



The University of Texas at Dallas
Course Syllabus

Course Information

Course number: PSY/CLDP 3332.0u1

Course title: **SOCIAL & PERSONALITY DEVELOPMENT**

Term: Summer 2016

Meeting times: **Tuesdays & Thursdays 3:00-5:15pm, GR 4.428**

Professor Contact Information

Professor's name: Dr. Huxtable

Phone number: 972-883-6434 (I can return calls to local numbers only, but you can always leave a message)

Email: drkarenhj@utdallas.edu (twitter @drkarenhj #spdev—I'll follow back on request)

Office location: JO 3.116

Office hours: Tuesdays & Thursdays 12:30-2:30

Or, you may choose one of many other times I am available by using this link to make an appointment: <http://drkarenhj.youcanbook.me/>. This adds your appointment directly to my calendar and sends you a reminder message. If you don't mind taking a chance on whether or not I'll be available, you are welcome to stop by without an appointment.

Other information: Email is the fastest and best way to reach me. **Please put the course name in your subject line [SPD] and use your UTD email account.**

Graduate TA: Olivia Smith

Email: oxs140330@utdallas.edu

Office location: GR 4.604

Office hours: Mondays 10-12

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

Required prior knowledge or skills: Child Development (CLDP/PSY 3310) or Educational Psychology (CLDP/PSY 3339) or Lifespan Development (CLDP/PSY 2314).

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.

School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn. The following chart shows how the assignments will help you to achieve the course objectives.

After completing the course, students will have achieved the following objectives:

Student learning objectives/outcomes *program-level objectives	Method of assessing achievement of objectives		
	Exams	Preparation Guides	Class Discussions
Goal 1: Knowledge Base in Psychology			
1.1 Describe and explain the nature of Developmental psychology as a scientific discipline.	X	X	
1.2* Describe and analyze major theoretical perspectives and overarching themes of Developmental psychology and their historical development.	X	X	
1.3* Describe, apply, and analyze five selected content areas within Developmental psychology.	X	X	X
Goal 2: Scientific Inquiry and Critical Thinking			
2.1 Identify and explain different research methods used by Developmental psychologists.	X	X	X
2.3 Locate, accurately summarize, and evaluate bodies of scientific literature in psychology in order to construct an argument.			
2.5 Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.	X	X	X
Goal 3: Ethical/ Social Responsibility			
3.1 Apply ethical standards to evaluate Developmental psychological science and practice.	X	X	X
3.2* Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.	X	X	
Goal 4: Communication			
4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).		X	
4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).			X
Goal 5: Professional Development			
5.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities.	X	X	X
5.3 Develop meaningful professional direction for life after graduation.			X

"Learning is not the product of teaching. Learning is the product of the activity of the learners."

—John Holt

Required Textbooks and Materials

1. Lamb, M. E., & Bornstein, M. H. (2011). *Social and personality development: An advanced textbook*. Psychology Press. ISBN 9781848729261. (available free in e-format from the university library)
 2. Davies, D. (2011). *Child development: A practitioner's guide*, 3rd ed. New York: Guilford Press. (see link in eLearning)
 3. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press. (recommended)
 4. You may find it helpful to have a laptop, tablet, or smartphone in class in addition to a notebook and pen.
 5. Some of the reading assignments for this class will come from primary source materials (i.e., journal articles), book chapters, review articles, and other sources. Details will be discussed in class.
 6. 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.
 7. We will be using the eLearning system throughout the semester for assignments, for recording your grades, for participation in online discussions, and for providing supplemental readings and handouts. 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.
 8. I recommend that you watch this 10-minute video about reading: <http://sacblog.indiana.edu/episode-11-college-reading-5/>
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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 course calendar.

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.

**Learning is work that you have to do
in your own head.**

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Date	Topic	Reading	Assignment Due in eLearning before 2pm
Tue 5/24	Course Overview Introduction to developmental theory		<i>Bring your prep guide answers to class each day</i>
Thu 5/26	Theories of development	L&B pp. 1-10, 19-26; 40-44 or Bronfenbrenner (1994); 67-70	Prep guide 1
Tue 5/31	Developmental research: Methods for studying change over time	L&B pp. 125-144, 153- 154, 199-202; Molitor & Hirsch (1994)	Prep guide 2
Thu 6/2	Temperament	L&B pp. 217-229; Scarr & McCartney (1983)	Peer review 1 Prep guide 3
Tue 6/7	Emotional understanding and regulation	L&B pp. 229-239; Hane et al. (2008); Barnett et al. (2008)	Peer review 2 Prep guide 4
Thu 6/9	3-4:30 Exam 1 4:30-5:15 Review Exam 1		Peer review 3 Peer review 4
Tue 6/14	Foundations of attachment theory Attachment as the context of development	L&B pp. 259-270; Davies Ch. 1 pp. 7-29	Prep guide 5
Thu 6/16	Lasting influences of parent-child relationships	L&B pp. 270-286; Laranjo et al. (2010)	Prep guide 6
Tue 6/21	Resilience and adversity	Masten (2001); Davies Ch. 3 pp. 60-76, 99- 103	Peer review 5 Prep guide 7
Thu 6/23	Self-concept, identity, and social cognition	L&B pp. 240-251; Harter & Monsour (1992)	Peer review 6 Prep guide 8
Tue 6/28	3-4:30 Exam 2 4:30-5:15 Review Exam 2		Peer review 7 Peer review 8

Date	Topic	Reading*	Assignment Due in eLearning before 2pm
Thu 6/30	Development of achievement motivation: Schools as contexts of development	L&B pp. 361-371	Prep guide 9
Tue 7/5	Self-theories, Dweck	Dweck; 379-382	Prep guide 10
Thu 7/7	Attributions and teacher expectations; Gender, race, class, ethnicity, and implications of discrimination	L&B pp. 376-379, 384-388; Steele (2010)	Peer review 9 Prep guide 11
Tue 7/12	Peer group influences	L&B pp. 414-419; Leman & Lam (2008)	Peer review 10 Prep guide 12
Thu 7/14	3-4:30 Exam 3 4:30-5:15 Review Exam 3		Peer review 11 Peer review 12
Tue 7/19	No class		
Thu 7/21	Development and influence of friendships; moral understanding and empathy	L&B pp. 309-322	Prep guide 13
Tue 7/26	Acceptance and rejection in children's and adolescents' peer groups; aggression	L&B pp. 322-339	Prep guide 14
Thu 7/28	Lasting influences on early relationships	L&B pp. 339-347	Peer review 13 Prep guide 15
Tue 8/2	What do children need for optimal development?	To be determined	Peer review 14 Prep guide 16
Thu 8/4	3-4:30 Exam 4 4:30-5:15 Review Exam 4		Peer review 15 Peer review 16

**Please note: some reading assignments are not listed here, but will be included with each Prep Guide and will be available in eLearning*

Grading Policy

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

	<u>Points</u>	<u>% of final grade</u>
Exams (4 @ 60 pts each)	240	57%
Prep Guide Responses & Peer Ratings (12 @ 10 pts each)	120	29%
In-Class Discussion Group Ratings (12 @ 5 pts each)	60	14%
TOTAL	420	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
389-420	93-100%	A
376-388	90-92%	A-
368-375	88-89%	B+
347-367	83-87%	B
334-346	80-82%	B-
326-333	78-79%	C+
305-325	73-77%	C
292-304	70-72%	C-
284-291	68-69%	D+
271-283	65-67%	D
0-270	0-64%	F

I want to help you be successful in this course in every way I can BEFORE the end of the semester. Aside from the exams and assignments listed here, I simply cannot 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.

Please note: you must complete at least TWO Prep Guides for each Unit.

*** Do not use eLearning to calculate your course grade! ***

You will notice that eLearning may show you a "total possible" that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated.

You can record your grades here:

Prep Guide Responses & Peer Ratings	
Best 12 of 16 @ 10 points each	_____/120
In-class Discussion Group Ratings	
Best 12 of 16 @ 5 points each	_____/60
Exam 1	_____/60
Exam 2	_____/60
Exam 3	_____/60
Exam 4	_____/60
TOTAL	_____/420

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. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.

Course & Instructor Policies

LAPTOPS or other electronic devices (e.g., tablets, cell phones, netbooks, etc.) WILL be allowed to be used during class time for class purposes. Please remember, however, that students find off-task use of laptops and cell phone texting during class time—whether done by themselves or others—to be distracting and therefore detrimental to learning. Research evidence indicates that taking notes on a laptop results in reduced learning and lower grades than taking handwritten notes. Please use your devices with discretion.

Extra credit: Please note that 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.

Late work: All assignments must be completed 65 MINUTES before class begins on the day they are due. **Late assignments will not be accepted.** ***Due to a quirk of eLearning, assignments turned in AT the time they are due are counted LATE. Remember to submit BEFORE the assignment is due.***

Class participation: **Class participation is required**, and is assessed by your participation throughout each class period. Because participation will be assessed using discussion ratings, you must remember to turn in your discussion rating sheet in every class session. 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.

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. Please see me for help any time!*

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

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.

UT Dallas Syllabus Policies and Procedures

You are responsible for understanding the University Policies that may be seen at:

<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies
Student Conduct & Discipline
Email Use
Withdrawal from Class

Student Grievance Procedures
Incomplete Grade Policy
Services for Students with Special Needs
Religious Holy Days

Also, please be sure that you understand the following Course & Instructor Policies:

Academic Integrity

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 any textbook, 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 not detected by turnitin.com also are subject to review by the Office of Judicial Affairs.

To signify endorsement of academic integrity and a promise to behave with integrity, all students will sign the following Comet Creed that will be attached to and submitted with each exam:

Comet Creed

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:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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.

Detailed Descriptions of Course Assignments

Exams

1. **Four non-cumulative exams** will be given to assess your mastery of the material in each section of the course. Exam format will be a combination of short essays and multiple-choice, based on material from the Prep Guides, 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 is essential. **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. **Make-up Exams: You must be present for exams.** If you might miss an exam, notify me by EMAIL or 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 event 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 or within one week. If you do not show up for your

makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up exams are in essay format and are designed to be more difficult to compensate for having more study time.

Prep Guide Responses - submitted in eLearning

1. **Task:** For each class session, you will complete a Prep Guide by submitting your answers to a set of study questions in eLearning. Answers will be due in eLearning just over an hour before each class, and you should bring your answers to class either in printed or electronic form. Think of the answers you write as your way of teaching the course concepts to someone else.
2. **Rationale:** Careful, guided reading of the textbook and other source material will help you to develop a more thorough understanding of course concepts and will help you identify which topics need additional discussion and clarification in class. The Prep Guides will serve, essentially, as your study guides for each exam.
3. **Grading criteria:** Our TA and I will grade responses for completeness on a scale from 1 (not complete) to 5 (complete). Accuracy is not required, but identifying where you are confused or what is not clear will make your answer attempt more complete even when you do not yet know the answer. The 12 best (of 16 possible) will count, but at least TWO must be completed for each of the four units of the course.

In-Class Discussion Group/Pair Ratings

1. **Task:** During each class session, you will pair up with another student (or two, if necessary) to go over your answers to the Prep Guide to compare answers and identify points needing additional clarification or warranting further discussion in the lecture that will follow. You will complete a *Discussion Record Sheet* with three sections: (a) rate your partner's contribution to the discussion; (b) identify what should be clarified in lecture; and (c) explain what you learned. Please understand that you will not always be able to choose your discussion partner.
2. **Rationale:** Discussing answers to the Prep Guides in class provides high accountability for keeping up with readings and prompt feedback regarding preparation, accuracy, and points of confusion. Class time can then be spent on what students most need and want to discuss further.
4. **Grading criteria:** Peer ratings are assigned using the Quality Rubric that is printed on the back of each rating sheet. Ratings range from a score of 1 (did not contribute/did not answer questions) to 7 (provided insight and elaboration). The ratings are not grades, but will be used by the instructor and TA to assign a grade for that day's class preparation and participation. Grades will range from 0-5 points. The 12 best (of 16 possible) will count, but at least TWO must be completed for each of the four units of the course.

Peer Ratings of Prep Guide Responses – submitted in eLearning

IMPORTANT NOTE: You can complete peer ratings of Prep Guide Responses ONLY if you first submitted your Prep Guide Responses before the deadline.

1. **Task:** After each class, you will log in to elearning and provide an anonymous rating for each of four (anonymous) students' Prep Guide responses. You will make these ratings on the basis of completeness, not accuracy, but where possible, you should also point out errors and direct the student to any information in readings or lecture that may be helpful.

I recommend completing these reviews as soon as possible after class each day even though you usually will have a full week to complete each set. The exception is that *you will have less time to complete the last set of peer ratings before each exam*. For these, you will have less than 45 hours to complete the peer ratings, but doing so will help you prepare for the exam.

2. **Rationale:** Reading others' answers to the Prep Guide questions will help you develop a better understanding of the quality and completeness of your own answers and of your understanding of the course material overall. Giving clear and informative feedback also will help you learn the material more effectively.
 3. **Grading criteria:** You are graded for the ratings you give, not the ratings you receive. Our TA and I will review the quality of peer feedback and make grade adjustments where needed. Grades will range from 0-5 points. The 12 best (of 16 possible) will count, but you must complete at least TWO from each unit of the course.
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