

**Social and Personality Development**  
**SOP 3015 Summer B, 2010**

**1. Basic Information**

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Instructor: Asia A. Eaton, Ph.D.  
Office & Office Hours: AC1 386A, 3:30-5:00 Wednesdays  
Email: aeaton@fiu.edu  
Webpage: <http://fiu.edu/~aeaton>

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Class: Academic One 130 MW 12:30PM -3:15PM

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**2. Course Description**

This course is intended to introduce students to psychological theory and research on social and personality development, with a focus on the years of infancy through adolescence. This includes helping students develop an understanding of the major theories, methods, and issues in developmental psychology and the ability to compare and contrast these theories, methods, and issues. We will also consider how the course of development is influenced by the culture in which it occurs and how biological and environmental factors combine to affect the development of human identity, sexuality, emotion, social cognition, aggression, and morality. Finally, we will apply our knowledge of developmental research and theory to everyday concerns and issues involving both children and adults.

Because of the long time frame for each class session (nearly 3 hours), there will be a short break during every class. Summer B courses are intense. A good deal of information is crammed into a relatively short time frame. It is essential that the student keep up on the reading. Because of the intensity of the course and its short duration, falling behind will make it extremely difficult to catch up.

**3. Course Materials**

Textbook: Your textbook, Shaffer, D. R. (2009). *Social and personality development*, 6th ed. Pacific Grove, CA: Brooks-Cole, is available at the BBC Bookstore.

Additional Readings and Materials: You can login to the blackboard website for this class at: <http://online.fiu.edu/login>. All additional class documents, including handouts, tip sheets, and the syllabus can be found here. Class updates or changes will be posted on blackboard, but lecture notes will not be made public.

#### 4. Exams, Assignments, and Grades

Grades will be based on regular in-class quizzes and a paper due August 6<sup>th</sup>, 2010. There will be no make-up quizzes, but **each student will be able to drop his or her lowest quiz score**. A small amount of extra credit may also be obtained by participating in psychology studies through FIU's Sona systems.

Weekly Quizzes = 100 points maximum (for the best 5 of 6 quizzes)

Analytical Paper = 40 points maximum

Extra credit = 6 points maximum

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140 possible points for class work, plus 6 points extra credit = 146 points total

- 126-146 = A range
- 112-125 = B range
- 98-111 = C range
- 84-97 = D range
- 83 or below = F

Weekly Quizzes = about 70% of your final grade

All quizzes will be in multiple-choice format. Quizzes will be administered and completed in-class at the end of each Wednesday class and will cover the readings and lecture materials from that week. **Each quiz will also include a small amount of information (1-2 questions) covered exclusively in lecture (i.e., included in lecture only and not in the textbook)**. This is both to encourage you to attend lectures and to enliven and enrich your learning experience. After all, what's the point of having lectures if they merely regurgitate what you've already read?

**There will be no make-up quizzes.** Your lowest quiz score will be dropped. So only the best 5 of 6 quizzes will count towards your final grade! This policy is in place to allow forgiveness for accidents, emergencies, and other personal or professional issues that may prevent a student from completing a quiz or doing his or her best on a quiz. Quizzes will not be returned to students, but we will review quiz answers from the previous week at the start of every Monday class. The previous week's quiz grades will also be posted on the class website by Monday.

Analytical Paper = about 30% of your final grade

For this assignment you will write a 6-page, double-spaced paper summarizing and analyzing an article published in the last 5 years from one of the following journals: Child Development, Developmental Psychology, Infant Behavior and Development, Applied Developmental

Psychology, Journal of Adolescent Health, Journal of Research on Adolescence, Journal of Adolescence or Social Development. **Articles must be from the specified journals!**

This 6-page, double-spaced paper will include three key elements:

- 1) a 2-page summary of the empirical article, describing the study background, hypothesis(es), methods, findings, and conclusions.
- 2) a 2-page analysis of the article, discussing the article's strengths and weaknesses and relating the theories and findings from that article to what you learned in this class.
- 3) 2-pages making some connection between the article and your own life (e.g., your development and experience, your personal interests, your observations of others, etc.)

All parts of your paper must be in your own words-- no part of your paper may be copied from the article. **An electronic copy of your Analytical Paper and the original journal article** must be submitted to me through the class website by August 6<sup>th</sup> at 5:00pm. No late papers will be accepted.

#### Psychology Study Participation = maximum of 6 points extra credit

Participating in psychological research provides an invaluable opportunity to see and experience the various methods and procedures that psychologists use to study the human mind and behavior. As students in psychology courses you've been "consumers" of research findings, but participating in psychological research offers you your first real glimpse of the other side of the process, clarifying in a vivid way the science of psychology. For this reason, you may receive up to 6 points of extra credit in this class for participating in psychology research through Sona Systems at FIU. You will receive 3 points for every hour of study participation you complete, up to a maximum of 6 points (e.g., 2 hours of participation). You must have completed your study participation by the last day of class (Wednesday, August 4th) to receive extra credit. You can find studies to participate in at: <http://fiu.sona-systems.com>

If you do not want to participate in research studies you may write a paper for 6 extra credit points instead, reviewing any article from the journal "Child Development" published in the past 12 months. The extra-credit review paper should be 3 pages, double spaced, and is also due on the last day of class (Wednesday, August 4th).

#### **5. Absentee and Late Policy**

To allow for minor emergencies and everyday mishaps, each student will be allowed to drop their lowest quiz score. No make-up quizzes will be given. No late assignments or papers will be accepted.

## 6. Scholarly Conduct and Academic Integrity

Scholarly Conduct: Students are expected to treat each other with respect and courtesy in order to create an environment that is conducive to learning. It should be noted that arriving in class late or leaving early is disruptive, and therefore strongly discouraged. Additionally, students should refrain from using electronic devices that disrupt class. These include making or receiving phone calls, text messaging, e-mailing, online chatting during class.

Academic Integrity: All University Policies regarding academic honesty will be strictly enforced. Cheating is defined as the “unauthorized use of books, notes, aids, or assistance from another person with respect to examinations, course assignments... examination papers or course materials, whether originally authorized or not” (FIU Student Handbook, p. 103-104). Plagiarism is included in the definition of cheating. Any student found cheating will receive an F on that assignment (and possibly an F for the course) and the incident will be reported to the appropriate Florida International University authorities. Any student who is confused about the definitions of cheating or plagiarism should consult:

<http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>

Specific Accommodations: Students who need accommodations for their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability or need information on eligibility and enrollment with the Disability Resource Center (DRC), refer to <http://drc.fiu.edu>. Please contact DRC prior to making an appointment to see me. Students should contact me as soon as possible (and absolutely before the first exam).

Important note: I am committed to the success of each student in this course! If a problem is hindering your performance in this course, please contact me immediately. Please do not wait for the end of the term to have a conversation with me 😊

## 7. Course Outline

*At the professor's discretion, it may be necessary to make changes to the class schedule. Students will be notified via Blackboard and in class about any changes.*

| Date   | Topic   | Reading and Assignment  |
|--|---|---|
| Week 1: <u>Class 1</u><br>Wednesday, June 23rd | Questions and Methods in Developmental Psychology         | <i>Chapter 1</i>  |
| Week 2: <u>Class 2</u><br>Monday, June 28th    | Classical Theories of Social and Personality Development  | <i>Chapter 2</i>  |
| Week 2: <u>Class 3</u><br>Wednesday, June 30th | Recent Perspectives on Social and Personality Development | <i>Chapter 3</i><br><b>Quiz 1 (on Chapters 1, 2 &amp; 3)</b>  |
| <b>Week 3: NO CLASS</b><br>Monday, July 5th    | <b>NO CLASS</b>   | <b>NO CLASS</b>   |
| Week 3: <u>Class 4</u><br>Wednesday, July 7th  | Emotional Development and Temperament                     | <i>Chapter 4</i><br><b>Quiz 2 (on Chapter 4)</b>  |
| Week 4: <u>Class 5</u><br>Monday, July 12th    | Establishment of Intimate Relationships                   | <i>Chapter 5</i>  |
| Week 4: <u>Class 6</u><br>Wednesday, July 14th | Development of the Self and Social Cognition              | <i>Chapter 6</i><br><b>Quiz 3 (on Chapters 5 &amp; 6)</b>   |
| Week 5: <u>Class 7</u><br>Monday, July 19th    | Achievement and Achievement Motivation                    | <i>Chapter 7</i>  |
| Week 5: <u>Class 8</u><br>Wednesday, July 21st | Sex Differences, Gender Role Development and Sexuality    | <i>Chapter 8</i><br><b>Quiz 4 (on Chapters 7 &amp; 8)</b><br>Hand in draft of Analytical Paper for ungraded review (optional) |
| Week 6: <u>Class 9</u><br>Monday, July 26th    | Aggression and Antisocial Conduct                         | <i>Chapter 9</i>  |

| Date   | Topic   | <i>Reading and Assignment</i>  |
|--|---|--|
| Week 6: <u>Class 10</u><br>Wednesday, July 28th  | Altruism and Moral Development                        | <i>Chapter 10</i><br><b>Quiz 5 (on Chapters 9 &amp; 10)</b>                        |
| Week 7: <u>Class 11</u><br>Monday, August 2nd    | The Family  | <i>Chapter 11</i>  |
| Week 7: <u>Class 12</u><br>Wednesday, August 4th | Extrafamilial Influences:<br>Technology and schooling | <i>Chapter 12</i><br><b>Quiz 6 (on Chapters 11 &amp; 12)</b>                       |
| Friday, August 6th                               |   | <b>Analytical Paper DUE<br/>electronically through class<br/>website at 5:00pm</b> |