

INSTRUCTOR: Dr. Elaine Blakemore

OFFICE: Neff 388A

TELEPHONE: 481-6400

E-MAIL: blakemor@ipfw.edu

OFFICE HOURS: 1 - 2 PM MTR & by appointment.

TEXTBOOK: Shaffer, D. R. (2000). *Social and Personality Development*. Belmont CA: Wadsworth.

READINGS: Assigned readings in WebCT.

WEB PAGE: WebCT or link from <http://users.ipfw.edu/blakemor/psy392.htm>

COURSE GOALS:

1. To gain knowledge about normative social development in children.
2. To understand the scientific research process as it applies to the study of children's social development.
3. To understand the implications of experiences in childhood for adult personality and social behavior.

ATTENDANCE:

Your attendance is expected at all class meeting and attendance will be taken, and your attendance and participation will count toward a portion of your grade. Out of consideration for others in the class, please do not arrive late or leave early. You are responsible for all material missed due to your absence.

MAKEUP POLICY:

Quizzes may not be made up, but you may drop the lowest-scoring quiz (including a zero-scoring quiz). A makeup exam may be given for the midterm if you notify me in advance of the exam of your **serious** illness or other emergency (I may require verification from your physician, etc.), and if you take the exam within one week of the date given unless you are hospitalized. Makeups for the midterm will only be given between 8:00 a.m. and 4:00 p.m. on weekdays. You must call the department secretary (481-6403) to schedule a makeup. If you are seriously ill during finals week, see me about making other arrangements to take the final exam.

REQUIREMENTS:

1. **Quizzes on Chapter 1 through 13:** There will be six 20-item multiple-choice quizzes, usually based on two chapters (first one is on three chapters) in the text, plus class notes. You can drop the lowest quiz score, therefore the top five quizzes will count. Total: 100 points
2. **Midterm Exam:** Multiple choice, short answer and essay exam based on chapters 1 through 7, discussion articles, and class notes. Some multiple choice items will be repeated from the quizzes, and you will have some choice of short answer and essay items. Total 60 points
3. **Final Exam:** Multiple choice, short answer and essay questions from the textbook, discussion articles, and class notes. About 60% second unit (chapters 8 through 14), and 40% integrative questions, with the possibility of some repeat questions from the midterm. Some multiple choice items will be repeated from the quizzes, and you will have some choice of short answer and essay items. Total:100 points
4. **Paper or Project:** Choose from one of three options (term paper, research proposal, service learning). Total: 100 points
5. **Expert Handouts:** Five handouts of the material you are responsible for in your expert and jigsaw groups, worth 10 points each. Total: 50 points
6. **Discussion Article Assignments:** Three summaries and questions based on articles assigned for discussion, worth 20 points each. Total: 60 points
7. **Attendance and Class Participation:** You are expected to attend class regularly and participate. Part of your participation may be on the electronic bulletin board in WebCT. Total: 30 points

TOTAL POINTS: 100 + 60 + 100+ 100 + 50 + 60 + 30 = 500 points

FINAL GRADES

Your final grade will be based on total points. Final grades will be assigned as follows:

- A 450 - 500 points (90% or better)**
- B 400 - 449 points (80% - 89%)**
- C 350 - 399 points (70% - 79%)**
- D 300 - 349 points (60% - 69%)**
- F 299 or less (less than 60%)**

EXPERT AND JIGSAW GROUPS (50 points)

This class will have a substantial cooperative learning component, using a method called jigsaw groups. If you are interested in learning more about this approach you may go to the following website: www.jigsaw.org.

You will be assigned to expert and jigsaw groups in preparation for each of the six quizzes that will take place over the semester. This preparation will also help you for the exams and will very likely help with your paper/project. The jigsaw groups will remain constant across the semester, although the expert groups will vary.

In preparation for each quiz, every member of each jigsaw group except one person¹ will be assigned certain topics in the textbook (may also use class notes) about which they are to become an “expert.” The expert student is to prepare a handout based on this material, at least a typed page in length, in advance of meeting with other experts on the same topic. Bring one for every member of the expert group, and one to turn in. Each student is responsible for five expert handouts per semester, worth 10 points each, and they are to be turned in to me at the time the expert groups meet.

In their discussion, the experts will refine their knowledge of that topic, and one student who is assigned to do² so will take all the experts’ handouts (on that topic or topics) to make a combined handout based on input from all the experts plus their group discussion. One copy of these combined handouts is to be brought to the next class for each expert so that each expert may take the combined handout to their jigsaw group. The combined handouts should also be sent to me electronically (due no later than the day of the jigsaw groups) so that I can post them in WebCT for everyone to have.

On the day that an student is responsible for the combined expert handout, the student will be graded on a combination of their own and the combined handout, otherwise the grade for the handout will be given for the individual handout only.

The jigsaw groups consist of an expert on each assigned topic plus the one member of their group who is not assigned as an expert for that unit. In the jigsaw groups each expert will instruct and inform the other group members about their topics in preparation for the quiz the following class period. All of the combined expert handouts will be available in WebCT for everyone to have to prepare for both the quizzes and the two exams. Experts may also make copies of their individual handouts for anyone they choose, either inside or outside of their own jigsaw group.

¹That one person will vary each time, so everyone will have only five such assignments. However, each of these people will sit in on an expert group in case of an unforeseen absence in a jigsaw group, so that they can substitute for a missing expert, if necessary. However, anyone assigned as an expert is urged to be present during both expert and jigsaw group meetings.

²Everyone will be assigned to do this once per semester.

CLASS DISCUSSIONS (60 points)

Five times during the semester we will have discussions of research or review articles (one to three articles from scientific journals), generally during the last 50 minutes of class. You should always read the assigned articles, and come prepared to take part in a discussion of them. If you do not prepare by reading the articles, you should not attend the discussion. These articles will be covered on the exams.

Three of these five times you are to 400-500 word (total of all articles) summary of the article(s), and at least four questions or comments to generate discussion of the article(s). These should be typed and double spaced, and will generally be about 2 pages in length. The questions or comments should not be factual or true/false type questions, rather they should be the kinds of questions or comments that could generate discussion. The summaries and questions are worth 20 points each. If you turn in a fourth summary/questions, then your three highest scoring ones will count.

ATTENDANCE AND CLASS PARTICIPATION (30 points)

You are expected to attend class on a regular basis. You may not turn in any written assignment for credit when that assignment is associated with a class discussion component of any kind (expert groups, jigsaw groups, or class discussion articles) if you are not present.

Attendance will be taken at every class after the first class period. Attendance points will be assigned as follows:

Perfect attendance:	10 points plus 5 bonus points.
One absence:	10 points plus 2 bonus points
Two absences:	10 points plus 1 bonus point
Three absences:	10 points
Four absences:	7 points
Five absences:	5 points
More than five absences:	0 points

Students are expected to participate regularly, especially during discussions, and on the discussion board in WebCT. I also value student participation in the form of questions and answers to my questions during lectures. Meaningful participation is not just quantity, however. This portion of the grade will also take quality of participation into account. If a person participates so frequently and excessively that others cannot take part, that will result in a lower grade for this portion. The grading scale for class participation is as follows:

Frequent high quality participation:	18 to 20 points
Reasonably regular, high quality participation:	16 to 17 points
Less regular, but good quality participation:	13 to 15 points
Infrequent, but good quality participation	9 to 12 points
Regular, but low quality participation, or infrequent participation of average quality:	6 to 8 points
Infrequent and poor participation, or very frequent aversive, intrusive, or inappropriate participation:	3 to 5 points
Almost no participation:	0 to 2 points

If you have any questions about the nature of your class participation, please ask at any time. I will determine this grade with two sources of information. First, I will tentatively assign a grade to each student. Second, I will ask you to assign yourself a grade. I will determine the final grade for participation, but you will have an opportunity to make an argument that the grade should be modified if you do not think it is a fair grade. I will listen to and respond to reasonable arguments.

ELECTRONIC DISCUSSION IN WEBCT (possible extra credit)

As part of your class participation grade you may post comments to the electronic discussion board in WebCT, although if you are participating regularly in class this is not required. However, it will certainly be taken into account when the class participation grade is calculated.

Messages can consist of reactions to or thoughts about readings, lectures, films, or in-class discussion. They can also be comments about issues from outside of class, as long as the topic is relevant to the class. I will monitor the discussion and occasionally post my own questions, replies and comments.

In addition, you may earn *six extra credit points* by posting messages that refer to research-based sources across the semester related to topics that fit with that unit. One point may be earned in the period of time between quizzes (one prior to the first quiz, one between the first and second quizzes, etc.)

An extra-credit entry should be rather lengthy but not too long (several paragraphs but not pages and pages), and should reference additional sources (outside readings that you have located, or web sites including the url). To be sure I know that the message is meant to be an extra-credit entry, please indicate that at the end of the message, and in the subject header.

PAPER OR PROJECT (100 points)

Each student is required to do a paper or project worth 100 points. There are three paper options that you may choose from among:

1. Do a written assignment (paper plus journal) on a your experience doing a service learning project in a community agency which serves children.
2. Write a term paper on a topic related to children's or adolescents' social development.
3. Write a research proposal for a study you might do next semester as an independent study or honors thesis project, again on the topic of social development.

The class website has handouts that you can print out describing each of these options in detail.

Papers must be your own work, and must have been written for this class only. Plagiarism, in which you use another person's work and take credit for it without citing the source, is considered to be academic dishonesty, and will result in a grade of zero for the paper. A handout on plagiarism, which you should consult, is available on WebCT. Copies of the first pages of all articles and the title pages of books used as references must be attached to the paper at the time it is turned in. Papers must follow APA style for the citation of sources in the body of the paper, and for the preparation of the reference page. Also consistent with APA style, please use gender-neutral language (e.g., don't use words like "mankind," and don't use the pronoun "he" when referring to a person of indeterminate gender). Except for the research proposal, an abstract is not necessary. See the class website for details about writing a paper in APA style.

Term Paper or Research Proposal

The paper should be between 7 and 10 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman. The content of the paper (excluding the title page or the references) should range between 2000 and 3500 words. Longer papers are often of higher quality than shorter ones, but by no means is that always the case. **The paper is due on Tuesday, April 29,** and will lose two points for each day late. I will not accept untyped papers.

Stages and Deadlines

1. Topic: You must inform me in writing or on email (either inside WebCT, or to my regular email) about the kind of paper you plan to do, and its topic by no later than **Tuesday, February 11.**

For the term paper or research proposal, the topic must be approved by me; I will approve topics in writing or on email. Do not proceed unless you have clearance from me that your topic is acceptable. You will earn five points toward your paper by meeting this deadline. If you meet the deadline, but your topic is unacceptable, you will still earn the points but you will need to choose another topic, which will need to be cleared with me within one week of the date that I tell you that your paper topic is not acceptable.

2. References: You will need to locate your references and have them approved by me by no later than **Tuesday, March 18.** On that date you are to turn in a reference page prepared in APA style. You may turn it in before or after class, or any time until the end of the day March 18. You may send an attached email file using Word or WordPerfect by midnight, or you may bring it to the Psychology Department Office in Neff 388 by 4:30 p.m. A sample reference page will be available on the class web page. There is five points available for meeting the deadline; five points for having no errors in APA style on the reference page; and twenty points for the quality and quantity of your sources. If you lose points for quality and number of sources, or for APA style errors, you may improve those scores by making appropriate changes, including additional references, to the final version of your paper.

3. Outline: You must turn in an outline of your paper (one to two pages, standard outline format with topics I, II, III, etc. and subtopics A, B, C, etc.) by **Tuesday, March 25**. The outline turned in on time will earn five points.

4. First Draft of Paper: The first draft (typed as described above) of your paper is due by 4:30 p.m. on **Tuesday, April 8** in the Psychology Department Office in Neff 388, or it may be turned in before or after class. You will need to turn in your paper in person because I will need the copies of your references (see above). I will return these drafts to you with comments by Tuesday, April 15. You will earn five points for meeting this deadline. If you do not meet the deadline, you may not turn in the paper for comments. This version of the paper will be graded in the same way that the final version will be. If you are satisfied with the score you receive on this draft, you do not need to turn in a further version of the paper.

6. Final Paper: The paper is due by 4:30 p.m. on **Tuesday, April 29**. If you turned in a first draft, you must turn in the first draft and the grading sheet that I attached to it at the same time that you turn in the final version of your paper. Copies of the references (see above) are again required. It may be turned in to the Psychology Department Office in Neff 388, or in class. Ask our secretary to stamp it with the date and time if you don't hand it directly to me. I will not accept untyped papers, and late papers will lose two points for each school day late.

The 100 points available for the term paper or research proposal will be divided as follows:

Meeting topic deadline (2/11)	5
Meeting reference deadline (3/18)	5
Meeting outline deadline (3/25)	5
Quality of sources	20
First draft turned in on time (4/2)	5
Content (quality and quantity)	30
Clarity & organization	10
Grammar/spelling/paragraphing, etc.	10
Proper citation of sources in the body of the paper	5
APA style on the reference page	5
 TOTAL	 100

Service Learning Option

To choose this option, you must make a commitment to volunteer at a community agency serving children for at least two hours per week between Monday, January 27 (you may begin sooner) and Friday, April 25. If you do not volunteer during Spring Break (and you are completely free not to do

so), be careful that you complete a full 12 weeks (24 one-hour sessions, or 12 two-hour sessions, or some other arrangement totaling 24 hours of time). Although less desirable, you may complete the option in 11 weeks, but you must complete 24 hours of volunteer time. You should receive signed verification of your attendance at the agency by agency personnel each time you attend, indicating that you completed the 24 total hours. Include this verification in your journal. If you wish to continue to volunteer after the semester is over, you may certainly do so. I encourage it.

There is a handout in WebCT describing the Service Learning Option, the community agencies at which you may volunteer, and the details of the written project for this option. If you choose the Service Learning Option, you must inform me that you plan to do so, and contact the agency at which you will volunteer by no later than **Thursday, January 23**. Please note that you must have *student liability insurance* to take part in service learning, and you must purchase it yourself at the Bursar's office (ask for the Psychology policy), and show me that you have done so. The cost is \$8.81 for the semester.

You are to keep a diary or journal of your experiences at the agency, and prepare to turn in the journal three times over the semester, and at the end of the semester when the paper is due. I will hand out a list of due dates once I know who has chosen this option. Not everyone's journal will have the same due date. I will also ask you at the time your journal is due to spend a few minutes telling other students in the class about your experiences at your site, being careful to maintain the confidentiality of children or families who are served by the agency.

In addition to the journal, you are to complete a final paper about your experiences at the agency, integrating your experiences with the academic content of the course. The paper is due on **Friday, May 2 by 5 p.m.**, and will lose two points for each day late. You should cite references to the textbook or the other assigned readings in your paper, and list them on a reference page following APA style. No additional library references are required for this paper, but you may include additional references if you choose to. The paper should be between 4 and 6 pages in length, double-spaced, typed, using a proportional 12-point font such as Times New Roman.

Stages and Deadlines

1. Informing me of service learning and contacting community agency by **Thursday, January 23**. I need written verification from agency personnel that you have done so, and I need verification that you have purchased liability insurance. The written verification should be turned in to me by **Tuesday, January 28**, and will receive five points.
2. Turning in journal three times per semester, and with the final paper. A handout with due dates will be provided. Each time the journal is turned in, including at the end of the semester, it will receive five points for the meeting the deadline, for a total of 20 points.

3. Very brief oral presentations to class when journals are due describing your activities at the agency. These are required, but no specific points are accorded them.
4. Verification of your attendance at the agency for a total of 24 hours across 11 or 12 weeks of the semester. This should be turned in with each journal, and at the end of the semester.
5. Paper integrating your experiences at the agency with course content, due **Friday, May 2**.

The 100 points available for the service learning option will be divided as follows:

Meeting first deadline (1/23)	5
Journals	20
Verification of 24 volunteer hours	30
Paper	
Integration of experience with course content	25
Clarity & organization	7
Grammar/spelling/paragraphing, etc.	7
Proper citation of sources in the body of the paper	3
APA style on the reference page	3
TOTAL	100

COURSE OUTLINE

<i>Date</i>	<i>Topic</i>	<i>Chapter in textbook</i>
Jan. 14	Introduction	1
Jan. 16	Theories	2
Jan. 21	<i>Article Discussion</i>	
Jan. 23	Behavior Genetics; Expert Group	3
Jan. 28	Behavior Genetics; Jigsaw Group	
Jan. 30	Quiz on Chapters 1-3; Attachment	4
Feb. 4	<i>Article Discussion</i>	
Feb. 6	Attachment	
Feb. 11	Attachment; Expert Group	5
Feb. 13	Attachment; Jigsaw Group	
Feb. 18	Quiz on Chapters 4 & 5; The Self	6
Feb. 20	<i>Article Discussion</i>	
Feb. 25	Achievement; Expert Group	7
Feb. 27	Achievement; Jigsaw Group	
Mar. 4	Quiz on Chapters 6 & 7; review for midterm	
Mar. 6	MIDTERM	
Mar. 18	Gender	8
Mar. 20	<i>Article Discussion</i>	
Mar. 25	Gender	
Mar. 27	Aggression; Expert Group	9
Apr. 1	Aggression; Jigsaw Group	
Apr. 3	Quiz on Chapters 8 & 9; Altruism	10
Apr. 8	Family	11
Apr. 10	Family; Expert Group	
Apr. 15	Family; Jigsaw Group	
Apr. 17	Quiz on Chapters 10 & 11; Television	12
Apr. 22	<i>Article Discussion</i>	
Apr. 24	Expert group – I am at SRCD	
Apr. 29	Peers, Jigsaw Group	13
	Term Paper and Research Proposals due	
May 1:	Quiz on Chapters 12 & 13; Conclusions	14
	Service Learning Papers and Final Journals due	
Tuesday, May 6 at 10:30	FINAL EXAM	