

DEP 4930 – SOCIAL DEVELOPMENT, SPRING 2008
Section # 8802

Professor: Julia A. Graber, Ph.D.
Associate Professor in Psychology

Office Hours: Mondays & Wednesdays 2:30pm – 3:30pm
Also available after class & by appointment

Office: McCarty C 502

Phone: 392-7001

Email: jagraber@ufl.edu **Use this email address for all email correspondence with Dr. Graber; do not use web-ct email.

Teaching Assistant: Katherine Clemans, M.S.

Office Hours: Tuesday 12:30pm – 2:30pm
& by appointment

Office: McCarty C 520

Phone: 392-9982

Email: kathclem@ufl.edu **Use this email address for all email correspondence with Ms. Clemans; do not use web-ct email.

Class Time: M Period 9-10 (4:05pm – 5:45pm)
W Period 10 (5:10pm – 6:00pm)

Class Location: FLG 260

Website: This course uses Web CT/ Vista for posting outlines of lectures, the syllabus, grades, and any announcements. The syllabus is also posted on Dr. Graber's website at: <http://www.psych.ufl.edu/~jagraber/#Teaching>.

Course Description:

Students will gain understanding of social development during childhood and adolescence. A particular emphasis will be placed on the interplay of biological, psychological and contextual factors in shaping social development over the first two decades of life. As part of understanding important areas of social development, students will engage in active research on aspects of social development.

Required Readings:

1. Shaffer, D. R. (2005). *Social and personality development*, 5th Edition. Belmont, CA: Thomson Wadsworth.
2. Additional readings are available on-line. Readings are available via the library's on-line catalogue or via the course website.

COURSE REQUIREMENTS

1. **Readings.** All assigned readings must be completed before each class period.
2. **Exams, 3 in-class exams (100 points each).** Students will be asked to complete a short answer section and write on 2 essay questions. Answers to the questions should draw on the readings as well as the material presented in class. The entire class period will be allotted for the exam. A list of possible essay questions will be posted on the course website prior to the exam.
3. **Independent Research Paper (50 points).** Students will complete a 3-4 page literature review on a topic related to their group research project. **(Please see the detailed instructions for this assignment in the syllabus.)**
4. **Group Research Project and Presentation (150 points).** There will be a research project and presentation to the class. Students will conduct a research project and present their projects to the class in a poster presentation; each group will also answer questions about their projects during the poster sessions. **(Please see the detailed instructions for the project in the syllabus.)**
5. **Class Participation & Group Discussion (40 points).** Each student is expected to participate in class discussion throughout the semester. In addition, students will engage in several in-class activities throughout the semester; activities will be discussed during class. Brief written activities to be completed **in class and followed by group discussion may also be assigned.** There will be more activities than needed to receive full credit but only 40 points are counted toward the final course grade. As discussion of the activity is important, there are no make-ups for missed activities.

CRITICAL DATES & GRADING

Assignment	Due Date	Points
Exam 1	2/4/08	100
Exam 2	3/3/08	100
Exam 3	4/14/08	100
Independent Research Paper	3/31/08	50
Group Project & Presentation Submit List of Group Members & Topic Submit Description of design and methods Poster Due	2/18/08 3/19/08 4/21/08	150
In Class Activities & Discussion	Throughout semester	40
TOTAL POINTS		540

GRADING SCALE

Grade	%	Points
A	90%-100%	486-540
B+	85%-89%	459-485
B	80%-84%	432-458
C+	75%-79%	405-431
C	70%-74%	378-404
D	67%-69%	361-377
E	<67%	< 361

IMPORTANT GRADING POLICY: The point values will be used to calculate final grades, NOT percentage values. That is, if you have 484 points, your grade will be a B+ even though 484 points is 89.6%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

COURSE GUIDELINES & POLICIES

1. **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
2. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details.
3. **Students with disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
4. **Make-up Exams and Extensions.** Any requests for extension of deadlines or make-up exams must be based on University approved reasons and must include proper documentation as per University guidelines. Requests for make-up exams or extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. The following is the only exception to this policy:
There are no make-ups for In-class discussion assignments or for the Group Project and Presentation.

Late papers that do not have approved extensions to the deadline will have 2 points deducted from the total score for each day late. Assignments will not be accepted if they are more than 1 week overdue.
5. **Attendance.** Attendance will not be taken in this class; however, see the above policy on the In-class discussion activities. If a student misses a class, s/he is expected to obtain notes from another member of the class. Dr. Graber and Ms. Clemans will not provide notes for missed classes.
6. **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.

COURSE OUTLINE

DATE	TOPICS: Reading Assignments
1/07	Overview Syllabus & Chapter 1 in Shaffer Text
1/09	Classic Theories of Social Development Chapters 1 & 2 in Shaffer Text
1/14	Recent Theories of Social Development Chapter 3 in Shaffer Text
1/16	Bio-behavioral Interactions in Development Bruer, J. T., & Greenough, W. T. (2001). The subtle science of how experience affects the brain. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), <i>Critical thinking about critical periods</i> (pp. 209-232). Baltimore, MD: Brookes Publishing Co. Gunnar, M. R., Morison, S. J., Chisholm, K., & Schuder, M. (2001). Salivary cortisol levels in children adopted from Romanian orphanages. <i>Development and Psychopathology, 13</i> , 611-628.
1/21	NO CLASS
1/23	Emotional Development & Temperament Chapter 4 in Shaffer Text Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. <i>Child Development, 75</i> , 317-333. Newman, D. L., Caspi, A., Silva, P. A., & Moffitt, T. E. (1997). Antecedents of adult interpersonal functioning: Effects of individual differences in age 3 temperament. <i>Developmental Psychology, 33</i> , 206-217.
1/28	Wrap up Emotional Development & Temperament & Begin Attachment Chapters 4 & 5 in Shaffer Text
1/30	Attachment Chapter 5 in Shaffer Text NICHD Early Child Care Research Network, Rockville, MD, US (2006). <i>Infant-mother attachment classification: Risk and protection in relation to changing maternal caregiving quality</i> . <i>Developmental Psychology, 42</i> , 38-58.
2/04	EXAM 1

2/06	Self & Social Cognition Chapter 6 in Shaffer Text
2/11	Self, Identity, & Social Cognition Chapter 6 in Shaffer Text DuBois, D. L., Burk-Braxton, C., Swenson, L. P., Tevendale, H. D., & Hardesty, J. L. (2002). Race and gender influences on adjustment in early adolescence: Investigation of an integrative model. <i>Child Development, 73</i> (5), 1573-1592.
2/13	Achievement & Competence & Resilience Chapter 7 in Shaffer Text Masten, A. S., Burt, K. B., Roisman, G. I., Obradovic, J., Long, J. D., & Tellegen, A. (2004). <i>Resources and resilience in the transition to adulthood: Continuity and change</i> . <i>Development and Psychopathology, 16</i> , 1071-1094.
2/18	Gender & Sex Differences Chapter 8 in Shaffer Text Due: Group and topic info for project
2/20	Gender & Sex Differences Chapter 8 in Shaffer Text Boyle, D. E., Marshall, N. L., & Robeson, W. W. (2003). Gender at play: Fourth-grade girls and boys on the playground. <i>American Behavioral Scientist, 46</i> (10), 1326-1345.
2/25	Aggression & Antisocial Conduct Chapters 9 Shaffer Text
2/27	Altruism & Moral Development Chapter 10 in Shaffer Text Kochanska, G., Aksan, N., & Joy, M. E. (2007). Children's Fearfulness as a Moderator of Parenting in Early Socialization: Two Longitudinal Studies. <i>Developmental Psychology, 43</i> , 222-237.
3/03	EXAM 2
3/05	NO CLASS

3/10 &	3/12 SPRING BREAK
3/17	Contexts that Shape Social Development; The Family Chapter 11 in Shaffer Text
3/19	Contexts that Shape Social Development; The Family Due: Description of project methods and literature Chapter 11 in Shaffer Text Regalado, M., Sareen, H., Inkelas, M., Wissow, L. S., & Halfon, N. (2004). Parents' discipline of young children: Results from the National Survey of Early Childhood Health. <i>Pediatrics</i> , 113(6), 1952-1958.
3/24	Extrafamilial Influences, Schools Chapter 12 in Shaffer Text
3/26	Extrafamilial Influences: Media Chapter 12 in Shaffer Text Ward, L. M., Hansbrough, E., & Walker, E. (2005). Contributions of Music Video Exposure to Black Adolescents' Gender and Sexual Schemas. <i>Journal of Adolescent Research</i> , 20, 143-166.
3/31	Extrafamilial Influences, Peers Chapter 13 in Shaffer Text <i>Independent Research Paper Due at beginning of Class</i>
4/02	Extrafamilial Influences, Peers Chapter 13 in Shaffer Text Lucas-Thompson, R., & Clarke-Stewart, K. A. (2007). Forecasting friendship: How marital quality, maternal mood, and attachment security are linked to children's peer relationships. <i>Journal of Applied Developmental Psychology</i> , 28, 499-514.
4/07	Extrafamilial Influences, Poverty & Macro contexts Evans, G. W., Gonnella, C., Marcynyszyn, L. A., Gentile, L., & Salpekar, N. (2005). The Role of Chaos in Poverty and Children's Socioemotional Adjustment. <i>Psychological Science</i> , 16, 560-565. Evans, G. W., & Kim, P. (2007). Childhood poverty and health: Cumulative risk exposure and stress dysregulation. <i>Psychological Science</i> , 18, 953-957. Timberlake, J. M. (2007). Racial and ethnic inequality in the duration of children's exposure to neighborhood poverty and affluence. <i>Social Problems</i> , 54, 319-342.

4/09	Wrap Up Chapter 14 in Shaffer Text
4/14	EXAM 3
4/16	Poster Preparation Day
4/21	Group Presentations Posters Due for all Groups
4/23	Group Presentations

INSTRUCTIONS FOR THE INDEPENDENT RESEARCH PAPERS (Due 3/31/08)

As a group, you have identified a topic for your poster presentation. Identify an aspect of this topic or subtopic that interests you. Think of a few specific research questions that you have about the topic. Your questions should go beyond the readings from class or lectures. Search for empirical articles that address your questions. You must include at least 3 empirical articles from scientific journals but may also include chapters in addition to your articles. Summarize the literature on your topic and discuss how this answers your research questions. Draw conclusions from your review and consider future research that might provide further answers to your research questions. Even though you may choose a topic and questions that are related to the topic for your group project, each group member should have a unique paper for this assignment.

1. The paper should contain a cover page with a title, the student's name, and student UFID on it.
2. All papers must be typed, double-spaced, 10-12 point font, with 1-inch margins. Your paper should include a header with page numbers (see the upper, left hand corner of this page). The header is a short version of your topic or title (not your name).
3. The text of each paper should be about 3-4 pages in length (**excluding** title page and references).
4. Content of Paper:
 - a. The paper should include an introduction that clearly identifies your specific topic.
 - b. The paper should include your research questions. What is it that you are trying to find out in this paper?
 - c. The paper should describe your findings. What did the articles you read report about your topic? Did they answer your research questions?
 - d. The paper must include detailed conclusions showing critical thinking about your topic and making connections to readings and topics from class. For example, did you find the answers you expected, why or why not? Does this fit with the larger literature on your topic? What are the implications of your paper?

5. When citing readings or other materials in the paper, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Shaffer, 2005).
6. Include a reference list for your paper. Use APA style to format references. Again, this style is used in the Shaffer (2005) text.
7. When referring to readings or other sources, put the concept into your own words. **Never use quotes from the literature in the papers--NEVER.**
8. Always keep a back-up copy of your work. All reports must be handed in on paper. Email attachments and faxes will not be accepted.

Distribution of Points	Points
Introduction (Intro Paragraph) Identification of research questions	10
Summary of findings on topic & Synthesis of findings	20
Conclusions from the literature review (concluding paragraph)	10
Overall Format Issues Lose 4 point for quotes Lose 2-4 for typos Other format errors	10
TOTAL:	50

GROUP PROJECT & PRESENTATIONS POSTERS DUE 4/21/08

Students will research a particular topic and then design an original project. The project will be presented on a large poster board (approximately 5 feet in length x 3 feet in height). Posters will be displayed in class on April 21 & April 23. All posters must be submitted on April 21 at the beginning of class. Students are encouraged to work with up to two other student partners on their projects—no groups larger than 3 people—although students may work alone if they desire.

- Students must be present on all days that posters are presented (April 21 & April 23).
- All members of the group will receive the same grade for the poster and presentation with the following exceptions:
 - If a group member does not attend all poster presentation days; this individual's score will be reduced by **15** points.
 - Each group member will provide a confidential evaluation of the contribution of other group members as well as their own contribution to the overall project. Individuals who did not make substantial contributions to the projects will receive lower scores than other group members.

- Students will be asked to critique their poster presentations as the final *in-class activity* for the course. These will be handwritten and submitted on the last poster day.
- Two types of projects may be conducted.
 - **Option 1, Archival Analysis.** For these types of studies, students develop research questions that can be answered by coding information already published or available in the media. For example, students may systematically examine magazines, television, movies or other media. Examples of possible topics: "The Portrayal of Child-Parent Warmth on TV," "An Analysis of the Quality of Information on Attachment Reported in Parenting Books." You may also examine the published research literature on a topic in order to answer your question; however if you conduct a review of the literature and summarize the findings on your topic, you will need to examine several studies (minimum 10 research studies) to draw conclusions.
 - **Option 2, Naturalistic Observation.** For these types of studies, students write down observations of behavior that occurs in a natural setting. Settings must be public and allow for anyone to make observations. No interviewing may be conducted. No auditory or video recording of observations may be made. Examples of possible topics: "How Frequent are Parent-child Arguments in Public Places?" "Affective Quality of Girl-boy Interactions among Teens in Different Social Settings."
- **Your project MUST focus on children or adolescents and Social Development.** For many topics, you might find articles or information that relates to adults but that information should NOT be the focus of your project. **Connect your topic to the specific issues of Social Development. It will be impossible to receive a grade higher than a C if the majority of the project content is not connected to Social Development.**
- **Steps and Deadlines for Projects.** Throughout the semester, groups will be given time to meet briefly during class to plan meetings, divide tasks among group members, and discuss issues with Dr. Graber.
 - Form groups and generate a topic, select an option for your research design.
 - ❖ **2/18/08.** Submit names of group members and topic to Dr. Graber.
 - Find 10 articles (at least 5 of these articles must be empirical articles from scientific journals, not articles from magazines or chapters in books) on the particular topic. Develop the specific methods for your study (What observations are you going to make? How will you code them? How many will you collect?)
 - ❖ **3/19/08.** Submit a description of project methods and a copy of the abstract of each article from your literature review to Dr. Graber.
 - Conduct your project and summarize findings.
- **Specific Instructions for Creating Your Poster.** Posters will have 5 main sections: Introduction, Research Questions, Method, Results, and Discussion. Particular attention should be applied to graphic presentation of methodology and results. Poster presentations should be creative and stimulating. Poster presentations are a presentation format popular at

professional conferences. Examples of actual poster presentations made at conferences are frequently on display in the hallways of the Psychology building and will be posted on the course website. The reference list is separate from the poster (see below).

- **Introduction.** An introduction should be written consisting of a brief summary of the articles and background of your study. At the end of the intro the reader should understand why you did this study. This will provide the readers with a more extensive background for the topic.
 - **Research Questions.** This section briefly lists the questions being addressed in the study. You may also choose to include the expectations you had about the results when you began the project (hypotheses), but this is not necessary.
 - **Method.** Each write-up should describe the method used to complete the project. This will provide the reader with a “how to” framework on the project's design. This section describes your sample and how it was selected and variables or core constructs that were examined, including any coding protocols that were developed for the project.
 - **Results.** Each write-up should briefly describe results obtained at the project's completion. This would include any observations made during the project and the totals and averages of the data that were obtained. Graphs and tables should be used to make the results easy to understand.
 - **Discussion.** Each write -up should include the students’ conclusions about the findings. This section of the write-up should answer the following questions: Did the results match the hypotheses? Did you answer your research questions? What was particularly interesting about the project? How did the project help the students gain understanding of psychological issues in relation to course topics? What are the implications of the project to children, future researcher, parents, or policy-makers?
- **Reference list.** Type the reference list for any citations listed on your poster on a separate sheet of paper with the names of all group members and the poster title. This list should be submitted on April 21 when posters are due. Do not include the reference list on the poster—there will not be enough space for it.
 - You may **NOT USE QUOTES** from the literature in your poster. Posters must be written in your own words. You must create your own tables and figures for the poster; do not cut and paste any from other sources including websites.
 - **TOTAL Points, 150.**
 - 30 points for each of the following sections
 - Introduction and Research Questions
 - Method section
 - Results
 - Discussion
 - Format: Size (5 x 3), typos, appropriate references, clarity