

**PSYCHOLOGY 478/578
SOCIAL DEVELOPMENT – SPRING 2023**

Instructor:

Professor Jennifer Pfeifer

jpfeifer@uoregon.edu

Online Office Hours: Weds 10:00am-noon (**on Zoom - see Canvas link - please reserve your slot online!**) or by appointment. For more info about office hours, see below.

Graduate Teaching Fellow (GTF):

Leah Peterson

lpeter10@uoregon.edu

Online Office Hours: Thursday 11:30am-1:30pm (Straub 364) or by appointment.

Class Meeting Dates, Times, and Modality:

Tues/Thurs 10:00am-11:20am in Education 276

Canvas and Communication

- Consider our class Canvas site as the “home” for all our communication and activities. **All materials, including Zoom links, are in Canvas.**
- Announcements made through Canvas are automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.
- If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

Learning Objectives:

1. *Develop a strong foundational knowledge base about social and emotional development.* Current theoretical perspectives and research findings will serve as starting points for discussions about the development of phenomena such as attachment, peer relationships, aggression, self-esteem, and social identities. We will strongly emphasize cultural contexts and other factors that may affect development such as temperament, parental sensitivity, day care, divorce, socioeconomic or minority status, digital technology, and the media. This will include consideration of local, state, federal, or international policies and practices that are relevant to infant, child, and adolescent socioemotional development.
2. *Practice working and learning both independently and collaboratively, which are cross cutting, transferrable skills.*
3. *Engage questions of ethics and recognize responsibilities to self, community, and society at large.* Throughout the course, we will specifically consider how current and historical factors like the COVID-19 pandemic or structural racism impacts socioemotional development.

Attendance

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your engagement and attention. Excessive absences make it very difficult to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss more than 5 classes will be able to pass this course. We know our UO community will still be navigating COVID-19 along with other illnesses, and some students will need to isolate and rest. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success. While we do not need to know why, please ensure you let instructors and your group members know if you will miss class.

COVID Statement

Masks are welcomed in our class, and I will likely wear one myself, given the evidence that masks are i) an effective way to prevent the spread of COVID and other airborne diseases, and ii) a simple way to be more inclusive. **Please do not come to class in person if you have any health symptoms which may be caused by COVID** (see this [symptom self-check tool](#)). If you have COVID symptoms or have been in close contact with someone who has been diagnosed with COVID, quarantine and contact the [UO Health Center](#).

Inclusivity:

My goal is to create an environment that is accessible, welcoming, and equitable to diverse learners (including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture). Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of social development. Actions that undermine, demean, or marginalize others are not acceptable.

Communicating with Instructors:

How?: Online office hours will be offered regularly each week (see above). Meetings can also be scheduled outside of regular office hours – just email or send a message through Canvas to set a time. If you think your question can be answered without a meeting, feel free to simply send it through email/Canvas. If you contact us, we will try to respond within one business day.

Why?: For any reason at all. We can talk about course content that is interesting, confusing, or worrisome to you. You may have questions about assignments or need flexibility on deadlines. It's also OK just to check in and let us know how you're doing. *If you are struggling for any reason, we want to help – do not be afraid to ask, and you do not need to already have the answers. We are here to help you strategize, find solutions, and identify resources.*

Course Material:

We will use primary sources (peer-reviewed journal articles), supplemented on occasion with popular press coverage of key topics in socioemotional development. All readings will be posted on Canvas. Sometimes we will also watch video clips.

Evaluation of Student Performance:

Grades will be based on weekly open book quizzes, a community service-learning project, and a literature review, each described further below. When relevant, rubrics and additional guidelines for each activity will be posted on Canvas. There will be no midterms or final exam.

Weekly Open Book Quizzes, 140 points:

- During weeks 1-9 there will be an open-book quiz on Canvas, every weekend. **The quiz will be available starting every Sunday at 9:00am, and close every Tuesday at 9:00am.**
- Each quiz is worth up to 20 points, but you only need to complete 7 quizzes over the course of the quarter, so you can skip the other 2 weeks of quizzes, no questions asked. If you take more than 7 quizzes, your best 7 scores will be kept.
- Quizzes will be 10 questions each, and consist of multiple choice, fill-in-the-blank, matching, and multiple answer type questions. When you start the quiz, it will stay open for 2 hours, although it typically takes 30-60 minutes to complete quizzes.
- Anything from lecture or the assigned readings is fair game. Quiz questions are designed to make you think about the material at a deeper level, to enhance learning and consolidate what you have read and heard that week.
- Make sure you read the entire question, and all response options, carefully.

- Please email us if you are having difficulty with any technical aspects, or if you have any questions about content (such as whether you are interpreting a question or response option correctly). We will try to answer your question as quickly as possible, but if you are running out of time on the quiz, submit your best guess and we will try to make reasonable accommodations for a different answer after you get our reply – up until the answers are released on Canvas, which will happen early the following week. After that point, all scores are final. You may want to print out the quiz before you submit it (saving to PDF is a good way to do so), in case of any technical difficulties, to keep a record of your responses.
- You will be able to see your score (but not the correct answers) in Canvas after you submit. You may retake the quiz once, and the best score will be kept. About 24 hours after the quiz window closes, the answers will be released.
- **Academic honesty and the weekly quizzes:** At the beginning of each quiz you will agree that 1) you are taking the quiz alone, 2) you will not share questions or answers with other students who take the quiz later than you, 3) you did not receive questions or answers with other students who took the quiz earlier than you, and 4) you are not using AI to search for answers (we will test our questions and preferentially choose ones that AI fails to answer correctly). You are more than welcome to study with others and share responsibilities for outlining the readings and lectures, you are just asked not to take the quizzes as a group or share/receive information about the quizzes inappropriately.

Community Service-Learning Project, 120 points:

- To understand how the science of developmental psychology can have real-world impact, a significant portion of your grade will involve working in a small group to complete a community service-learning project that engages you in considering how development can be affected by different contexts. Your group's tasks are to (i) learn about an organization that provides services to infants, children, adolescents, and/or families experiencing a specific context that impacts social development; (ii) attempt to identify a current need of that organization; (iii) develop a creative contribution to support that organization; and (iv) share the results with your classmates via a group presentation in the last week of class.
- The first day of class, we will brainstorm key contexts that affect infant, child, or adolescent social development. The second day of class, you will join a small group (max size = 6).
- At least once per week, I will end lecture early to give time for the groups to meet.
- Your group will develop a **creative contribution** to enhance the organization's ability to provide these services or better reach individuals who would benefit from them. For example, you may organize a supply/fund drive for children's books, toys, blankets, etc.; translate their job ads or other materials into different languages; redesign their website; write an op-ed for submission to a local, state, or national newspaper to inform the public about this issue and encourage donations to your chosen organization; offer unique activities for children or families being served by the organization, like athletics, mindfulness, or arts & crafts; **or truly anything you can imagine, leveraging the unique skills in your group to meet needs of the organization.** A written summary describing your group's process and creative contribution is due by 9:00pm on Sunday, June 4th, and is worth up to 50 points. All group members receive the same grade, unless the log and personal statement reveal that a member did not do their fair share of the work.
- **During the last week of class (June 6th/8th), each group will give a 12-15 minute presentation** with three parts: (i) summarizing relevant scientific findings about their context's impact on social development; (ii) describing the organization they selected and services they provide; and (iii) showcasing the creative contribution they developed. The group presentation is worth up to 50 points.
- Each group will keep a log on Canvas of their activities (who did what), updated after each

group work session. It will allow us to keep track of group progress and ensure all members participate. At the end of the class, you will use this log as well as your own notes to write a personal statement (500 words) about your contributions to the group project and what you personally learned. The statement is worth 20 points and is due on **Sunday, June 13th**.

Literature Review, 100 points:

- To inform your own learning about your group's context, and support your class presentation, every student must also write their own literature review. A literature review is a critical summary of what the scientific literature says about your specific topic or question. It must be 5 pages double-spaced, with at least 10 peer-reviewed references. A more detailed handout will be provided. Papers will be run through detection software (zeroGPT) for use of chatGPT/openAI. However, you may use AI to help you in the process of writing your paper, such as by: brainstorming topic areas to explore in the literature, or generating an outline from an initial draft of your paper to help you improve it.
- The literature review is worth up to 100 points and due by 9:00pm on Sunday, May 21st. If you face a barrier to completing the paper on time, PLEASE consult with the instructors ASAP; late papers will otherwise be docked by 5 points every 24 hours. Extensions can be granted in the event of emergencies. Please request the extension as soon as you know you require it - ideally before the deadline has passed, or, if your emergency makes this difficult, then as soon as possible afterwards. Extensions will not be offered on an open-ended basis, so if you need to ask for one, please give some consideration to how much time you will realistically need to complete the work. *There is no need to explain or offer personal information about the nature of your emergency to us - we will trust you only to activate this policy in an emergency situation. Note that at the end of term, granting extensions is hard for the teaching team because of UO's tight turnaround on grading. Please be in touch in an emergency and we can discuss your options.*
- There is a scaffolded set of deadlines (worth a small number of extra credit points) to help you with this assignment – you must log in to Canvas and submit 2 things for feedback. **For extra credit, submit your proposed individual literature review topic (2 points) by 9:00pm on Sunday, April 9th; and your proposed thesis (4 points) by 9:00pm on Sunday, April 23rd.** If you are late, you won't get the extra credit points, but we will still try to give feedback on it.
- As you complete your literature reviews, you are encouraged to share them with your group to inform the presentation. There is flexibility about the specific topic you choose to write about. For example, if your group's context is housing instability/houselessness, one group member may write their literature review about why marginalization and discrimination experienced by LGBTQIA+ youth puts them at highest risk for being unhoused, while another group member may write about how some negative impacts of housing instability in children may be buffered by sensitive parenting.

Final Grades:

Out of the 360 total possible points, if your accumulated percentage of points equals:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F
- For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P

Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I will not provide additional extra credit

opportunities beyond those already detailed above, and I will not respond to requests at the end of the quarter to “round up” your grade.

Academic Honesty:

All work submitted in this course must be exclusively your own and produced exclusively for this course. Unauthorized collaboration with others on papers or quizzes is unacceptable. No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. It is also plagiarism to submit work where parts were substantially produced by someone acting as a tutor or an editor. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Unauthorized collaboration with others on papers or quizzes, or re-submission of papers you produced for previous courses, is not acceptable; if you want to continue to work on a topic that you used in another class, please talk to us first. Written work may be checked electronically for plagiarism using “Turnitin” by SimCheck and AI detection programs such as the [Chat GPT detector by ZeroGPT](#) to detect OpenAI text; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please check with us, or seek help from the staff from the [Tutoring and Academic Engagement Center](#). If cheating or plagiarism is discovered, then the university will be notified and appropriate action will be taken, which typically results in a failing grade for the course.

Accommodations:

You are strongly encouraged to contact the [Accessible Education Center](#) if you experience barriers to full engagement in learning. Also, if one of the following applies to you, please see us ASAP to make accommodations:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- Member of a sports team or other group that travels this quarter
- Non-native speaker of English for whom language proficiency may create challenges

Summary of Important Dates:

<i>weekly</i>		Open-Book Quizzes on Canvas (9am Sunday to 9am Tuesday)
4/9/23	Sun	Submit Literature Review <u>topic</u> on Canvas by 9pm
4/23/23	Sun	Submit Literature Review <u>thesis</u> on Canvas by 9pm
5/21/23	Sun	Literature Review due on Canvas by 9pm
6/4/23	Sun	Service-Learning Project “Creative Contribution” Group Summary due on Canvas by 9pm
6/6/23	Tues	Service-Learning Project Group Presentations IN CLASS
6/8/23	Thurs	Service-Learning Project Group Presentations IN CLASS
6/11/23	Sun	Service-Learning Project Personal Contribution due on Canvas by 9pm

IMPORTANT GENERAL REMINDER: The syllabus, reading list, as well as other course materials, requirements, and due dates can change due to unexpected events. Most deadlines are on Sundays at 9pm, except quizzes which are open from 9am Sunday through 9am Tuesday. Keep up-to-date on Canvas and check your email for announcements about changes.