

# **Psychology 3430: Social Development in Childhood, Spring 2018**

**\*\*\*\*Important notes:**

- 1) *As a student in this class, you are responsible for knowing the content of this syllabus.*
- 2) *Students are strongly encouraged to not use laptop computers during class as research shows that it undermines student learning. However, if you choose to use a laptop, you must sit in the laptop permitted zone of the class. Laptop use that is unrelated to class is prohibited.*

**Class Meetings:** Tuesday/Thursday 11:00 AM - 12:15 PM, Room 1 Arts and Science Building

**Class Website:** go to: [courses.missouri.edu](http://courses.missouri.edu); select Canvas; Log in; Select "2018SP PSYCH 3430 Groh Social Development in Childhood"

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## **Instructor Information**

**Instructor:** Ashley Groh, Ph.D.  
**Email:** [groha@missouri.edu](mailto:groha@missouri.edu)  
**Office:** 204B McAlester Hall  
**Office Hours:** By Appointment

## **TA Information**

**TA:**  
**Email:**  
**Office:**  
**Office Hours:**

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**Prerequisites:**

General Psychology (1000) required; Developmental Psychology (2410) recommended

**Course Description:**

Welcome! The goal of this course is to provide you with an overview of theoretical and empirical approaches to the study of child social development. Social developmental psychology is an especially broad discipline that attempts to characterize how social and emotional change occurs throughout the lifespan. We will examine human socioemotional development from birth through adolescence. You will be exposed to the major theories and debates within developmental psychology, and there will be special emphasis placed on empirical research within the field. By the end of this course you should be able to: (1) understand and describe the onsets and changes in various abilities and behaviors, (2) examine and critically evaluate theories that attempt to explain age-related changes in infants' and children's behavior, and (3) understand the logic of the experimental methods used to study developmental phenomena. Additionally, students will be expected to gain a better understanding of psychological research processes as well as sound fundamentals in APA-style.

## **Text & Resources:**

### **Textbook:**

Social Development, 2<sup>nd</sup> Edition (2014). By Allison Clarke-Stewart & Ross D. Parke

### **Supplemental Readings:**

These additional articles are designed to: a) provide in depth coverage of important topics that were only briefly covered in the book; b) underscore of social and emotional processes in everyday lives of families and children through case studies; c) illustrate how principles and research findings inform prevention, intervention, and education programs for children; and d) draw attention to issues of national concern. **I will place PDF copies of the articles on the course Canvas website.**

**Lecture Notes:** Lecture notes will be available for download the night before each lecture. They may be found on the course Canvas website. The purpose of the lecture notes is to provide you with an *outline* of the material that will be covered in class to facilitate your note taking.

## **Course Evaluation & Grading:**

### **1. (65%) Exams:**

65% of your course grade will be determined by FOUR non-cumulative exams. There is no final exam. Of these four exams, the one on which you perform best will be worth 20% of your course grade and the remaining three exams will each be worth 15%. Missing any of the exams will mean you forfeit the weighted exam grading – all scored exams will be weighted equally. Additionally, missing the fourth exam will earn you a **0%** on that exam. All exams will consist of multiple-choice, matching, and short-answer questions and will cover material from both the readings and lectures. There will be no make-up exams. Please read Important Policies.

### **2. (20%) Papers:**

20% of your course grade can be earned by writing two Papers. Assignment details will be posted on the course website two weeks prior to the assignment due date. Each response is worth 10 points and will be graded. Responses must be typed, use 12-point Times New Roman font, have 1” margins, and be double-spaced. Each response will be submitted through the course website. Please refer to the schedule in the syllabus for due dates. If you do not have access to a computer at home, there are computer labs on campus where you can type and submit your paper. You can find available facilities here: <https://doit.missouri.edu/services/computer-lab/>

### **3. (15%) In-class Participation:**

15% of your course grade can be earned by participating in class. Active participation on your part is critical to gaining an effective understanding of the course material. Class exercises that count for credit will be randomly chosen and NOT previously announced. Each activity will be worth 1 point. At least 12 activities/exercises will be collected for credit, and 10 must be completed and submitted to receive full credit. Thus, students may earn full participation credit, even if a class or two is missed.

\*\*\*Important:

1. Participation points will be updated on the course website on a weekly basis. Should you notice an error in your points for the week, you have one week from scores being posted to resolve the issue with the TA for this course. After the one-week period, participation points are final and will not be changed.

### **Plus/Minus Grading and Rounding:**

Plus/Minus grading will be used in this course. Please see below for cut-offs:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 or less
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90 – 92	B - = 80-82	C- = 70-72	D- = 60 – 62	

Standard rounding rules are used in this course. Grades ending in .5 or above are rounded up (e.g., 89.5 is rounded up to 90).

### **Class Policies:**

**Grading:** ALL GRADES MUST BE **EARNED**. GRADES WILL NOT BE GIVEN OUT BECAUSE OF NEED. It is useless to try to change your grade by telling me how much you want or need a higher grade. If you need a higher grade, earn it. The only way to earn points towards your final grade is by attending/participating in class, and performance on papers and exams.

There are several things I do to help students improve their grades: (1) weight exam scores depending on performance, (2) review exams with students and suggest ways for improving their studying skills, and (3) when appropriate, adjust the final grade/point distribution. The rest is up to you. If you are not happy with your grade, do not ask me to change it. The **ONLY** reason I will change a grade is when there has been an error in scoring.

**Make-up Exams:** THERE WILL BE NO MAKE-UP EXAMS except when a student has a documented medical excuse for missing **ALL FOUR EXAMS**. If a student misses an exam for any reason (including, but not limited to illness or emergency), the score(s) on the remaining one, two, or three exams will constitute (with equal weight) the exam portion of the final grade. Missing the fourth exam for any reason will earn you a **0%** for that exam. In all cases, make-up exams will involve completely new questions, possibly in other formats. (Advice: you really want to avoid having to take a make-up exam.)

**Late Arrival to Exams:** Students who arrive late to class on exam dates (i.e., after 11:00 AM) will *not* be permitted any additional time for taking the exam, so please arrive early, and ensure that you adjust your travel time so that you aren't hindered by 'surprises' (lack of parking, missing a bus, inclement weather, etc.).

### **Academic Integrity:**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

I will not tolerate cheating under any circumstances. If I find out that you have cheated, you will earn a 0% on that assignment (or exam) and your violation of integrity will be reported to the Office of the Provost.

### **Students with Special Needs:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the [MU Disability Center](#), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

### **Audio and Video Recording of Class is Prohibited:**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in [section 200.015](#) of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**PSYC 2410 (01) Class Schedule**

\*\*Note: This schedule is subject to change\*\*

<b>Date</b>	<b>Topic</b>	<b>Required Readings &amp; Assignments</b>
Jan 16 (T)	Class Introduction and Historical Overview	Chapter 1 pp. 1 - 11
Jan 18 (R)	Research Methods	Chapter 2
Jan 23 (T)	Classical Theory of Development	Chapter 1 pp. 11 - 29
Jan 25 (R)	Recent Perspectives of Development & Biological Foundations	Chapter 3 pp. 65 - 86
Jan 30 (T)	Emotional Development	Chapter 5 pp. 126 - 142
Feb 1 (R)	Emotion Regulation and Temperament	Chapter 3 & 6 pp. 87 – 96; pp. 142 - 153
Feb 6 (T)		***** <b>Exam 1</b> *****
Feb 8 (R)	Infant Attachment	Chapter 4
Feb 13 (T)	Adult Attachment	Articles
Feb 15 (R)	Daycare	Articles
Feb 20 (T)	Self Development	Chapter 6 pp. 156 - 164
Feb 22 (R)	Identity Development	Chapter 6 pp. 164 - 185 ***** <b>Reflection Paper Due</b> *****
Feb 27 (T)	Moral Development	Chapter 11
Mar 1 (R)		***** <b>Exam 2</b> *****
Mar 6 (T)	Sex & Gender Development	Chapter 10
Mar 8 (R)	Gender Roles	Chapter 10
Mar 13 (T)	Antisocial Behavior	Chapter 12
Mar 15 (R)	Prosocial Behavior and Character Edu.	Articles
Mar 20 (T)	Motivation & Achievement	Chapter 9 pp. 263 – 276
Mar 22 (R)		<b>No Class – Conference</b>
Mar 27 (T)		<b>No Class – Spring Break</b>
Mar 29 (R)		<b>No Class – Spring Break</b>
Apr 3 (T)	Media	Chapter 9 pp.276 - 292
Apr 5 (R)	Kids on Race	Articles
Apr 10 (T)		***** <b>Exam 3</b> *****
Apr 12 (R)	The Family: Parents	Chapter 7 pp. 188 - 201
Apr 17 (T)	The Family: Siblings	Chapter 7 & Articles pp. 202 - 207
Apr 19 (R)	Family Difficulties	Chapter 7 pp. 208 - 215
Apr 24 (T)	Diverse Families	Chapter 7 pp. 215 - 222

Apr 26 (R)	Peer Development	Chapter 8 pp. 227 - 255 ***** <b>Article Summary Due</b> *****
May 1 (T)	Romantic Relationships	Chapter 8 pp. 255 - 260
May 3 (R)		***** <b>Exam 4</b> *****
<b>Have a great summer break!</b>		