



Course HCS/PSYC 6350.001, Social Development
Professor Dr. Shayla Holub
Term Fall 2015
Meetings Wednesday 1:00-3:45, GR 4.208

Professor's Contact Information

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Office Hours Monday 2:00-3:00 and by appointment

General Course Information

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| Pre-requisites, Co-requisites, & other restrictions | None |
| Course Description | This course will explore the ways that infants, children, adolescents and adults develop as social beings, including the individual qualities, relationships and contexts that make each individual unique. We will survey contemporary and classic research to encourage students to think critically about social development. |
| Learning Outcomes | Upon completion of this course, students should be able to: 1. identify and describe key milestones of social development across the lifespan. 2. understand and apply major theoretical viewpoints and themes in social development. 3. understand, critique, and apply methodologies used in social development research. 4. critically evaluate published research in social development. 5. demonstrate effective writing skills through the development of a research proposal and effective oral communication skills through class presentations. |
| Required Texts & Materials | N/A |
| Suggested Texts, Readings, & Materials | Assigned readings can be retrieved through the library website. When not available there, I will post these on electronic course reserves or elearning. Students should complete assigned readings before class, so that they can actively participate in class discussions. Information from readings will also be included on exams. |

Assignments & Academic Calendar

| DATE | TOPIC | Proposal Deadlines |
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| 8/24 | Introduction; Overview of Theoretical Perspectives | |
| 8/31 | Temperament and Emotions | Possible research questions due (can provide up to 5) |
| 9/7 | Attachment | Feedback on possible research questions |
| 9/14 | Self-Development | |
| 9/21 | Parenting and Discipline | |
| 9/28 | Family Systems | |
| 10/5 | Peers and Romantic Partners as Contexts for Development | |
| 10/12 | Gender Development | |
| 10/19 | Gender Biases and Other Forms of Prejudice | Proposal draft due (Intro and Methods) |
| 10/26 | Social Cognition and Moral Development | Proposal draft returned at individual meetings |
| 11/2 | Aggression, Bullying, and Prosocial Behavior | Proposed analysis paragraph due |
| 11/9 | Race, Culture, and Other Contexts for Development | |
| 11/16 | Child Care and Schools | |
| 11/23 | FALL BREAK | |
| 11/30 | Risk and Resilience | Final, revised research proposal due |
| 12/7 | Concluding thoughts and presentations | Presentation of research proposals in class |

Course Policies

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| Grading (credit) Criteria | Final grades will be calculated as follows: A = 90-100, B= 80-89, C= 70-79, F= below 70 points. +/- will be given at the discretion of the professor. |
| | <p><i>Class Participation and In-Class Assignments (10%).</i> Students are expected to attend classes regularly and actively participate in class discussions. This sometimes includes short assignments that will be completed during or outside of class. Course assignments are designed to engage you in course material, as well as prepare you for future research or teaching experiences.</p> <p><i>Class Discussion Leader (20 %).</i> Students will be paired to act as class leaders for one class. Class leaders will select which discussion questions to focus on, and will guide appropriate discussion of each article assigned. Class leaders should briefly summarize each article before engaging the class in discussion of that article (or articles). You may incorporate additional resources, if they help to supplement or contextualize the discussion. Class leaders may use any style of presentation that they like, but they should respect other students' thoughts and ideas (including their discussion questions). Please keep in mind that Dr. Holub will present information at the beginning of class, so feel free to work with her, if it helps you with your planning. Dr. Holub will send feedback to each pair after that class period.</p> |

Discussion Questions (10%). Students will write a discussion question for each assigned reading. This will give all students an opportunity to highlight something about the readings that they would like to discuss. These questions or discussion points should encourage thoughtful analysis of the material. For example, questions can critique methods, discuss potential implications or applications of research, connect to other readings, research or theory, or propose new research. Students should post their discussion questions for each reading on the class discussion board on elearning (in the correct thread) before 1:00pm on Monday. Students should review the discussion board and ponder questions before class to prepare to engage in discussion. We will not be able to get to everyone's discussion point, but we will try to select a variety of questions and viewpoints for each class. Feel free to respond to each others' discussion posts. This will encourage healthy discussion, and let leaders know which questions are of most interest to the class.

Your questions will be rated on a 3-point scale each week, which will help me to assign your overall "discussion question" grade.

2= questions are mostly thoughtful, insightful, and easy to understand. Will likely stimulate discussion.

1= Some questions are thoughtful, insightful, and likely to stimulate discussion, but others are not.

0= No questions are posted, or questions are very difficult to understand.

You do not need to post discussion questions on the week that you are a class leader.

"Advice" Presentation and Paper (20%). Students will select a class topic on the first day of class. Then, they will find media that gives advice on something related to that topic (blog post, book, video, "news" article, etc.). Students should briefly review the literature to see whether this advice is backed up by empirical research. I do not expect that the literature review will be exhaustive, but students should find at least one empirical article that either supports or contradicts this advice. Each student will then write a short paper (no more than 3 pages double-spaced) that describes the advice, summarizes the relevant information from the empirical article(s), and then discusses the validity of the advice. Discussion of the validity of the advice should relate to the literature reviewed and information obtained in class, not personal opinion. Students will also present their work orally in class. Students may use power point, but this is not required. **Presentations should take less than 10 minutes.** This time requirement will be strictly enforced. Papers are worth 15% and are due by the next class period. Oral presentations are worth 5%.

Research Proposal (in total 40%). Each student will develop a research proposal on a topic related to some aspect of social development. These proposals will be for an empirical research study and will include introduction, method, and proposed analysis sections. There are several steps to completion of the proposal. **I am here to help provide guidance for each stage.** If you are part of a research lab or a conducting your own research in the area of social development, you may use the general topic as your proposal topic. However, you should include a new or creative approach to

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| | the topic in this research proposal. In other words, you should not submit something you or someone else you know has already submitted before. I am here to provide guidance on this requirement, please ask! See handout for more details. |
| Missed Classes | <p><u>Students are expected to attend and actively participate in each class.</u> I cannot provide detailed notes for missed classes. If you miss a class, please get the notes from another student.</p> <p>You must contact me before class (e-mail or via phone) if you are going to miss class the day you are supposed to present or be class leader. Opportunities to make up the presentation will only be given under uncontrollable, special circumstances.</p> |
| Preparing for Class | Students are expected to come to class prepared. This means completing the assigned readings before class. Remember, active participation in this course is part of your grade. Please bring assigned readings to class. |
| Quality and Timeliness of Work | All assignments turned in for this class must be proofread, typed, and on-time! No exceptions! All assignments will lose one letter grade on the day they are late and one more letter grade per day that they are late. Grades will be lowered two letter grades if they are not typed. <u>Exams and papers will not be accepted through e-mail.</u> |
| Technology | Elearning and Turnitin are computer resources offered by the university that will be used in class. If you do not know how to use or access these programs, please see the course instructor. |
| Classroom Citizenship | It is expected that students listen to and respect each others' insights during class. During some class sessions, students will be asked to works in groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution. Please turn off cell phones or turn them to vibrate during class, as they can be a distraction to your fellow classmates. Please refrain from e-mailing, messaging, or other forms of social media during class. |
| Comet Creed | <p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>"As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p> |
| UT Dallas Syllabus Policies and Procedures | <p><i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i></p> <p><i>Please go to http://go.utdallas.edu/syllabus-policies for these policies.</i></p> |

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.