Office Hours and Contact Information:

Instructor: E-mail: Office: Office Hours:
Johnna Swartz  jrswartz@ucdavis.edu  1353 Hart Hall  Tues 3-4 pm or by apt.

TAs:
Sarah Beard  sjbeard@ucdavis.edu  2420 Hart Hall  Tues 12-1 pm or by apt.
Supreet Mann  sumann@ucdavis.edu  177 Kerr Hall  Thurs 3-4 pm or by apt.

Required Materials:


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 Objectives:
• Learn about major theories, concepts, and research on topics related to social and personality development
• Develop the ability to critique and evaluate social and personality development research by understanding some of the primary research methods used to study these topics and learning to evaluate the strengths and limitations of this research
• Develop scientific writing skills and gain experience writing a research paper on a topic of interest related to social and personality development

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
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.

Student Resources

Answers to frequently asked questions about UC Davis student resources are located at this website: https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/. UC Davis Student Counseling Services offers a range of counseling options, including crisis consultation, individual counseling appointments, and online counseling. Links to all of these resources are located on the website: https://shcs.ucdavis.edu/counseling-services.

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. Use of laptops can 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 final exam, 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 11 by 5 pm**. Late assignments will be deducted points. 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. If you would like feedback on your question and article choices before submitting the assignment, you can schedule a meeting with Professor Swartz or the TAs any time on or before October 8 to receive feedback. Important notes for submitting: Canvas allows multiple uploads, so when submitting this assignment on Canvas you should be attaching 7 files: 1 Word document with your research question and 6 PDF files, one for each research article. This will be worth a total of 15 points based on 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 clearly related to the stages of infancy and/or toddlerhood and/or childhood and/or adolescence? 4) Is the topic well suited to the research paper assignment? 5) Is the topic sufficiently focused and narrow that it will lead to a cohesive, focused research paper?
- PDF copies of 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 (peer-reviewed, published in 2000-2019, empirical articles that contain methods sections with participants and results)? 3) Does
each journal article clearly relate to the research question submitted and the other journal articles? 4) Are participants in each article in the stages of infancy and/or toddlerhood and/or childhood and/or adolescence? If the article is longitudinal, participants should be in one of these developmental stages at least during the first wave of data collection. 5) Is the PDF of the full article submitted? (points will be deducted if just an abstract is submitted)

Intro Paragraph, Abstract Summaries, and Reference Page

This assignment is intended to give you an early start on writing your paper and feedback on your intro paragraph. It will be worth a total of 20 points. Upload a Word document to Canvas containing 1) an intro paragraph for your research paper, 2) a two-sentence abstract summary for each of your six articles, and 3) an APA formatted reference page. This document should be double-spaced with 1-inch margins and Times New Roman 12 point font. This will need to be submitted on Canvas by November 1 at 5 pm. Late assignments will be deducted points.

The intro paragraph should introduce the importance of the topic and state the research question/topic. This will be graded based on the following criteria: 1) Does the paragraph demonstrate why the topic is interesting or important (in other words, why should the reader care about this topic and continue reading the rest of your paper?) (2 points); 2) Does the paragraph clearly state the research question? Is the research question appropriate for the assignment and sufficiently focused? (2 points); 3) Is the paragraph written in a professional and scientific tone appropriate for a research paper? (for example: does not use second person perspective such as referring to “you” in the intro paragraph) (1 point); 4) Is the paragraph free of spelling/grammatical errors? (1 point).

The two-sentence abstract summaries for each article should succinctly summarize the purpose and main finding of each study in your own words. They should also use correct in-text APA citations. Each article summary will be worth two points, graded based on the following criteria: Are the purpose and findings of each study clearly summarized? Are the summaries paraphrased in the student’s own words? Are correct in-text APA citations used? Does the summary contain only two sentences? Is the journal article from a peer-reviewed journal? Do journal articles meet the criteria listed below for the research paper (peer-reviewed, published in 2000 or later, empirical journal articles)? Does each journal article clearly relate to the research question submitted and the other journal articles? Are participants in each article in the stages of infancy and/or toddlerhood and/or childhood and/or adolescence?

The following is an example two sentence summary with a correct in-text APA citation: Smith, Snow, and Sand (2012) examined the association between parenting styles and academic achievement motivation in adolescents. They found that authoritative parenting predicted higher achievement motivation in adolescents compared to the other parenting styles examined.

The reference page is worth 2 points and will be graded based on correct use of APA formatting. If you are not familiar with APA formatting, I recommend the Purdue University formatting guide for APA format:
Research Paper

A 10-page (double-spaced, not including reference page) research paper will be required. Everyone will receive feedback on their research question, journal articles, and intro paragraph (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 26 and earlier) and will not be available for appointments to provide feedback after that. The paper should use APA formatting (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 4 at 5 pm. The paper should address an identifiable question related to social or personality development. 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. Example topics are:

- How do different parenting styles affect the development of effortful control in toddlers and children? (or any other aspect of temperament or personality or other social or emotional outcomes)
- How does having a parent with depression influence the development of emotion regulation in children?
- How do siblings influence children’s development of theory of mind?
- What dimensions of children’s temperaments predict whether they are accepted or rejected by their peers?
- Does the association between parenting and adolescents’ mental health (or any other social or emotional outcome) differ across different cultures?
- How does the teacher-student relationship influence academic achievement motivation in adolescents?

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, toddlerhood, 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, peer-reviewed journals with a publication date of 2000-2019 (i.e., not newspapers, Wikipedia, dissertations, book chapters, or other secondary sources), though it can call upon work covered in class or in the book, too. All of the journal articles must be empirical papers (in other words, they contain methods sections with participants and results sections and are not reviews or a meta-analysis 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. Please see the Writing Tips PowerPoint slides on Canvas for tips on how to organize and structure your paper.

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

- Does the introduction identify a relevant, interesting question 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 in 2000 or later used to support these arguments? Are all of these papers relevant to the topic? Are all 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 (including the ages of participants, the study design (correlational, experimental, longitudinal, cross-sectional), how variables were measured (self-report, parent-report, structured observation, etc.), the major findings of the study, and the conclusions 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 studies compared or contrasted and integrated throughout the paper? 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 different 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 different 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 to the question? 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)? Points will be deducted if a paper goes more than 1 sentence over or under 10 pages. 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 4, 5 pm but before December 5, 5 pm: 5 point deduction
Papers submitted after December 5, 5 pm but before December 6, 5 pm: 10 point deduction
Papers submitted after December 6, 5 pm but before December 7, 5 pm: 15 point deduction
Papers submitted after December 7, 5 pm but before December 8, 5 pm: 20 point deduction
Papers submitted after December 8, 5 pm but before December 9, 5 pm: 25 point deduction
Papers submitted after December 9, 5 pm: 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
Intro paragraph, abstract summaries, and reference page 20 points
Research Paper 50 points
Final Exam 60 points

Total possible points 185 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

Students will have the opportunity to earn extra credit points throughout the quarter by
completing in-class activities and worksheets. There will be at least 3 extra credit points offered
throughout the quarter from these in-class activities. There may be more than 3 extra credit
opportunities offered throughout the quarter, but the maximum number of extra credit points that
can be received will be 3 (in other words, you can participate in all of the extra credit activities,
but after the third one you participate in, you will no longer receive additional extra credit
points). The in-class activities will not be announced in advance and because this is extra credit,
there will be no make-ups offered. If you are not in class on the day an extra credit activity is
given, you will not be able to receive extra credit and will not be able to make up that activity.

Class Question

Throughout the course, I will provide practice exam questions and students can respond to these
questions through https://classquestion.com on cell phones, tablets, or laptops. Responding to these questions is completely optional and there will be no course points or extra credit points offered for responding, these are only a tool to gauge your own learning and test your knowledge of the material.

If you wish to participate in the optional class questions, follow these instructions for registering an account with the course:

If you already have a Class Question account, skip to step 2. If you are new, start at step 1.
1) Go to classquestion.com/students and click "Click here to register". This link will allow you to register for the site.
2) Once you have registered, go to classquestion.com/students and sign in.
3) Click "Add Class" at the bottom. Enter the Class Code for this class: CZGPG and then click "Add Class".
4) Your class will be added to the dropdown menu at the top. You can now click the "Sign In" button to log into your class!

Lecture and Reading Schedule

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<th>Textbook Chapter</th>
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<td>Course Introduction and Expectations</td>
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<td>Oct 1</td>
<td>Research Methods in Social and Personality Development</td>
<td>Ch. 2</td>
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<td>Oct 3</td>
<td>Nature and Nurture</td>
<td>Ch. 3</td>
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<td>Oct 8</td>
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<td>Oct 10</td>
<td>Temperament</td>
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<td>Oct 15</td>
<td>The Big 5 Personality Traits</td>
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<td>Oct 17</td>
<td>Genes, the Brain, and Personality</td>
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<td>Oct 22</td>
<td>The Self and Social Cognition</td>
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<td><strong>Oct 24</strong></td>
<td>MIDTERM EXAM</td>
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<td>Attachment</td>
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<td>Oct 31</td>
<td>Attachment Continued</td>
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<td>Nov 5</td>
<td>Parenting and Families</td>
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<td>Nov 7</td>
<td>Parenting and Families Continued</td>
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<td>Nov 12</td>
<td>Peer Influences on Development</td>
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<td>Nov 14</td>
<td>Schools and Achievement Motivation</td>
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<td>Nov 19</td>
<td>Sports and Social and Personality Development</td>
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<td>Nov 21</td>
<td>Media and Social Media</td>
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<td>Nov 26</td>
<td>Sex and Gender</td>
<td>Ch. 10</td>
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<td>Nov 28</td>
<td>No Class: Enjoy Thanksgiving break!</td>
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<td>Dec 3</td>
<td>Morality and Prosocial Behavior Development</td>
<td>Ch. 11</td>
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<td>Dec 5</td>
<td>Development of Aggression</td>
<td>Ch. 12</td>
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<tr>
<td><strong>Dec 11</strong></td>
<td>FINAL EXAM  6:00-8:00 pm</td>
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Writing Assignment Due Dates

October 11    Paper Question and PDFs due by 5 pm
November 1    Intro, Summaries, Reference Page due by 5 pm
December 4    Research Paper due by 5 pm