

## Course Syllabus

### PSY 3260.001 | SOCIAL DEVELOPMENT

Fall 2016

*The University of Utah - Department of Psychology*

3 Credit Hours

Course Website Canvas: <https://utah.instructure.com/>

Class Meets TH: 10:45-12:05 in room 112 BEHS

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THE UNIVERSITY OF UTAH

DEPARTMENT OF  
PSYCHOLOGY

### Instructor: Lee Raby, Ph.D.

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Office hours TH: 10:00-10:30, 12:00-12:30 and by appointment

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Office hours by appointment

**Email is the best way to reach either of us.** Please include the course number (PSY 3260) in the subject line of the email. We'll do our best to reply within 24 hours.

### Course Description

Theories and research on biological, interpersonal, and cultural influences on social development in children and adolescents. Topics include attachment, emotions, social cognition, gender development, moral development, aggression, and peer relationships.

### Learning Outcomes & Course Objectives

This course provides an overview and critical analysis of theory and research on social and personality development from birth through adolescence. At the end of the course, you will:

1. Understand the major theoretical perspectives regarding social development.
2. Be able to evaluate the strategies for scientifically researching social development.
3. Be able to think critically about how contexts help contribute to specific aspects of individuals' social and personality development.
4. Be able to apply this knowledge to understand to diverse, real-world situations.
5. Have refined your communication skills, including writing effectively.

### Class Format

Class sessions will include a mixture of lectures and discussion. Regular class attendance is required and necessary for students to learn course material. In order to be prepared for lectures and class discussion, readings should always be completed *before* class. Students are expected to actively participate in class activities. To ensure a positive learning experience and full participation by all,

students are expected to listen with an open mind and express their thoughts and responses in a respectful manner.

## Enrollment Requirement

Completion of General Psychology (PSY 1010 or equivalent) is recommended but not required.

## Required Materials

The required textbook for this course is Shaffer, D. R. (2009). *Social and Personality Development (6th edition)*. Belmont, CA: Thomson Wadsworth. ISBN: 9780495600381.

## Course Website

Additional readings, assignment instructions, and grades will be posted throughout the semester on the Canvas website for this course.

## Course Schedule

The course is subject to change with advance notice.

Date	Topic	Reading Quiz	Reading
22-Aug	Introduction & Syllabus		
24-Aug	Theory and Research Methods		Chapter 1
29-Aug	Psychoanalytic and Behaviorist Perspectives	Quiz #1	Chapter 2, pp. 37-50
31-Aug	Piaget's Cognitive Development Theory		Chapter 2, pp. 51-66
5-Sep	Evolutionary and Beh. Genetics Perspectives	Quiz #2	Chapter 3, pp. 67-85
7-Sep	Ecological Systems & Modern Cog. Perspectives		Chapter 3, pp. 86-100
12-Sep	<i>Exam #1</i>		
14-Sep	Forming Attachments During Infancy		Chapter 5, pp. 133-152
19-Sep	Attachment: Long-Term Outcomes & Applied Issues	Quiz #3	Chapter 5, pp. 153-167
21-Sep	Developing and Understanding Others' Emotions		Chapter 4, pp. 101-117
26-Sep	Regulating Emotions and Temperament	Quiz #4	Chapter 4, pp. 118-132
28-Sep	Self-Concept and Self-Esteem		Chapter 6, pp. 168-188
3-Oct	Identity and Thinking About Others	Quiz #5	Chapter 6, pp. 188-206
5-Oct	<i>Exam #2</i>		
10-Oct	<i>No class - Fall Break</i>		
12-Oct	<i>No class - Fall Break</i>		
17-Oct	Theories of Achievement		Chapter 7, pp. 207-223

19-Oct	Influences on Achievement	Quiz #6	Chapter 7, pp. 224-238
24-Oct	Gender Differences, Typing, and Roles		Chapter 8, pp. 239-269
26-Oct	Gender (cont'd) and Sexuality	Quiz #7	Chapter 8, pp. 271-283
31-Oct	Aggression: Theories and Development Changes		Chapter 9, pp. 284-302
2-Nov	Influences on Aggression	Quiz #8	Chapter 9, pp. 303-322
7-Nov	Altruism and Prosocial Development		Chapter 10, pp. 323-340
9-Nov	Moral Development	Quiz #9	Chapter 10, pp. 341-368
14-Nov	<i>Exam #3</i>		
16-Nov	Family as a System and Parental Socialization		Chapter 11, pp. 369-387
21-Nov	Siblings, Atypical Family Structures, Applied Issues	Quiz #10	Chapter 11, pp. 388-412
23-Nov	<i>No class - Thanksgiving Break</i>		
28-Nov	Peers: Theory and Developmental Changes		Chapter 13, pp. 451-467
30-Nov	Peer Acceptance and Friendships	Quiz #11	Chapter 13, pp. 467-489
5-Dec	Influence of Television and Computers		Chapter 12, pp. 413-432
7-Dec	Schools and Education	Quiz #12	Chapter 12, pp. 433-450
11-Dec	<i>Exam #4</i>		

## Academic Calendar

See <http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm> for details. Some important dates to keep in mind:

- Sep. 1 - Last day to add, drop, audit, and elect CR/NC
- Oct. 20 - Last day to withdraw from classes
- Dec. 1 - Last day to reverse CR/NC option
- Dec. 7 - Classes end
- Dec. 8 - Reading day
- Dec 11-15 - Final exam period

## Evaluation Methods/Assignments

Exams: There will be four 45-point exams covering material from the lectures and readings. The fourth exam will be administered during the final exam period on Monday, Dec. 11 from 10:30 – 12:30. All exams, including the fourth and final exam, will NOT be cumulative. Exams will contain a mixture of multiple choice, short answer/definition, and essay questions. A study guide will be distributed during the class session before each exam. Exams make up 60% of the final grade.

Papers: You will be assigned two writing assignments intended to help promote a deeper understanding of the course material and to help connect the material discussed in this course to real-world situations. The first assignment will be to critically examine various ways of caring for infants. This paper will be due

October 3. The second assignment will involve applying your understanding of the processes discussed in the course by designing a program that is intended to help promote a specific aspect of individuals' social development. This paper will be due December 7. Detailed instructions regarding the assignments will be provided later in the semester. Each paper should be 3-5 double-spaced pages in length and will be worth 45 points. Papers make up 30% of the final grade.

In-class reading quizzes: To help promote reading of the textbook material, there will be a brief quiz of the reading material every other class period. The quizzes will cover the reading material assigned for that day and the previous class period. Students will be allowed to use 1 page of notes (front and back) during the quiz. Each quiz will be graded on the basis of 0-3 points. In order to receive full credit, your responses should show that you are thinking about and applying the course material. Your 10 highest grades will be used when computing your course grade. Because there will be at least 12 reading quizzes, no make-ups are allowed. Reading quizzes make up 10% of the final grade.

## Grading Policy

Evaluation Method	Possible Points	Percentage of Course Grade
In-class reading quizzes	30	10%
Paper 1	45	15%
Paper 2	45	15%
Exam 1	45	15%
Exam 2	45	15%
Exam 3	45	15%
Exam 4	45	15%

The following cutoffs will be used to assign final grades. Grades will be assigned according to the University's official grading system.

A (93% and up)	B (83%)	C (73%)	D (63%)
A- (90%)	B- (80%)	C- (70%)	D- (60%)
B+ (87%)	C+ (77%)	D+ (67%)	E (<60%)

## University Attendance Requirements

Consistent with Section Q of the University's Policy for Instruction and Evaluation

(<http://regulations.utah.edu/academics/6-100.php>), students are expected to attend all class meetings. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations (or other values-based obligations) will be permitted to make up examinations. No later than the end of the second week of the semester, please send me an e-mail with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline). That will give us time to work out a way for you to make up any missed work.

Makeup exams will be given only in case of serious and unavoidable cause, such as serious illness or emergencies. In such cases, you must notify me prior to the scheduled time of the exam by email, and documentation will be required. Makeup exams may be a different format than the in class exam and will be scheduled at a mutually convenient time. Note that in-class activities cannot be made up.

## Course Policies

- **Course Notes:** Students are strongly encouraged to take notes during class. Handouts will be provided through the course website. However, the handouts will only include an outline of what will be covered, so if you miss a class you are encouraged to obtain the notes from a classmate.
- **Punctuality:** Classes will start promptly at 10:45. Students who arrive late and miss the in-class reading quizzes will not have the opportunity to make them up.
- **Use of Technology:** The use of computers is permitted IF it is being used for a class-related purpose. Students who use their computers in a way that is distracting to others will be asked to discontinue using them. The use of cell phones for texting or calling is not permitted in class.
- **Grading Disputes:** Grading disputes will not be handled via email. If a student disagrees with a grade received on a quiz, assignment, or exam, challenges to the grade must be made by filling out a grading dispute form. This form is available on the course website and must be completed within one week following return of the exam or paper. I will review the returned assignments or exams and make a decision about whether to assign additional points.
- **Final Grades:** Grades will not be changed after final grades for the semester are submitted except in cases of documented errors in recording grades or in computation of total course points. Please retain all returned papers and quizzes until you have confirmed that your final grade has been computed and reported accurately.

## Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>

## Department of Psychology Undergraduate Academic Misconduct Policy

The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>

If a student is suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If a student is found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.

Minor offenses (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text).

Major offenses include:

1. Cheating on a test, quiz, problem set, or other independent work.
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student's own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy (which can be found [here](#) in PDF format).

Assignments turned in on Canvas will be screened using Turnitin, and the above policy will be followed when misconduct is found.

## Research Opportunities

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

## Student Support & Accommodations

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. More

information can be found in the CDS Student Handbook: <http://disability.utah.edu/documents/CDS-Student-Handbook.pdf>.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

### **Veterans Center**

The U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

The U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.



# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

**EAP (Emergency Assembly Point)** – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

