

HDE 102/PSC 142
Section 001
SOCIAL AND PERSONALITY DEVELOPMENT
Tuesday/Thursday 10:30-11:50 AM
Wellman 226

Office Hours and Contact Information:

Instructor:	E-mail:	Office:	Office Hours:
Johnna Swartz	jrswartz@ucdavis.edu	1353 Hart Hall	Wed 9:30-10:30 am or by apt

TAs:

Mariya Chernenok	mchernenk@ucdavis.edu	2420 Hart Hall	Tue 9:30-10:30 am or by apt.
Carter Yang	caryang@ucdavis.edu	2420 Hart Hall	Thurs 12 pm-1 pm

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>).

- 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 2 days 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 1 full business day 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 Monday (a full business day) 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 semester.

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.

Exams

There will be two multiple choice tests, one mid-term and one at the end of the term, focused on material covered in lectures and in readings, with each exam counting for 50 points each. Exams will not be cumulative; in other words, the mid-term 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 April 24. 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 (May 24 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 May 31. The paper should address an identifiable controversy or question related to social or personality development. 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 conscientiousness (or any other personality trait)?
- Do attachment styles with parents predict romantic relationship quality in adulthood?
- Does time spent in daycare affect children's attachment with their parents?
- How does peer victimization during adolescence affect the quality of future social relationships?
- Does watching violent television or playing violent video games during childhood lead to the development of aggressive behavior?
- How does teacher-student relationship quality relate to mental health in adolescence?
- Does temperament predict the development of emotion regulation in adolescence?
- How do relationships with parents, peers, and teachers affect the development of emotion regulation in adolescence?

Good research questions are focused on one specific topic, are clearly related to the topics of social and/or personality development, 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? **(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.

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	50 points
Research Paper	50 points
Final Exam	50 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-	

Lecture and Reading Schedule

<u>Date</u>	<u>Topic</u>	<u>Textbook Chapter</u>
Apr 3	Course Introduction and Expectations	Ch. 2
Apr 5	Nature and Nurture	Ch. 3
Apr 10	Development of the Social Brain	
Apr 12	Genetics and Social and Personality Development	
Apr 17	Temperament	
Apr 19	Emotions	Ch. 5
Apr 24	The Big 5 Personality Traits (PAPER QUESTION and PDFs DUE by 10 am)	
Apr 26	Attachment	Ch. 4
May 1	Attachment Continued	
May 3	The Self and Social Cognition	Ch. 6
May 8	MIDTERM EXAM	
May 10	Parenting and Families	Ch. 7
May 15	Parenting and Families Continued	
May 17	Peer Influences on Development	Ch. 8
May 22	Peer Influences Continued	
May 24	Peers and Schools	Ch. 9
May 29	Media and Social Media	
May 31	Sex and Gender (RESEARCH PAPER DUE by 10 am)	Ch. 10
June 5	Morality Development	Ch. 11
June 7	Development of Aggression and Delinquency	Ch. 12
June 11	FINAL EXAM 10:30 am-12:30 pm	