

Social, Emotional, and Personality Development
Psychology 3304, Section 1
Fall 2007

Time: Tuesday & Thursday 10:10 -11:30

Place: Weiss Hall, Room B032

Instructor: Hongling Xie, Ph. D.

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Office Hours: Tuesday & Thursday 11:30am -1:00pm or by appointment

Required Readings:

- (1) Textbook: Shaffer, D. (2005). Social and Personality Development (5th edition). Belmont, CA: Thomas Wadsworth.
- (2) Supplementary readings: A total of 13 selected primary articles will be assigned throughout the semester to supplement the textbook reading.

Prerequisite:

Psychology 1061 (Psychology as a Social Science, previously listed as C060) and Psychology 2301 (Developmental Psychology, previously listed as 0200). This is an advanced-level course designed for psychology majors. If you are not a psychology major, you must receive special authorization.

Course Description

This course provides an in-depth analysis of research on the development of important social relationships, behaviors, and emotions. We will examine, from an interdisciplinary perspective, the establishment, modification, and change in social behaviors and relationships. Evidence from both human research and relevant animal research will be evaluated. Several common themes will emerge in our discussions of social development: (a) developmental continuity and change, (b) culture and development, and (c) gene and environment interactions.

Course Goals

Students are expected to gain substantial knowledge of key features and processes of social development, and to become familiar with methodological and applied issues. In addition, this course will emphasize on scientific evaluation and synthesis. As a result, one primary goal is for students to develop skills to read, interpret, evaluate, and synthesize research on human social development.

Class Meetings

Class meetings serve three functions: (1) to highlight the most important and/or difficult materials in the textbooks; (2) to introduce ideas and research not covered in the textbooks; and (3) to generate discussions on the readings and the materials presented in class. Students are encouraged to ask questions at any time. In each class, a substantial period will be devoted to class discussions. It requires active participations by students, and completing the readings before each class is essential.

Course Requirements

- (1) Examinations (50%). There will be two exams administered during regular class periods. Each exam will be worth 15% of the final grade, and they are not cumulative. The final exam is cumulative and worth 20% of the grade. It will be given during the final exam week as scheduled by the university.

All exams will consist of multiple-choice and short-answer questions. A short-answer question usually can be answered in 2-3 paragraphs. Your answer will be graded on the points made rather than its length.

Prior to each exam, a list of sample short-answer questions will be distributed to guide your thinking and study. This list may not be exhaustive. Its primary function is to familiarize you with the format of the exam.

- (2) Short-Response Assignments (12%). Before most of the class sessions, I will post a short-response question on the Blackboard's "Assignments" section. You are expected to complete the required readings, and answer the question according to the readings. A total of 14 short-responses will be given throughout the semester (see the "Class Schedule" for detail). The purpose of the short-response assignments is to facilitate class discussion and participation.

A total of 14 short responses will be posted over the semester. You are required to complete a minimum of 1 and a maximum of 3 SRs before each exam, with a total of 6 SRs over the semester. Each of your response should have a minimum of 200 words (but not longer than one full page), and will count as 2% towards your final grade. The SRs will be worth a total of 12% of your final grade. Each response will be graded on three levels: 0 (no submission or late submission); 1 (inadequate); and 2 (adequate). In order for your response to be considered on-time, you need to complete your response on the Blackboard at least 10 minutes before the start of the class. Printed responses or responses sent by email will not be accepted.

- (3) Group Presentation (10%). Groups of 5 students will be formed to present to the class an assigned article at scheduled time. A total of 10 supplementary articles are selected for group presentations. Group presentation will comprise 10% of the final grade. I reserve the right to randomly assign students into different groups. Instructions on group presentation will be posted on the Blackboard.

- (4) Critique Paper (15%). Among the 10 primary articles assigned for group presentation, you can select one article to write a critique paper. This article can NOT be the article assigned to your group for presentation. The critique paper will account for 15% of your final grade. If you are not satisfied with the score you receive for your critique paper, you may choose to write an additional one, and the highest score will be used to calculate your final grade.

The critique paper should be three-page long, single spaced, typed in 12-point font, and with one-inch margins. Detailed instructions on the critique paper will be posted on the Blackboard. In order for your paper to be considered on-time, you need to upload it to the "Assignments" section of Blackboard at least 10 minutes before the start of the class when the article is to be discussed in class. You should attach your paper as a word document file onto the Blackboard, instead of pasting it in the "comment" box. The reasons are that you will lose the format of the paper and the "comment" box has a word limit that may cut your paper short. On the day of the class, also hand in a printed paper in class.

- (5) Class participation (13%). Students' class participation is essential to this course. Students' contribution to thoughtful class and group discussions will determine their class participation grade. This grade will comprise 13% of the final grade. Regular class attendance is required, but formal records of class attendance will not be taken regularly.

Grading.

Your final grade will be determined according to the following scale.

A (93% - 100%)	C (73% - 76%)
A- (90% - 92%)	C- (70% - 72%)
B+ (87% - 89%)	D+ (67% - 69%)
B (83% - 86%)	D (63% - 66%)
B- (80% - 82%)	D- (60% - 62%)
C+ (77% - 79%)	F (<60%)

Course Policies

- (1) Class attendance. Students are expected to read the assigned text, attend all classes and actively participate. No formal attendance records will be kept. However, students are responsible for all material covered in class.
- (2) Late assignments. Late papers and assignments will receive zero grades.
- (3) Make-up exams. All exams are to be taken at the dates and times specified in the syllabus. No make-up exams will be given unless an extreme emergency occurs. If you have a conflict with the scheduled exams, please contact me as soon as possible.
- (4) Plagiarism and Cheating. Papers and short responses must be submitted electronically through the Blackboard so that they can be checked for plagiarism. Any instance of inappropriate use of other people's writing will result in a grade of F in this course. Any suspected cases of cheating in the exams will be investigated and reported.

University Policy on Course Registration, Drop, and Withdrawal.

Students who attend the classes but are not officially registered will not receive credit for this course. The last day to drop this course is Monday, September 10. The last day to withdraw from this course is Monday, October 29. Students who stop coming to the classes need to formally withdraw to avoid a failing grade.

Student Disability.

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services (215-204-1280) located in 100 Ritter Annex to inquire about reasonable accommodations for students with documented disabilities.

Academic Freedom.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Class Schedule

Date			Topic	Readings	Assignment
Week 1	Tue	8-28	Overview of the course	None	
	Thu	8-30	Developmental themes & longitudinal method	Chapter 1	
Week 2	Tue	9-4	Temperament: I. Dimensions and Profiles	Ch 4 (122-126)	
	Thu	9-6	Temperament: II. Stability and change	<i>Fox et al. (2001)</i>	SR 1
Week 3	Tue	9-11	Emotion: I. Development	Ch 4 (101-115)	SR 2
	Thu	9-13	Emotion: II. Regulation	Ch 4 (115-122); <i>Feldman et al. (1999)</i>	SR 3
Week 4	Tue	9-18	Attachment: I. Establishment & Reorganization	Ch 5 (130-149)	SR 4
	Thu	9-20	Attachment: II. Development & Change	Ch 5 (149-152)	SR 5
Week 5	Tue	9-25	Review 1 & catch-up		
	Thu	9-27	Exam 1		
Week 6	Tue	10-2	Attachment: III. Non-maternal care	Ch 5 (155-159); NICHD research network, 2001; Watanura et al., 2003	Groups 1 & 2 present
	Thu	10-4	Early Deprivation: Developmental plasticity & sensitive period	Ch 5 (152-155); Chisholm, 1998; Gunnar et al., 2001	Groups 3 & 4 present
Week 7	Tue	10-9	Self and Other	Chapter 6	SR 6
	Thu	10-11	Aggression: I. Forms, development & theories	Ch 9 (269-289)	SR 7
Week 8	Tue	10-16	Aggression: II. Influences	Ch 9 (289-298)	SR 8
	Thu	10-18	Peer Relationships: I. Friendship & peer influence	Ch 13 (all except 434-444)	SR 9

Week 9	Tue	10-23	Peer Relationships: II. Social status & aggression	Ch 13 (434-444); Cairns et al. (1988); Rose et al., 2004	Groups 5 & 6 present
	Thu	10-25	Review 2 & catch-up		
Week 10	Tue	10-30	Exam 2		
	Thu	11-1	Prosocial development & morality	Chapter 10	SR 10
Week 11	Tue	11-6	Gender Development: I. Theories	Chapter 8	SR 11
	Thu	11-8	Gender Development: II. Peer Context	Benenson & Heath (2006); Maccoby (2002)	Group 7 present
Week 12	Tue	11-13	Puberty and Delinquency	Caspi et al. (1993); Comings et al. (2002);	Groups 8 & 9 present
	Thu	11-15	Schooling & Achievement	Ch 7; Ch 11 (414-417)	SR 12
Week 13	Tue	11-20	Family as a system	Chapter 11	SR 13
	Thu	11-22	<i>Thanksgiving, no class!</i>		
Week 14	Tue	11-27	Context and development: Television and Internet	Chapter 12	SR 14
	Thu	11-29	Developmental change and continuity & Prevention and intervention	Ch 14 Ch 9 (298-301) Mahoney (2000)	Group 10 present
Week 15	Tue	12-4	Final Review		
Finals wk	Tue	12-11	Final Exam 11am – 1pm		