 2, 3, 4	
9/15	8	<i>Attached at the heart...</i> Emotional attachment	Ch. 5	Summary 1 Due
9/20	9			
9/22	10	<i>What do I think about who I am...</i> Development of self and social cognition	Ch. 6	
9/27	11	Rochat (1995)	eLearning	
9/29	12	<i>Doing well...</i> Achievement	Ch. 7	
10/4	13	READING TBD	eLearning	
10/6	14	EXAM 2 – Don't forget your scantron	Chs. 5, 6, 7	
10/11	15	Girls and boys...Sex differences, sexuality, and development of gender roles		
10/13	16		Ch. 8	Summary 2 Due
10/18	17	<i>It's a mad mad world...</i> Development of aggression and antisocial behavior		
10/20	18		Ch. 9	
10/25	19	<i>Helping others...</i> Altruism and moral development Allen (1988)	Ch. 10 pgs. 345-358, 363- 366 eLearning	Activity - <i>TBA</i>
10/27	20	EXAM 3 – Don't forget your scantron	Chs. 8, 9, 10	
11/1	21	<i>Family ties...</i> Understanding family influences	Ch. 11	
11/3	22	Barranti (1985)	eLearning	
11/8	23	<i>The outside world...</i> Extrafamilial influences	Ch. 12	
11/10	24	Granic et al (2014)	eLearning	Activity - <i>TBA</i>
11/15	25	<i>What about your friends...</i> Peers as socialization agents	Ch. 13 pgs. 452-466	
11/17	26	<i>What about your friends...</i> Peers and socialization	Ch. 13 pgs. 467-488	
11/22	11/24	Fall Break – Happy Thanksgiving! NO CLASSES		
11/29	29			
12/1	30	Game Demonstrations		Summary 3 Due
12/6	31	EXAM 4 – Don't forget your scantron	Chs. 11, 12, 13	Last class

Note: Final course grades will be viewable in Orion by Fri. Dec 16th

***Because my commitment to you is ensuring that you have the best learning experience possible, I might make changes to the syllabus such as assignments, exams, timelines, etc.; however, all changes will be discussed in class.**

Withdrawal policy: Failing to show up for class does not officially withdraw you from the course

Last day to withdraw without a “W” – Wed. Sept. 7 | Approval required – Thurs. Sep. 8 thru Thurs. Oct. 27

Grading Policy

Final course grade will be based on the following criteria. Grades will be reported as percentages and will correspond to the letter grades listed below.

Although grades will be posted in eLearning, please do not use eLearning to calculate your grade.

	Points	% of final grades
*Cell Phone Free Zone Participation	5	
Exams (4 at 50 pts. Each)	200	80% combined
*Create a Children's Game	50	
Class Participation	20	8%
Writing Assignments (3 at 10 pts. Each)	30	12% combined
TOTAL	250	100%
*Extra credit opportunity		

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

*I encourage you to make the effort to take an interest in your grade early in the semester (i.e., long before the last week or last day of class). By the end of the semester it is simply too late for me to give extra assignments, particularly when you are provided opportunities throughout the semester to take an active role in your success in this course. Please come to me or your TA **EARLY** in the semester if you are having trouble keeping up or are concerned about your progress. We are here to help you.*

Classroom Etiquette and Expectations

- There are **NO** stupid or insignificant questions. We are all here to learn and want to create an environment that is conducive to doing so. One of the ways we can accomplish this is by being able to comfortably ask questions.
- Be polite and respectful to one another, particularly when engaged in discussion. In addition, we want to create an open environment; however, be mindful of over sharing.
- Do not carry on conversations with others during lectures.
- **Be mindful of the investment you or someone else has made in you!** This includes taking the time to read, study, and do your own work. Attend class regularly, carefully consider all your course material and take the time to engage with your classmates. The course is designed, ON PURPOSE, to encourage class attendance to assist with both academic and life skills. **Absences beyond what is outlined in the syllabus will negatively affect your overall grade.**
- We are here to work together to create a COMMUNITY of LEARNERS. I hope you are as excited about this as I am. WELCOME!

Planning for Success in this Course ☺

Although this course is informative and interesting, it can be very challenging because of its theoretical rather than applied foundation. Students sometimes under estimate the amount of time it will take to be successful in the course so they fail to study appropriately, and many students might not have learned effective study techniques. Studying is more than simply re-reading the material (a passive activity). Studying involves actively engaging in the material by doing things such as repeatedly visiting the material and testing yourself. Here are some suggestions to help you succeed:

- **Read the material before coming to class.** The material will make more sense and you'll have your "aha" moments during our discussions if you read prior to coming to class. You'll also be better prepared to ask questions and to ask for clarification on certain things if you've had exposure to the material.
- **Take notes, but do not try to write down everything** on the slides or everything that I say. Not only will this overwhelm and frustrate you but you may miss key points of what I am saying such as examples and clarifications.
- **Be sure to review your notes and your book after class.** Doing this will help to reinforce the material and clear up any confusion you might have had during your initial introduction to the material. Even if you feel like you know the material, repetition is key.
- **Engage in review testing!** Review any course materials posted to eLearning. Find a study partner or form a study group and hold each other accountable. It helps to review material with someone.
- **Visit the textbook companion website:** <http://academic.cengage.com/psychology/shaffer>

Course & Instructor Policy

NO LAPTOPS or other electronic devices will be allowed to be used during class time. This includes cell phone, notebooks, and tablets. I have found that these items tend to distract from your learning and the learning of others around you. In addition, studies show that taking notes on a lap top reduces learning when compared to taking handwritten notes. Failure to comply with this policy will result in you being asked to leave the classroom and you will not get credit for class participation on that day.

- **Extra Credit:** No individualized extra credit will be given out; however you have two opportunities to earn extra credit points. One of the opportunities will be the opportunity to spend your class period "**cell phone free**", this extra credit assignment begins on **pg. 8**, and the other opportunity will be the **opportunity to complete a special project**. Details will be distributed to you later in the semester.
 - Please spend your time working on the material assigned and reading your text. If you find that you are experiencing difficulties in the class, please talk to me or your TA so we can discuss strategies to help you succeed at learning the material.
- **Late Work:** All assignments are due by 1:00 PM on the due date listed in the class schedule. **Late work will not be accepted.** Therefore it is best to plan ahead as all due dates are clearly outlined in your course schedule.

ATTENDANCE & CLASS PARTICIPATION: Classroom attendance and participation is required and necessary for success in this course. Class meetings will consist of lectures, discussions, supplemental readings, and

demonstrations using YouTube clips and films that complement our course of study. Content covered in the course will frequently include material that is not covered in the textbook.

Please take note that **“attendance” refers to physically being in the classroom** and attending to the material being presented. In addition to attending class, your Class Participation grade will also be based on participation in class discussions, in-class activities, and, answering Clicker questions. **Think about this:** Obviously you cannot participate if you are not present! Participation will be assessed using Clickers; therefore, you must remember to bring your Clicker to class every class session. Not having your Clicker, arriving to class late, leaving early may affect your participation points for that day.

****Treat your college courses as you would a professional position.** Attending class, showing up on time, and class participation are not only an indication of your commitment and professionalism, but these things also enhance your classroom experience and add to your success in the course.

Two specific rules about participation:

- Students can miss up to **two** classes with no penalty to their Class Participation grade. If you miss three or more classes, your participation will be affected. **There will be no opportunities to make-up missed Class Participation credit, regardless of the reason**, so use your freebies wisely. I highly recommend saving up your freebies for unforeseen circumstances that may indeed arise.
- Students do not need to submit any documentation for missed days of lectures, the first two missed days will simply be dropped, and all subsequent missed days will result in a deduction, regardless of the reason (*this does not apply to Exams; see below*).

ON THAT 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 exams, and details given regarding assignments.*

DETAILED DESCRIPTIONS OF GRADED COURSE CONTENT: Exams, Class Participation, and Writing Assignments

EXAMS (There will be no final exam during finals week!):

1. **Four non-cumulative exams** will cover all material since the previous test. The exams will focus on material covered in the textbook and lectures, however material from supplemental readings and classroom activities may also be used. Tests will consist of short essays and multiple choice questions.
2. **You must be present for all exams**. Make-up exams will be given **only** if: (a) you were seriously ill with verifying documentation, (b) you were unavoidably detained the day and time of the exam, or (c) you made arrangements prior to the exam for an urgent family matter (e.g., a funeral). In any of these cases, **you must notify me in advance of the time of the exam (even if that simply means leaving a voicemail)**. Appropriate documentation will be required prior to taking the exam. Missing an exam for any other reason will result in a “0” for that test. You must contact me **before** the scheduled time of the exam. **If you wait until after** to contact me, you will not be allowed to make-up the exam and you will receive a “0” for that test.

IMPORTANT:

For an approved absence with proper documentation, you will have **1 week** to make up the test. It is your responsibility to get in contact with the Professor about arranging the make-up. Keep in mind that make-up exams are intended to be more comprehensive to compensate for additional study time. Make-up exams will not necessarily be multiple choice format.

3. Reading, comprehending the material, and reviewing your notes is the best advice I can give you in reference to studying for the exams. It will help if you review any material posted to eLearning, and complete the online activities found on your textbook's website. In addition, you can see me or the TA before the exam with any questions you might have related to the content we have covered. It will help if you have reviewed the material and come to us with specific questions. **If you are concerned about an exam grade, please contact me or the TA within one week of the grades posting to schedule a time to discuss the issue.**

CLICKERS AND CLASS PARTICIPATION (Be sure to register your clicker or your responses will not be recorded). Our course channel is "45"

1. This course will require the use of a clicker. A clicker is an audience response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the UTD Bookstore.
2. Class participation will be monitored by your responses to clicker questions. The use of the clickers will also assist me in gauging whether or not students are comprehending class material and to measure class opinions or perspectives. In addition, responses to clickers will assess whether or not you have read the material and paid attention to the lectures and discussions.
3. Clicker credit can only be obtained by using the Clicker (**i.e., you cannot write the answer on a piece of paper and turn it in**). If you forget your Clicker, it runs out of batteries, etc., you can use that as one of your "free" days.

You must have attempted a minimum of 16 of the 20 clicker response opportunities to earn **any** participation credit. This means that you cannot earn half credit by attending only 10 classes. **If you miss more than 2 response opportunities, your participation grade will be affected.** Clicker response participation is worth 8% of your final grade.

Evaluative Summary Assignment

This writing assignment is intended to help you develop or refine your ability to summarize and critically evaluate reports of original research in various disciplines of psychology. You will focus on citing your sources correctly and listing your references using APA style. You must select one article from the articles listed in eLearning.

Completing your summary

1. Locate the article on our eLearning course home page. Print the article (you do not need to turn in the printed copy of the article, but the printed copy will be useful to you). Write notes on the article and highlight sections as needed to help you remember and organize what you read.
2. Write a brief critical summary of the research study you read about. I will discuss the details of this assignment in class and further instructions and a rubric will be provided via eLearning.
3. Assignments are due by **1:00pm** on the day listed on the "Schedule" (however I welcome early work). **All submitted assignments must be original work.** Assignments will be turned in **via Turnitin.com** by way of **eLearning**. Turnitin.com will provide an originality report to check for originality of work submitted.
4. Each assignment is worth 4% of your final grade for a total of 12%. Your grade will be affected if you do not complete these assignments.

PLAGIARISM WILL NOT BE TOLERATED Plagiarism of your own or another's work is a violation of University academic integrity policy and may result in a failing grade for the course and sanctioning by the University Judicial Board.

Keeping Track of Your Progress

It is your responsibility to keep up with how well you are doing throughout the course. Therefore, I strongly encourage you to keep track of your grades throughout the semester. Feel free to contact me or your TA to verify grades in our offices, not during class time. It would be helpful if you have checked eLearning first and then come see us for any clarification, verification, or any additional assistance needed. Please let me know if you would like for me to review a grade within **two weeks** of the grade being posted. It is much easier to clarify grades at that time as clarification becomes more difficult as the semester progresses. Please do not wait until the end of the semester.

Psychological Principles in Action –Eliminating Distractions and Providing Positive Reinforcement

You will have an opportunity to earn **5 points of Extra Credit** and experience psychological principles in action by participating in a “**Cell Phone Free**” classroom environment. Although cell phone use is not permitted and will not be tolerated during the course, I am offering students an opportunity to avoid the temptation of pulling out their phones by providing a “**cell phone free zone**” at the front of the classroom each class period. Research has shown that cell phone addiction is real and many of us are on a variable-ratio schedule of reinforcement when it comes to our cell. We have been conditioned to repeatedly check our phones. Let’s work toward eliminating distractions, changing a learned behavior, and earning extra points!

Extra Credit Requirements:

1. Students are given the opportunity to participate during each class period. Students will not be penalized for not participating, however, if I see you using your cellphone during the class period, you will be asked to leave and you will not receive participation credit for that day.
 2. For each class period you participate, you are one step closer to earning the extra credit points toward your final grade. Students **must not have missed more than 2 classes** to qualify for the extra credit and students must have participated in the “**cell phone free zone**” for a **minimum of 20 class meetings**. The first day of class and the exam dates are not included in the total.
 3. At the beginning of each class period, students participating for the day will sign in and drop off their phones in the designated “**cell phone free zone**”. **I will take extra care to make sure that no phones are left behind by allowing a few minutes at the end of each session for students to retrieve their phone!**
 4. At the end of the semester, students will complete a brief, anonymous, evaluation of the activity. Although the evaluation will be anonymous, students will be randomly assigned a unique 5-digit identifier that will be used to identify who participated and whether they completed the evaluation so that the extra credit can be properly awarded.
 5. **Students must meet all three criteria to qualify for the extra credit:**
 - a. Must not have missed more than 2 classes
 - b. Must have participated in the “cell phone free zone” activity for a minimum of 20 class meetings
 - c. Must complete the activity evaluation
 - d. **THERE ARE NO EXCEPTIONS TO THESE REQUIREMENTS SO PLEASE DO NOT ASK.**
- Thank you in advance for your compliance with this non-negotiable request! ☺

Welcome! I know this is going to be an exciting journey!

Official University Business

UT Dallas Syllabus Policies and Procedures

The information contained in the link below constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

Official University Course Evaluations:

Please note that all students in the UT System are now required to complete online evaluations of every course that has an enrollment of five or more students. Course evaluations are valuable in helping faculty improve their courses and their teaching, affect faculty professional development, and influence overall evaluations of faculty at the institutional level. Students who complete course evaluations will have priority access to course grades, once grades have been officially submitted to the registrar. Students who do not complete course evaluations will not have access to course grades until the "Final Grades Viewable Online" date listed in the academic calendar.

Toward the end of the semester, you will receive an official university email that will contain links you may use to complete the evaluation forms for each of your classes. You also can log in to Course Lookup to complete the course evaluations. Evaluation responses are anonymous. **Thank you in advance for completing your course evaluation!**

Academic Integrity:

Academic integrity and honesty are of the utmost importance. The work you do in all of your courses is expected to be your own. The penalties for violations of Academic Integrity (such as copying answers on an exam, plagiarism of your own or another's work, giving your work to someone else, or using another student's work) are severe. They include receiving a failing grade for the course, and sanctioning by the University Judicial Board. Violations of academic integrity will not be tolerated.

Please refer to the following website for the full policy:

<http://www.utdallas.edu/deanofstudents/integrity/>
