

Course Outline: PSYC*3450 sec.01 Winter 2016

General Information

Course Title: Social and 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 (or campus): Psychology

Semester Offering: W16

Class Schedule and Location:

When: Tuesday & Thursday 1:00 - 2:20

Where: ALEX 200

Instructor Information

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

Instructor Email: khennig@uoguelph.ca

Office location: Mackinnon extension Room 4016

Office hours: Tuesdays 11:00 - 12:30pm or by appointment

GTA Information

GTA#1 Name: Julia Stewart (1.0)

GTA#1 Email: jstewa02@uoguelph.ca

GTA#2 Name: Dan Van Der Werf (0.5)

GTA#2 Email: dvanderw@uoguelph.ca

GTA#3 Name: Karla Stroud (0.5)

GTA#3 Email: kstroud@uoguelph.ca

GTA office location and office hours: TBA

jstewa02@uoguelph.ca; dvanderw@uoguelph.ca; kstroud@uoguelph.ca

Course Content

Specific Learning Outcomes:

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

Critical and Creative Thinking:

1. Understand basic concepts from core areas in the field of social and personality developmental psychology.
2. View age-related change from different perspectives, as well as think critically about current research and methodologies in developmental psychology.

Literacy:

4. Extract relevant information from visual data presentations, such as tables, charts, and graphs.

Global Understanding:

5. Recognize and understand the impact of developmental knowledge applied to practical living.
6. Recognize and understand the diversity of perspectives arising from historical perspectives and cross-cultural research into developmental issues.

Communicating:

7. Write clearly in a short-answer format to demonstrate knowledge of course content

Professional and Ethical Behaviour:

8. In addition to the basic ethical principles that guide all psychological practice and research, students will develop an appreciation for the increased vulnerability of working with a young population, and the extra ethical protection that they deserve. Students will also act in a way that shows academic integrity, and will manage their time and plan in advance to complete their responsibilities.

Lecture Content:

Lecture with class discussion, video, small group discussion, application/reflection assignments, and course textbook readings. See below "Course Content by Week and Date."

Labs & Seminars: None

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm #1	Feb.23	25%	Integration and/or application of material
Midterm #2	Mar.17	25%	Understanding of core content
Final Exam	Apr.12, 14:30 16:30	35%	Understanding of core content
Application/ Reflections	Apr.9, 11:59pm	5% (self-graded)	Integration and/or application of material
in-Class Quizzes (best 10)	During class lecture	10%	Understanding of core content
Research (bonus) *depending on project availability; see details below	Apr.9, 11:59pm	1-2% (bonus)	

Additional Notes:

Exams. Students are responsible to check their course outlines for potential exam conflicts.

Follow the links below to find practice tests to prepare for the exams:

<http://www.cengage.com/cgi->

[swlearning/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495812944&disciplinumber=14](http://www.cengage.com/cgi-swlearning/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495812944&disciplinumber=14)

<http://www.cengagebrain.com/cgi->

[wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495600381&token=](http://www.cengagebrain.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495600381&token=)

Exam questions: multiple-choice questions are taken from the Course text testbank. Short answer questions are based on Review Questions presented in class.

Application/ Reflections Activities. These marks can be derived from a range of sources: personal journal reflections, or forwarding SpeakEasy posts/replies.

Personal Journal Reflections. The grade is based on TEN journal reflections each 15-20 minutes in length. Marking scheme: 2=engaged in the activity effortfully (15-25 minutes); 1= did the activity but rather quickly (10-15 min); 0=didn't do the activity or duration was less than 10min). Total grade is out of 10 reflections X 2 marks = 20.

SpeakEasy Posts/Replies. If you activities are based on SpeakEasy, then FIVE posts/or replies is the equivalent of one Journal Reflection (2 marks). Keep track of how many posts/replies you

make to help you to determine your grade for this component.. In short, the total of 20 marks reflects a good deal of sustained reflection and engagement!

At the end of term, students will submit ONLY their self-assigned grade by the due date to safeguard privacy (Provide your self-assigned grade plus a brief justification, e.g., the total number of posts/threads on Courselink and/or journal reflections using the Dropbox tool. For more details see the Application /Reflection Activity file posted on Courselink. Please note, oral conversations with classmates, friends, and/or family do NOT count as an activity. Late submissions will be deducted 5 marks, and NOT accepted after 5 days past due. Students that do not provide a rationale accompanying their self-assigned grade will be deducted 10 marks.

In-Class Quizzes. Some 14 to 16 quizzes are administered in class. Your mark is based on your best TEN quizzes. Each quiz consists of 2 questions. You can only complete these quizzes in class using your "i>Clicker". Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, you miss the quiz and there is no make-up. Register your i>Clicker early at: <http://www.uoguelph.ca/courselink/iclickers.html>. Do confirm i>Clicker registration against the course GradeBook. Registration with the i>Clicker site doesn't always make its way to my own registration file, for whatever reason.

Research (bonus).

Depending on project availability, 1% bonus marks will be given for each project completed up to a maximum of 2% (for 2 projects). 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 examination date and time:

Apr.12, 14:30 16:30

Location: TBA

Final exam weighting: 35%

Course Resources

Required Texts:

Custom Course Text. The custom course text “Social and Personality Development” (Thomson-Wadsworth Publishers) is available in the University or Co-op Bookstore. The course text has been created from several chapters from two separate texts: Shaffer (2009) Social and personality development (SPD; 6th ed.) plus two chapters from Crooks & Bauer (2011) Our sexuality (OS; 11th ed.). (Both original textbooks are also available on reserve in library.) The textbook will be designated below as SPD and OS, respectively. Note. Lectures will be based on both the course text material and on separate material NOT in the course text. Readings. Additional readings will be posted on CourseLink. These are required reading.

Additional Costs: This course uses i>Clicker for in-class quizzes. These can be purchased at the bookstore.

Recommended Texts: None listed

Lab Manual: None

Other Resources:

Lecture PowerPoint slides will be available for download on Courselink (see Content tab) along with links to the on-line quizzes (see ‘Quiz’ tab).

Course Policies

Grading Policies

Exams. There will be no re-scheduling of exams for reasons of conflict. There are no make-up exams. If a midterm exam is missed for a valid reason (e.g., illness accompanied by a medical note with dates of illness indicated), the final mark will be based on the remaining grades (see exam dates provided).

Application/ Reflection Activities. Evaluation of this component of the course is done by self-grading. Submissions are to be uploaded to DropBox on Courselink (see due dates). Late submissions will be deducted 5 marks, and NOT accepted after 5 days past due. Students that do not provide a rationale accompanying their self-assigned grade will be deducted 10 marks.

In-Class Quizzes. See due date to register i>Clickers used for the in-class quizzes.

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

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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [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 March 11, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

PSYC*3450_W16 Course Content by Week and Date

Weeks	Dates	Chapter Readings
1	Jan.12	Introduction "Development" *Reading "Perspectives on Sexuality (C1)" (pp.2, 9-10, 15-17)
1-2	14-21	Sexuality - Childhood and Adolescence (C.12 OS) (C.13; OS, pp. 376-381 "Marriage" Changing Times) *Reading "Contraception, STIs" (exam only on class slides)
3-4	26-Feb.2	The Family [Sexuality & the Adult Years] (C.13 OS excluding pp. 376-381 see previous week above) *Reading: "Why Chinese mothers are superior"
4-5	4-9	Emotional Development & Temperament (C.4 SPD)
	Monday, Feb.15	NO CLASSES SCHEDULED THIS WEEK - WINTER BREAK
6	Feb.23	Midterm #1
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5-7	Feb.11-Mar.1	Development of Intimate Relationships: Attachment (C.5 SPD)
7-8	3-10	Development of the Self and Social Cognition (C.6 SPD)
8	11	40 th class day - last day to drop 1 semester courses
9	Mar.17	Midterm #2 (on above TWO chapters ONLY)
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9-11	Mar.15-24	Aggression and Antisocial Conduct (C.9 SPD)
11-12	29-Apr.5	Peers as Socialization Agents (C.13 SPD)
	Apr.7	Final Lecture
	Apr.9	Due: Submit Reflection Activity Grade (11:59pm)
	Apr.9	Due: Optional Class Research Project closes (11:59pm)

Final Exam (Final TWO Chapters above PLUS some cumulative short answer questions)

Apr.12, 14:30 - 16:30

Location: TBA

*Readings are not in the course text but available on Courselink; OS = Our Sexuality text (Crooks); SPD = Social & Personality Development text (Shaffer)