

# **PSYC\*3450, Course Outline: Winter 2021**

## **General Information**

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**DUE to the COVID-19 pandemic, this course is offered in an alternative format.**

**Alternative Delivery Synchronous – AD-S Virtual: see below for day and time of class lecture**

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**Course Title:** Social & Personality Development

### **Course Description:**

This course provides a broad overview of theory and research pertaining to social/personality development from childhood to adulthood. Current research in the field seeks to answer two main questions: (1) How it is that individuals differ from one another in their thoughts, feelings, and behaviors? (2) How individuals change or “develop” through time such that they have become the persons they are?

**Credit Weight:** 0.5

**Academic Department:** Psychology

**Semester Offering:** W21

### **Class Schedule and Location:**

When: Tues. & Thur., 10:00 - 11:20am

Where: Zoom online

\*Links are available on Courselink under the Content tab/ Zoom module. Register your Zoom account using your UoG email account

Please see the course policy on communication in the course policies section of this outline below.

## **Instructor Information**

Instructor Name: Karl H. Hennig, Ph.D., C.Psych.

Instructor Email: khennig@uoguelph.ca

Office hours: Tues. & Thur., 2 - 3pm

Location: Entered the following URL to the virtual office into your browser:

<https://zoom.us/my/khennig>

## **GTA Information**

GTA#1 Name: TBD

GTA#1 Email:

GTA#2 Name: TBD

GTA#2 Email:

GTA#3 Name: TBD

GTA#2 Email:

GTA office hours and location will be posted on 'Courselink/front News page' subsequent to each graded assignment.

## **Course Content**

### **Specific Learning Outcomes: (Five Broad Learning Outcomes)**

Upon successful completion of this course, students will be able to:

#### 1. Critical and Creative Thinking

- 1.1. Depth and Breadth of Understanding: Understand basic concepts from core areas in the field of child abnormal psychology
- 1.2. Inquiry and Analysis: Understand the process of evidence-based inquiry in the field

#### 2. Literacy

- 2.5. Visual Literacy: Read and apply information as presented in graphs, tables, images, and visual media

#### 3. Global Understanding

- 3.1. Cultural Understanding: Identify similarities and differences across cultures as these pertain to some core areas in the field
- 3.2. Sense of Historical Development: Identify similarities and differences across historical contexts pertaining to some core areas in the field

#### 4. Communication

- 4.2. Written Communication: Write clearly and demonstrate general knowledge in the field.

#### 5. Professional and Ethical Behaviour

- 5.5. Personal Organization/ Time Management

**Additional information concerning Undergraduate Learning Outcomes is available at:**

[Learning Outcomes Resources](#)

**Lecture Content:** Course Content by Week and Date

Week	Dates	Topic	Activities
1	Jan.12	Introductions; Theoretical Perspectives on Development	<ul style="list-style-type: none"> <li>• Review the Course Outline</li> <li>• Read Chapter 1 (pp. 15-20 ONLY) *see Note below</li> </ul>
1-2	14& 19	Biological Foundations- Temperament	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> </ul>
2-3	21-28	Attachment/ Relationships	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> </ul>
4	Feb.02 & 04	Emotional Development	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• <b>DUE:</b> Sunday Feb.07, 11:59pm Reflection Paper#1 (submit to DropBox)</li> </ul>
5	Feb.09; 11	Self Development <b>MIDTERM#1 EXAM</b> Chapters 3-5 (inclusive)	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>MIDTERM EXAM (REQUIRED; see under Quizzes tab on Courselink)</li> <li>• Submit 'Your Groups' number of posts</li> </ul>
	Wk of Feb.15	NO CLASS Winter Break	
6	Feb.23 & 25	Self Development (contd.)	<ul style="list-style-type: none"> <li>• Read Chapter 6 (contd.)</li> </ul>
7	Mar.02 & 04	Family	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> </ul>
8	09 & 11	Peers	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• <b>DUE:</b> Sunday Mar.14, 11:59pm Reflection Paper#2 (submit to DropBox)</li> </ul>
9	Mar.16; 18	Sex and Gender <b>MIDTERM#2 EXAM</b> Chapters 6-8 (inclusive)	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• MIDTERM EXAM (REQUIRED; see under Quizzes tab on Courselink)</li> <li>• Submit 'Your Groups' number of posts</li> </ul>
10	23 & 25	Peers (contd.)	<ul style="list-style-type: none"> <li>• Read Chapter 10 (contd.)</li> </ul>
11-12	30;Apr.01 & 06	Aggression	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> </ul>
12	08	Review of Essay Questions for Final Exam	<ul style="list-style-type: none"> <li>• <b>DUE:</b> Friday Apr.04, 11:59pm Reflection Paper#3 (submit to DropBox)</li> <li>• Last day for Research Bonus</li> <li>• Submit 'Your Groups' number of posts</li> </ul>
	<b>TBA</b>	<b>FINAL EXAM</b> (Chapters 10 & 12, inclusive); and 3 of 3 Cumulative Essay Questions) <b>Location:</b> TBA	

\*Chapter numbers above indicate the Original textbook chapter (vs Custom text). Page numbers are those of the Original text on the bottom of the page (vs. top)

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-class Zoom quizzes		3% (Best 10 of >15 in-class quizzes)	1, 3, 5
'Your Group' posts/replies		2%	1, 3, 5
Midterm 1		25%	1, 3, 5
Midterm 2		25%	1, 3, 5
3 Reflection Papers		3 X 5 = 15%	1, 4
Final Exam (Chapters 10-16)	TBD	30%	1, 2, 3, 5
Research Projects (optional)	Nov.25, 11:59pm	1% BONUS	1.2, written alternative: 1.1, 4.2
<b>TOTAL</b>		100%	

It is very important that students carefully read the 'Grading Policies' section below, 'Late Assignments.'

**Additional Notes:**

**Communication**

Students are minimally expected to read the Courselink front NEWS Page for the course. This will be the instructor's primary means of communication outside of the classroom. It is strongly recommended that students also read 'Discussions/Posts to-from Dr. Hennig' for more detailed clarifications regarding assignments as well as further course content discussion.

**In-Class Zoom polling Quizzes (zQuizzes).** The best 10 (out of at least 15) quizzes will be used to compute the term grade for this component. Each quiz is composed of two multiple choice questions. You can only complete these quizzes in class using the polling tool within Zoom, available within Courselink and integrated within the Zoom lecture. Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz, you miss the quiz and there is no make-up.

**'Your Group' posts/replies.** To facilitate learning and foster a sense of class belonging, students have been randomly assigned to groups of 10 students (see 'Your Groups' under the Discussions tab). Students will be awarded credit for posting and/or replying to others' posts: post a reflection which could include questions for clarification, help a group member understand a concept (learn by teaching), illustrate something in the course from a personal observation or experience, link a course content to something in another course, etc. In short: Act on the course material in some manner in an effort to further conceptual understanding. To receive the full 2% course credit for this component, students are required to post/reply at least 15 times **OVER THE COURSE OF the term** (consider one post/reply per lecture, skipping some). Students are required to both post AND read/reply to others' posts. See definition of post/reply below. Students are to upload their number of posts/replies to DropBox at the end of each 1/3 term (see DropBox 'Your Groups' for due dates). The final term grade for this component will be graded as: /5 + /5 + /5 = 15 points max.

**Post/Reply** (definition): to qualify as a post or reply these need to be at least 5 sentences in length, and are to represent a reflection on the **content** of the course, a mini-reflection. What isn't a post? E.g., Questions about assignment due dates do not count, or a simple question of any kind.

**Midterm Exams.** Midterm exams are online. The exam is open-book and composed of 60 multiple choice questions with a (semi-pressured) 45 min. time limit

Note that this is a timed exam. Do not leave your computer as the exam will be automatically submitted at the end of this time, whether you have completed the exam or not. Leaving your computer also risks your computer going into 'screen saver' and the exam submit before you are completed. Technical problems are the student's responsibility. There are no make-up exams.

**Reflection Papers.** Students are to write three 1½ -3 page (single space) papers that are based on a fundamental question of interest to you. Use APA style. Questions will be presented in the opening slides presented in class for each text chapter. Students can also generate their own questions of interest. Do not include a Title page, but DO indicate name and Reflection#.

Tips: Start with a clear, focused question of interest which has sufficient material from the text to form an interesting and informed discussion. NOTE. This assignment is intended to be a relatively light reflection of personal interest. Example questions will be presented in class after each section is presented. Students are free to use class examples for their paper. See the 'ReflectionPaperTemplate.docx'.

Evaluation will be based on 2 Parts:

**Part A: Concept.** Accurately re-present material from the textbook relevant to your question, including exact page numbers (use top of the page numbers). Students are also free to use

external material, however be sure to cite your reference in text and include the full reference at the end of your paper. It is recommended that topics include some "critical" component, that is, an alternative view that can be briefly contrasted.

**Part B: Application.** Your reflection and integration of the material. This could include presenting a concrete illustration or personal instance of the concept, or application of the course material to another area of interest (novel or movie character; a fictional "cased" example). Ensure accuracy and fittingness in your application.

Submit to DropBox by the due date. See below regarding submission file format options. Also note that Turnitin will be used for these assignment to detect plagiarism, which includes similarities with fellow students as well as the course text. Be sure to write in your own words (i.e., not more than 2-4 words the same as the text in a series as a rough guideline).

**Turnitin.com will be used** to review submitted Reflection Papers. Further instruction will be provided providing detail on what does and does not constitute plagiarism. Plagiarism will be penalized. There will be a 5% deduction for each 'cut & pasted/ massaged' sentence.

**Research (bonus).** Depending on project availability a 1% bonus added to the final term grade. Students who do not wish to be involved with research will have the option of completing a written assignment that will entail reading a brief article and answering a series of questions. For purposes of confidentiality, neither the course instructor or any of the TAs will have knowledge of whether you completed a project or not, or whether you chose to do the research or written assignment alternative. An independent project coordinator will send this information to the instructor after the final exam has been written. For both the research and alternative written assignments, participants will be asked to provide first and last name, and course number information in order for students to receive their bonus credits for participation. Identifying information will NOT be associated with the research data or written assignment. Further, the instructor will not read or have access to any written assignments, which will be destroyed upon marking. Should you have any further questions please feel free to contact your course instructor. Students will be required to sign up on SONA to create an account and fill out some pre-screening questions to filter which studies they are eligible to participate in.

**Final Exam.** The final exam is another online Midterm with the addition of 2 Cumulative Short Essay.

**Final examination date and time:**

Date & Time: TBA

Location: TBA

**Final exam weighting:**

The final exam is worth 30% of the final term grade

## Course Resources

### **Required Texts:**

Custom text: Social Development (2nd edition) is based on a subset of chapters from the following original text:

Clarke-Stewart, A. & Parke, R. D. (2014). Social Development (2nd ed.). Hoboken, NJ: Wiley.

**WARNING:** I appreciate that student budgets are tight, which is why I moved to a Custom text many years ago. The Custom is about 40% less expensive than the hardcopy. The text has been used for several years and there should be many used copies around. I would prefer students purchase used copies to the copyright-broken PDFs being circulated.

**\*\*PDFs?** A note regarding inexpensive PDF versions of the text being circulated. There have been several versions of this text which show differences between the regular course text listed above. These PDFs are not from the publisher and are non-copyright documents. I also cannot guarantee that the content is completely correct given that I have seen some PDFs that are different from the one used in this course.

**Recommended Texts:** None listed

### **Other Resources:**

Lecture PowerPoint slides and additional study materials including the Course Outline will be available for download on Courselink (under the Content tab).

## Course Policies

### **Grading Policies**

**Late Assignments:** The course follows a strict grading policy. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit goals/learning outcomes of this course. The manner of submission and due dates are explicitly described in the course website for all your assignments. A reduction of 5% per day will be in effect for late submissions.

The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues. These must be documented as soon as possible and no later than 48 hours after the due date. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Plagiarism:** See above on penalties for plagiarism. Turnitin will be used for the Reflection Papers. There will be a 5% deduction for each 'cut & pasted/ massaged' sentence.

## **File Format Policy**

All written assignments are to be uploaded using either MS Word 'docx' or PDF file format ONLY. Any late submissions owing to having to re-uploaded a correct file format will be considered late and penalties applied.

## **Re-Grading of Assignments Policy**

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

## **[Undergraduate Grading Procedures](#)**

Please note that these policies are binding unless academic consideration is given to an individual student.

## **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

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**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

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**Illness:** The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

## **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 12, 2021 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

## **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.