HDE 102/PSC 142
Section 002
Fall 2018
SOCIAL AND PERSONALITY DEVELOPMENT
Tuesday/Thursday 1:40-3:00 PM
Olson 6

Office Hours and Contact Information:

Instructor:	E-mail:	Office:	Office Hours:
Johnna Swartz	jrswartz@ucdavis.edu	1353 Hart Hall	Tues 3:30-4:30 pm or by apt.
TAs:			
Meital Mashash	mmashash@ucdavis.edu	2420 Hart Hall	Thurs 3:00-4:00 pm or by apt.
Mina Rezaei	minrezaei@ucdavis.edu	175 Hunt Hall	Tues 3:00-4:00 pm or by apt.

Required Materials:

Textbook: Clarke-Stewart, K.A & Parke, R.D. (2014). *Social Development*, 2nd Ed. NY: John Wiley and Sons.

The Course:

This course will cover social and personality development from infancy through childhood and adolescence. We will explore topics in social and personality development through a variety of approaches, including discussing theory, current knowledge, methods, and more recent studies along with discussing the strengths and limitations of this research. We will also cover practical applications and interventions related to these topics.

Course Expectations and Policies:

- It is very important that you read this syllabus carefully and completely. If anything needs to be clarified, ask questions at the beginning of the quarter. Note deadlines and the date of the final exam.
- This class will cover interesting but at times controversial topics so it is expected that everyone will be respectful in their reactions to the material presented as well as to the diversity of views/opinions expressed. Please contact the instructor at any time with questions or concerns. This class will cover sensitive topics such as child maltreatment. Any student should feel free to leave the class when they feel upset or disturbed by the material covered, and please feel free to make an appointment with the instructor to discuss any potential concerns about sensitive topics.

- I expect students to uphold the UC Davis Code of Academic Conduct as outlined online (http://sja.ucdavis.edu/cac.html).
- Please remember to verify your Academic Participation through participate.ucdavis.edu.
- Make a friend in class to contact in case of absences for notes, announcements, etc. Do not e-mail the instructor or TAs asking what you missed in class. You can follow up with the instructor or TAs for clarification after reviewing missed materials with help from fellow students.
- If you want to record lectures, you need the permission of the instructor first. Any recordings done with the instructor's permission may not be shared, sold, put on the internet, or otherwise distributed in any form. Any unauthorized recording and distribution of lectures will be referred to Student Judicial Affairs.
- If you are a student that requires accommodations to assist with your learning, and that have been verified by the campus disability center, please let the instructor know immediately. We will do our best to provide reasonable accommodations to help you have the most optimal learning experience for you.
- Any noted errors in grading, score calculations, and/or grading disputes must be submitted in writing within 24 hours of the grade being released and include reasons for why any grade change is warranted. After that date, no further changes to grades will be considered.
- I will respond to e-mails as promptly as possible. If you have sent me an e-mail, please wait at least 2 full business days for my response before e-mailing again. For example, if you e-mail me on a Friday and I can't respond right away, please wait until the end of the day next Tuesday (two full business days) before e-mailing again.
- Most importantly, if you have any questions, concerns, or need for clarification, please let me know at the beginning of the quarter.

Lectures

Students will be responsible for taking notes on lectures; none will be handed out. PDF copies of the slides will be available on Canvas before lecture. I strongly encourage you to take handwritten notes during lecture and not to use a laptop. Some evidence suggests that taking hand-written notes can help students process lecture material better and improve performance on tests (see this article for a description of research on this topic: http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/). Use of laptops can also be distracting for other students in the course; thus, it is expected that if laptops are used, they will be used strictly for the purpose of taking notes. I reserve the right to ask any student to turn off their laptop if it becomes too distracting for myself or other students during lecture.

Exams

There will be two multiple choice tests, one midterm and one at the end of the term, focused on material covered in lectures and in readings. The midterm exam is worth 40 points and the final exam is worth 60 points. Exams will not be cumulative; in other words, the midterm exam will include material covered during the first half of the quarter and the final exam will include material covered during the second half of the quarter.

There will be no makeup exams except in the event of a documented emergency. Written documentation from an appropriate source will be required to verify an unavoidable reason for missing the exam. You must contact the instructor as soon as possible (preferably before the exam) in event of an emergency, otherwise you risk receiving zero points. Do not be late to exams. When the first exam to be completed has been turned in, no exams will be handed out after this point.

Research Question and PDFs

A 10-page research paper will be due towards the end of the quarter (see below). In preparation for this paper, you will need to submit your research question and PDFs of the journal articles you are planning to use on Canvas by October 30 at 10 am. You will receive feedback on your research question and choice of articles from the TAs. If the TAs recommend that you change your research question and/or choice of articles, it is highly recommended that you do so before writing the final paper. This will be worth a total of 15 points based on the submission of the following:

- A Word document (.doc or .docx) that contains your name and the research question you will be using for your paper. See the research paper assignment below for example research questions. This is worth 3 points and will be graded based on the following criteria: 1) Is the topic stated in the form of a question? 2) Is the topic clearly related to social and/or personality development? 3) Is the topic well suited to the research paper assignment? 4) Is the topic sufficiently focused and narrow that it will lead to a cohesive, focused research paper?
- PDF copies of at least 6 journal articles that you will be using for your research paper. This will be worth 12 points (2 points for each journal article) and graded based on the following criteria: 1) Is the journal article from a peer-reviewed journal? 2) Do journal articles meet the criteria listed below for the research paper (at least 5 are empirical papers that contain methods and results sections)? 3) Does each journal article clearly relate to the research question submitted and the other journal articles? PDFs of articles not fitting these criteria will not receive points.

Research Paper

A 10-page (double-spaced, not including reference page) research paper will be required. Everyone will receive feedback on their choice of research question and journal articles (see above). If you would like to get feedback on your paper outline or draft, please bring your outline or draft to office hours with Professor Swartz or the TAs to get feedback on your paper. Note that we will only provide feedback up until a week before the paper is due (November 29 and earlier) and will not be available for appointments to provide feedback after that. The paper should be written in APA format (including a title page, which will not count towards the 10 pages) with APA style in-text citations and an APA style reference page at the end (the reference page also does not count towards the 10 pages). The paper should have 1-inch margins on all sides and be written in 12 point Times New Roman font.

The final paper will be due on December 6 at 10 am. The paper should address an identifiable controversy or question <u>related to social or personality development</u>. Questions in which multiple points of view are possible or supported by research are particularly encouraged. You should be able to state your paper topic in the form of a question in the intro paragraph of your paper. The paper topic should be sufficiently focused and narrow so that you can write a cohesive, focused paper that comes to a firm conclusion or answer to your question by the end of the paper. Examples are:

- How do different parenting styles affect the development of effortful control? (or any other aspect of temperament or personality)
- Does watching violent television or playing violent video games during childhood lead to the development of aggressive behavior?
- How do parents influence the development of emotion regulation in children?
- How do children's attachment styles with their parents predict their relationships with peers in adolescence?
- How do family members influence children's development of theory of mind?

Good research questions are focused on one specific topic, are clearly related to the topics of social and/or personality development, focus on the periods of infancy, childhood, and/or adolescence, and can be answered using published research articles (in other words, if you can't find at least 6 research articles clearly related to the topic, choose a different question).

The paper should be based on 6-8 independently selected papers published in scholarly journals (i.e., not newspapers, Wikipedia or other secondary sources), though it can call upon work covered in class or in the book, too. At least 5 of the journal articles must be empirical papers (in other words, they contain methods and results sections and are not reviews of prior research). If you have any doubts about whether the topic you select is about or reasonably related to social and personality development, check with the instructor or the TA. A paper that is judged "out of topic range" will be graded as failing. A complete reference list for all work cited in the paper is required.

The paper will be worth a total of 50 points. The points will be assessed accordingly:

- Does the introduction identify a relevant, interesting question or controversy related to social or personality development? Is the topic sufficiently narrow and focused so that the paper is cohesive and focused? (**3 points**)
- Does the body of the paper provide a well-reasoned argument that provides a clear answer to the question? Is there a logical order to the review of research articles? Are transitions between paragraphs made clear? (**6 points**)
- Are at least 6-8 independently selected papers published in peer-reviewed scholarly journals used to support these arguments? Are all of these papers relevant to the topic? Are at least 5 of the articles empirical papers? (**5 points**)
- Are results from these studies described correctly, coherently, and in the student's own words in the paper? Do descriptions of the studies include key details in order to understand how the study was conducted (for example, the ages of participants, the main measures or tasks used in the study, the major findings of the study). Note: Use of any

quotations from original source material is discouraged. Use of long quotations (more than 2 sentences) will result in deduction of points in this section. (**15 points**)

- Are results of studies compared or contrasted or otherwise integrated? In other words, the separate studies should not each be presented in isolation in separate paragraphs. Studies with similar results could be discussed together and compared or studies with discrepant results could be contrasted to determine whether methodological differences may have led to different results. (**6 points**)
- Are strengths or limitations of the research noted? Is it made clear how these strengths or limitations should impact the interpretation of the results? At least three strengths and/or limitations should be noted and discussed. (**6 points**)
- Does the paper end with a clear, concise summary of the research and a conclusion as to the question or controversy? Is this conclusion clearly supported by the research presented in the paper? Are the arguments for how this conclusion was reached clear? (**3 points**)
- Is the paper written well? Is it free from grammatical errors and spelling/typing mistakes? Does it follow formatting requirements (10 pages, double-spaced, 1 inch margins, 12 point Times New Roman font, title page)? Are in-text references formatted according to APA stylistic guidelines? Is a full, APA style reference list included at the end of the paper? (**6 points**)

Papers will only be accepted in electronic form submitted through Canvas. We will not accept hard copies of papers. We will use the date of submission on Canvas to determine whether a paper has been submitted late. Plagiarism will not be tolerated and will result in a score of 0 on the paper. It is expected that students will not leave this paper until the last minute and will start it far in advance of the deadline; therefore, sickness is not an excuse for not turning in a paper. If a student is sick or unable to attend class, the electronic copy must still be submitted online by the due date in order to not have points deducted for lateness.

Papers submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

Papers submitted after December 6, 10 am but before December 7, 10 am: 5 point deduction
Papers submitted after December 7, 10 am but before December 8, 10 am: 10 point deduction
Papers submitted after December 8, 10 am but before December 9, 10 am: 15 point deduction
Papers submitted after December 9, 10 am but before December 10, 10 am: 20 point deduction
Papers submitted after December 10, 10 am but before December 11, 10 am: 25 point deduction
Papers submitted after December 11, 10 am: No longer accepted for credit

Grading

The following is a breakdown of the points for each assignment and determination of the final grade:

Research question and PDFs   15 points
Midterm Exam   40 points
Research Paper   50 points
Final Exam   60 points

Total possible points   165 points

The following grading scale will be used to determine letter grades:

97-100% = A+	87-89.999% = B+	77-79.999% = C+	67-69.999% = D+	< 60% = F
93-96.999% = A	83-86.999% = B	73-76.999% = C	63-66.999% = D	
90-92.999% = A-	80-82.999% = B-	70-72.999% = C-	60-62.999% = D-	

Extra Credit: iClickers

Students will have the opportunity to earn up to 3 extra credit points by participating in iClicker polls that will occur throughout lecture. This is completely optional and not required for the class. In order to receive a participation credit for a day of lecture, students need to respond to every iClicker question presented in class that day. That means if a student answers 4 questions but leaves class before the 5th question, they will receive no participation credit for that day (likewise, if a student arrives late to class and misses the first question, or misses a question in the middle of lecture, they will receive no participation credit for that day). It is the student's responsibility to check the iClicker website every day after class to make sure that the participation credit was counted; any disputes/problems with iClicker participation scoring need to be documented in an e-mail within 24 hours after the end of a lecture. After that time, all participation credits (or missed credits) are final. There will be opportunities for iClicker participation in every lecture starting October 2 through the last day of lecture, December 6, with the exception of the day of the midterm exam, during which there will be no iClicker questions. This provides a total of 18 possible days to receive participation credit in lecture. Extra credit points will be assigned based on the total days of participation credit received:

If a student receives participation credit for 16-18 days of lecture: 3 extra credit points.
If a student receives participation credit for 14-15 days of lecture: 2 extra credit points.
If a student receives participation credit for 12-13 days of lecture: 1 extra credit point.

No extra credit will be received if fewer than 12 days of lecture are attended.

There will be no makeups provided for lecture days missed due to illness or other reasons.

Please note: If there are major technical difficulties associated with using iClickers in this class (e.g., difficulties with wireless connections in the lecture room), I reserve the right to change the extra credit assignment (for example, assigning a paper or other type of assignment) instead of

using iClickers to determine extra credit points. If this occurs, I will make an announcement in class and on Canvas providing new instructions for the extra credit requirements.

Registration Instructions:

I will be allowing the use of iClicker Reef on a smartphone, tablet or laptop OR iClicker remotes.

It is your responsibility to properly register your iClicker Reef device and/or iClicker remote in a timely fashion. It is also your responsibility to regularly check your iClicker grades for any discrepancies.

Regardless of which device you use in class, you must create an iClicker Reef account–or use your existing Reef account if you already have one–to ensure that your grades sync to my iClicker gradebook. You can do this by downloading the mobile app via the App Store or Google Play, or by visiting iclicker.com.

Then, you must connect your Reef account within Canvas. To do this, you must navigate to the iClicker Reef registration link in Canvas (under the Assignments tab → iClickers assignment), click the link, then sign into your Reef account from the window that opens. This will automatically add our class to your Reef account. It is also recommended that you enter your Canvas student ID accurately in the Student ID field of your Reef profile.

Upon signing up with iClicker Reef, you will have a 2 week free-trial period. After that point, you will need to purchase a Reef subscription if you want to participate in iClicker sessions with your mobile device, tablet, or laptop. Be sure to do this during the 2 week window so your use of iClicker Reef is not interrupted. Students who fail to properly set up their iClicker Reef accounts will miss out on polling points. It is your responsibility to make sure your account is in working order, and to regularly check your grades for any discrepancies and bring them to my attention immediately. If you already have a Reef account, simply add my course to it. **Do not create a duplicate account.**

If you are using iClicker remotes to participate in class, you must also register your remote in the profile section of your Reef account by entering the 8 character ID from the back of your iClicker remote into your Reef profile. **You will not need to pay for a Reef subscription or obtain an access code if you are only using an iClicker remote**, and can therefore ignore the "Buy or Extend Subscription" message that will appear in your Reef account.

If you want the option of using both an iClicker remote and iClicker Reef on a smart device, you can purchase a Reef subscription in addition to an iClicker remote and simply register the remote in Reef. The iClicker system will record your responses to sessions regardless of which device you use to vote.

You have the option to rent an iClicker remote. Visit the Macmillan Learning Student Store to view iClicker rental information, which also includes an option to purchase access to the iClicker Reef mobile app at a discounted rate.

Each day you attend lecture and answer all iClicker questions for the day (this will usually be about 3-4 questions per day), you will receive 1 participation credit point for the day, which will be synced automatically from iClicker Reef into Canvas once you properly set up your iClicker

Reef account, but you can also view your points on the iClicker Reef website or iClicker Reef app. Make sure to set up your Reef account and link it to this course through Canvas before the next day of lecture so that you can receive a participation credit for that day.

Academic Integrity Information
iClicker activities fall under the provisions of our campus's academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to answering polling questions while not physically in class, looking at other students' devices while answering live questions, or using more than one iClicker remote or account at a time.

Any student found to be in violation of these rules will lose polling points for the entire term and may be reported to the Dean of Student Discipline.

Lecture and Reading Schedule

Date	Topic	Textbook Chapter
Sep 27	Course Introduction and Expectations	
Oct 2	Research Methods in Social and Personality Development	Ch. 2
Oct 4	Nature and Nurture	Ch. 3
Oct 9	Emotions	Ch. 5
Oct 11	Temperament	
Oct 16	The Big 5 Personality Traits	
Oct 18	Genes, the Brain, and Personality	
Oct 23	The Self and Social Cognition	Ch. 6
Oct 25	**MIDTERM EXAM**	
Oct 30	Attachment	Ch. 4
	(**PAPER QUESTION and PDFs DUE by 10 am**)	
Nov 1	Attachment Continued	
Nov 6	Parenting and Families	Ch. 7
Nov 8	Parenting and Families Continued	
Nov 13	Peer Influences on Development	Ch. 8
Nov 15	Peer Influences Continued	
Nov 20	Peers and Schools	Ch. 9
Nov 22	No Class: Enjoy Thanksgiving break!	
Nov 27	Media and Social Media	
Nov 29	Sex and Gender	Ch. 10
Dec 4	Morality Development	Ch. 11
Dec 6	Development of Aggression and Delinquency	Ch. 12
	(**RESEARCH PAPER DUE by 10 am**)	
Dec 14	**FINAL EXAM 8:00-10:00 am**	