

PSYC 449 – Lec 1
Social-Personality Development
Fall 2019

Instructor:	Dr. Kathleen Hughes	Lecture Location:	SA 121
Phone:	403-210-7954	Lecture Days/Time:	TR 2:00pm-3:15pm
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Office Hours:	TBA		

Course Description

This course provides a advanced and critical investigation into infant, child, adolescent, and emerging adulthood social and personality development, including theoretical accounts, classic and current research findings, and applications and interventions in education, health care, and parenting practices. Topics will be centered around temperament, parenting, peers, and more.

Course Format

This course will largely be discussion based, but class time will also consist of lectures, demonstrations, and activities. Students are responsible for **all** material covered in lectures and in the assigned readings.

Class attendance is strongly advised. There will be announcements made in class regarding exams, course material, research participation, etc. If you are not in class, you will still be held responsible for being aware of these announcements. **The instructor cannot respond to emails asking to repeat information presented in class or on the syllabus.**

Prerequisites

Psychology 200 and 201 (Principles of Psychology I and II); Psyc 312 OR Psyc 300 & 301; Psyc 351 – Developmental Psychology

Course Textbook

No textbook is assigned to this course. Peer-reviewed journal articles accessed through the library will be assigned as reading and discussion material for each week of the course.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Understand, synthesize, and apply main theories of social, emotional, and personality development	Short essay midterm and final exam	1, 2, 4	A

Criticize and develop an empirically based response to current questions, controversies, and dilemmas in social development	Short essay exams, article critiques, thought questions	2, 3, 4, 5, 6, 7	A
Collect information from various sources, provide critical reflection and summary of the previous works	Annotated bibliography	1, 2, 4, 5	I, A
Review an empirical finding and provide an applied interpretation of this finding for general (non-academic) audiences	Applied Newsletter Draft & Final	2, 3, 4, 6, 7	I
Provide feedback to classmates on their writing style, research question, and literature reviews	Peer Review Assignment	2, 5	I
Present, discuss, and communicate main components of a research proposal and application of a scholarly study	Oral Presentation Assignment	1, 2, 4, 7	I, A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Assessment Methods	% of Final Grade
Annotated Bibliography	10%
Peer Review	5%
Oral Presentation	5%
Thought Questions	5%
Newsletter Draft	5%
Newsletter Final	10%
Written Essay	20%
Midterm Exam	20%
Final Exam	20%

Thought Questions

Students are required to complete course readings in a timely manner and to upload thought questions to the D2L Bulletin Board by Sunday evening each week. For each unit in the course, students are required to post one question which will help to spark class discussion. There are 10 units in the course, and each posted thought question per unit is worth 0.5% of the final course grade. Students will be evaluated based on critical thinking skills, applicability, and originality of each thought question.

Annotated Bibliography

Students will search the library, Google Scholar, or other academic indexes to find 10 peer-reviewed research articles in a specific area of social-personality development (parenting, shyness, bullying, friendships, emotional regulation, etc.). Students will provide a brief summary of each article (no more than 100 words). Bibliographies will be evaluated based on APA formatting, clarity of expression, and appropriateness of sources. Bibliographies will be submitted in hardcopy at the start of class time.

Newsletter Draft & Final

A main objective of this course is to develop the capacity to translate empirical knowledge for general audiences. As many psychology degree recipients will pursue degrees in education, healthcare, government, law, journalism, social work, and business, it is essential to develop the ability to communicate the findings of primary research articles into a format that is understandable by broad audiences. To that end, students will be required to summarize and apply the results of a recent journal article in social-personality development in a format, tone, and language style that is understandable to the general population. The purpose of this assignment is to transform cutting edge scholarly findings into something usable and informative for parents, educators, and other professionals who work with and for children. To that end, students will prepare a one-page summary of an article as though it would be presented in a parenting magazine or educational newsletter. An initial draft of this assignment is worth 5% and the final version is worth 10% of the final course grade. Both versions will be evaluated based on clarity of expression, application of the source material, formatting, and creative design. Both versions will be submitted in hard copy at the beginning of class time.

Peer Review

After submitting the Newsletter Draft, each student will be responsible for providing qualitative feedback on their peers' work for at least 2 classmates. Students may write in pen directly on another students' work, or may type up their comments. Peer reviews will be submitted in hardcopy at the beginning of class time. Students will be evaluated based on the thoroughness of their qualitative feedback.

Oral Presentation

Students will give a 5 minute presentation concerning the topic of their Newsletter Article. Powerpoint, demonstrations, or other visualizations are required. Students will be evaluated on the breadth and depth of their presentation, their clarity of expression, and the applications of their source material.

Written Essay

Students will prepare 5 page essay which provides a scientific and academic overview to a specific area of social-personality development. The purpose of this essay is to summarize the literature that was cited in the Annotated Bibliography, no original empirical research is needed. Students will be evaluated based on the breadth and depth of their literature review, APA formatting and grammatical style, clarity of expression, organization, and ability to connect and draw together a body of research. Essays will be submitted in hardcopy at the start of class time.

Late Written Assignments without appropriate documentation will be penalized **10% per day** including weekends and holidays).

Midterms & Final Exam

This course will include 2 short essay tests. Each test will include 5 essay questions and be worth 20% of the final grade. Content on tests will be based on lecture content and journal article readings. The Final Exam is non-cumulative and will be scheduled by the Registrar's Office at a later date. Calculators, cell phones, ipads, computers, books, and notes are not permitted during tests. Students must bring pencils, erasers, and their student ID card to each test date. Bottled water is also permitted.

Extra Research Participation Course Credit is Not Offered for this Course.

Tentative Lecture Schedule

Date	Topic	Notes
R Sep 5	Introduction	University Lectures begin.
T Sep 10	Unit 1: Temperament & Personality	
R Sep 12	Unit 1: Temperament & Personality	Last day to drop a class without financial penalty
F Sep 13		Last day to add or swap a course
T Sep 17	Unit 2: Attachment & Relationships	
R Sep 19	Unit 2: Attachment & Relationships	Annotated Biography (Worth 10%)
F Sep 20		Fee payment deadline for Fall Term full and half courses.
T Sep 24	Unit 3: Empathy & Imitation	
R Sep 26	Unit 3: Empathy & Imitation	
T Oct 1	Unit 4: Prosocial Development	
R Oct 3	Unit 4: Prosocial Development	Newsletter Draft Due (Worth 5%)
T Oct 8	Unit 5: Aggression & Bullying	Peer Review Due (Worth 5%)
R Oct 10	Unit 5: Aggression & Bullying	
M Oct 14		Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 15	Unit 6: Shyness & Social Withdrawal	
R Oct 17	Unit 6: Shyness & Social Withdrawal	
T Oct 22	Midterm Units 1, 2, 3, 4, & 5 (Worth 20%)	
R Oct 24	Unit 7: Popularity & Pressure	
T Oct 29	Unit 7: Popularity & Pressure	
R Oct 31	Student Oral Presentations (Worth 5%)	
T Nov 5	Student Oral Presentations (Worth 5%)	
R Nov 7	Student Oral Presentations (Worth 5%)	
R Nov 10-16		Term break no classes
M Nov 11		Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 19	Unit 8: Cliques, Crowds & Classrooms	Newsletter Article Final (Worth 10%)
R Nov 21	Unit 8: Cliques, Crowds, & Classrooms	
T Nov 26	Unit 9: Ethnicity, Sexuality, & Income	
R Nov 28	Unit 9: Ethnicity, Sexuality, & Income	Written Essay Due (Worth 20%)
T Dec 3	Unit 10: Social Media	
R Dec 5	Unit 10: Social Media	
F Dec 6		Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-19	Final Exam Units 6, 7, 8, 9, & 10 (Worth 20%)	Fall Final Exam Period

Dr. Hughes' Class Policies

Class Attendance: Class attendance is strongly advised. Students should always plan to attend class unless for documented medical, compassionate, and extra-curricular reasons. All tests are dependent upon attending the lectures.

Class Schedule: Dr. Hughes will make every attempt to start and end class on time. If class schedules need to be adjusted, this will be done with the students' best interests in mind.

Email Policy: Dr. Hughes will make every effort to respond to student emails within 48 hours. If an email does not receive a response within 48 hours, please send it again. Do not email the Instructor concerning assignments or exams within 12 hours of the deadline for said assignment or exam. Please include the course number somewhere in the email (subject header, your signature, etc.). **The instructor cannot respond to emails asking to repeat information presented in class or on the syllabus.**

PowerPoint Policy: The PowerPoint slides will be posted within 24 of the completion of each Unit. PowerPoint slides will be posted in full, with the exception of any personal photos or videos. External links used in class will be embedded in the PowerPoint file.

Laptop/Cell Phone Policy: Student may bring laptops, cell phones, and electronics to class for the purpose of taking notes and recording lectures. Please sit in the back of the classroom if you will be multi-tasking with a large screen which may distract those behind you.

Audio Recordings: Students are permitted to make audio recordings of the lectures with their personal devices. However, students are not permitted to post recordings of class online or share publicly.

Exam Questions: Exam questions will be designed to be fair, clear, and valid measures of your knowledge of the course material. Exams will be designed to distinguish between students who actively "took" the course, and students who did not attend or study. Questions on the exam will NOT include "all of the above," "none of the above," or obvious trick questions. After completion of the final exam, Dr. Hughes will conduct a critical item-analysis of each exam question. Any questions that were deemed unclear or unfair will be dropped or considered bonus items.

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%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

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-).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology** (psyugrd@ucalgary.ca).

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 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.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@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
(<http://www.ucalgary.ca/provost/students/ombuds>)

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 Thursday, September 12, 2019.** Last day add/swap a course is **Friday, September 13, 2019.** The last day to withdraw from this course is **Friday, December 6, 2019.**