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Psychology 449	Social-Personality Development	Winter 2014
<b>Instructor:</b>	Dr. Rose Joudi Kadri	<b>Lecture Location:</b> SS 541
<b>Email:</b>	rjoudi@ucalgary.ca	<b>Lecture Days/Time:</b> <b>MWF 12:00-12:50</b>
<b>Office:</b>	A157	<b>Lab times/Location</b> Lab #1: W 3:00 - 4:50 pm (A051) Lab #2: F 9:00am-10:50 am (A248)
<b>Office Hours:</b>	Fri 3:00-4:00pm	

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### Course Description and Goals

This course will provide you with an understanding of the processes of Social - Personality Development, Socialization processes and behaviours from birth to adolescence; observational learning, altruism, moral development, sex-roles, dependency, emotional development, and social motivation.

### Prerequisites

Psyc 312 Experimental Design and Quantitative Methods AND Psyc 351 Developmental Psychology

### Required Text

Shaffer, David R. (2009, 6th Edition). Social and Personality Development. Belmont, CA: Wadsworth, Cengage Learning.

Lectures are intended to highlight and extend (not summarize) the material in each chapter. Students are encouraged to ask questions and/or provide comments during the lectures as class discussions enhance learning. Students are responsible for the material covered in all lectures, videos, and textbook readings. Please note that you are encouraged to make arrangements with another student for class information that you may have missed due to absenteeism.

### Evaluation

One mid-term and a final exam are scheduled. Both are non-cumulative, multiple-choice and short essay tests based on both textbook and lecture material (including films, presentations and other demonstrations). Not all test material will be covered in class, and some test material covered in class will not be covered in the text, so regular attendance is important for success in this course. Note that you are responsible for all assigned readings from the text even if the specific content has not been covered in lectures. Many test questions will involve critical thinking, a skill you will be given practice developing in class, so again it's to your advantage to come to class.

You will break up into groups of 4 students and will take on responsibility for one of the 10 presentation classes scheduled in the course outline. Each group will pick a presentation date and topic (one group per presentation date). The purpose of the presentations is to explore the intervention strategies, issues, problems and social policies that arise in relation to each of the topic areas we will be

considering. Presentations will be graded for how clearly they present their information and how well it is tied into relevant theory and research in social and personality development.

### **Lab Assignments:**

The lab component of this course will provide you with two opportunities (again in groups) to replicate the methodology of a previously conducted study using families or children with whom you have “informal” access (you will not approach strangers for these projects). The TA will provide details in the lab meetings. In your lab groups you will identify an area of research with children (from material covered in the first or second half of the course). You will identify (with the help of a short research literature search) several possible methodologies you would like to carry out and then, through discussion, your group will decide on the one you will use. You will run the methodology with 2 or 3 children (preferably of different ages) and you will present your “results” and your challenges and impressions of the method you chose to the rest of your lab section. You will then write a short report on your experience (details to be provided in the lab).

The first report is due (handed in to your TA) is due at the beginning of your lab on either March 5<sup>th</sup> or 7<sup>th</sup>. The second report is due at the beginning of your lab on either April 2<sup>nd</sup> or 4<sup>th</sup> (depending on your lab schedule).

Students must achieve a passing grade on both the class and lab components to pass this course. Your mark will be constructed as follows: Midterm and final each worth 30%, Lab assignments 2 at 12.5% each and the in class presentation 15%.

### **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

Note that as far as is possible with 40 students in the class our classes will be run in a modified seminar format. This means that I am going to assume that you have read the appropriate chapter(s) from the text before class. While you will not be graded on your contributions to class meetings the expectation is that while I will certainly spend some time lecturing there will be time set aside for questions and discussion related to the area of social and personality we are examining in a given class. For their presentations, students are encouraged to build in opportunities for class response, discussion or questions.

**NOTE:** Students that miss a group presentation, of which they are to be a part, (in the class or in the lab) must present a valid excuse to the course instructor who will then, after consulting with the other members of the group in question decide whether the students will 1. Receive the presentation marks earned by their group in their absence, 2. Receive a reduce presentation mark, 3. Receive no presentation marks, or 4. Be given the opportunity to write a paper in place of their presentation marks.

## Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

Date	Topic/Activity/Due Date
W Jan 8	Winter term lectures begin. Course Overview/Meet and Greet
F Jan 10	Theories and Methods. Ch 1
M Jan 13	Cont. Theories and Methods
W Jan 15	Classical Theories. Ch 2
F Jan 17	Cont. Classical Theories <b>Last day to drop Winter Term half-courses</b>
M Jan 20	Recent Perspectives on Social and Personality Development. Ch 3 <b>Last day to add or swap Winter Term half courses.</b> <b>Last day for change of registration from audit to credit or credit to audit.</b>
W Jan 22	Emotional Development and Temperament. Ch 4
F Jan 24	Parenting Classes and Interventions (P1) <b>Fee payment deadline for Winter Term fees</b>
M Jan 27	Attachment. Ch 5
W Jan 29	Cont. Attachment
F Jan 31	Disorders of Attachment (P2)
M Feb 3	Interventions in the Preschool Years (P3)
W Feb 5	Self and Self Cognition. Ch 6
F Feb 7	Cont. Self and Self Cognition. Ch 6
M Feb 10	Self Esteem and Identity: Issues and Problems (P4)
W Feb 12	<b>Mid Term One. Ch 1 to 6</b>
F Feb 14	Achievement. Ch 7
<b>Feb 16-23</b>	<b>Reading Week. No lectures. University open (except Family Day).</b>
M Feb 24	Cont. Achievement
W Feb 26	Education and Interventions (P4)
F Feb 28	Sex Differences. Ch 8
M Mar 3	Cont. Sex Differences
W Mar 5	Changing Attitudes and Behaviours. (P6)
F Mar 7	Aggression and Antisocial Conduct. Ch 9
M Mar 10	Cont. Aggression etc.
W Mar 12	Interventions and Families, Gangs? (P7)
F Mar 14	Moral Development. Ch 10
M Mar 17	Cont. Moral Development
W Mar 19	Cont. Moral Development
F Mar 21	Bullying and Moral Conduct Interventions (P8)
M Mar 24	The Family. Ch 11
W Mar 26	Cont. The Family
F Mar 28	Issues in Family Stress and Diversity (P9)
M Mar 31	TV, Computers and Schooling. Ch 12

W Apr 2	Cont. TV etc
F Apr 4	Peers as Socialisation Agents. Ch 13
M Apr 7	Cont. Peers etc
W Apr 9	TV, Schools, or Peer Issues (Policy or Intervention) P10
<b>F Apr 11</b>	<b>Last Day of Class.</b>
M Apr 14	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.
Apr 19-29	Winter Term Final Examinations.

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a

makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>  
Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.  
Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17<sup>th</sup>, 2014**. Last day for registration/change of registration is **January 20<sup>th</sup>, 2014**. The last day to withdraw from this course is **April 14<sup>th</sup>, 2014**.

