

Psychology 463—Social and Personality Development: Spring, 2009

Meeting times: 5:30-6:45 TTh in Psychology 200

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Office Hours: 2:00–3:30 TTh and by appointment.

Textbooks: *Emotional Development: A Biosocial Perspective*, by Peter LaFreniere, Wadsworth, 2000.

This course is designed as an advanced undergraduate course in social and personality development. The central concern will be with describing developmental changes over childhood in social behavior, as well as with presenting contemporary views on the causal factors involved. In addition to an emphasis on the various theoretical approaches which influence current work, empirical work on the biological bases of social behavior, socializing influences within and beyond the family, and cross-cultural data will be discussed.

EXAMINATIONS: There will be 3 essay exams, 1 paper project, and summaries of the readings. The essay exams will test how well you are able to discuss the material presented in the lectures and readings. I may give out a study guide to make clear what will be covered in the essay exams if I think that is warranted. A considerable portion of the class will be devoted to going over the text book. The notes for the textbooks are online at <http://www.csulb.edu/~kmacd/psy463.html>. The notes ask questions and ask you to summarize arguments, etc.; you must turn in your summaries before we discuss this material in class. I will record whether you turned the summaries in on time and whether they meet minimal standards, but I will not formally grade them. This will count as one grade in the final grading for the course. Doing a good job on this material is important because it will help you prepare for class discussion. Also, your summaries of the readings will serve as your notes for the textbook material for purposes of studying for the exams.

PAPER PROJECT

You must get my approval of paper topics and references. **YOUR TOPIC ABSOLUTELY MUST RELATE TO THE SUBJECT MATTER OF THE COURSE; THAT IS, IT MUST BE ON SOCIAL OR PERSONALITY, AND IT MUST DEAL WITH SOME ASPECT OF DEVELOPMENT OF CHILDREN OR ADULTS.** I also urge you to keep in touch with me as the paper progresses. You may choose any topic related to social and personality development. The first place to look for references is in your textbook.

Write an outline of the paper, complete with references. **This outline and references are due on Thursday, February 19.** The References must appear embedded in the outline. That is, the references should appear in the section of the outline where they will be discussed. **The completed paper is due on Thursday, April 16, and revisions are due on May 14, the last day of class.**

(A) THE OUTLINE

Write a conceptual outline of your paper. The outline headings should be informative, not just labels. Do not make your outline so detailed that it captures every aspect of the paper you are summarizing. Rather, simply incorporate the most important conceptual points. List several references (approximately 10). **YOUR OUTLINE YOU SHOULD HAVE THE REFERENCES THAT YOU WILL USE FOR EACH SECTION UNDER THE APPROPRIATE HEADING.** The references should all be relevant to the heading under which you list them. **YOUR OUTLINE WILL APPEAR AS HEADINGS IN THE FINAL VERSION OF YOUR PAPER.**

(B) THE PAPER

Basically you will be reading a set of papers (or a book) and writing a coherent essay based on this material. **YOUR ESSAY SHOULD BE ORGANIZED BY TOPIC;** i. e., based on your outline, you should have a set of points which you want to make. **YOUR OUTLINE SHOULD APPEAR AS HEADINGS IN YOUR PAPER, NOT ATTACHED AS A SEPARATE DOCUMENT.** Your essay should begin with an **Introduction** that lets the reader know what you are going to do. Then you present the material from the various essays which supports each point of your outline, being sure to also state any qualifications which are necessary or any data which conflicts with point. If your topic is controversial, you should try to present the ideas of both sides and say what you think. The double-spaced version of your paper should be approximately 10 pages not including references.

Since your paper is arranged by topic, you may (and often should) have more than one source to corroborate a particular point. In other words, do not simply describe each paper sequentially. Make topical points and support them from as many sources as you can. When you discuss papers, please include details from the paper rather than just a “take home message.” In other words, show me you have read the paper and thought about it rather than just state the main findings. For example, you can include summaries of the types of subjects and instruments.

- I. Introduction. Include an orienting statement (paragraph) (What is the topic and why is it interesting?) and a forecasting statement (What can the reader expect in terms of topics and organization?)
- II. First Major Heading
 - 1.) Detailed discussion of first paper in section
 - 2.) Detailed discussion of second paper in section
 - 3.) Integration (criticism?) of papers 1 & 2
- III. Second Major Heading
 - 1.) Detailed discussion of third paper in section
 - 2.) Detailed discussion of fourth paper in section
 - 3.) Integration (criticism?) of papers 3 & 4
- IV. Third Major Heading, etc. . . .
- V. Conclusion
 - 1.) General Integration and summary of all of the material covered
 - 2.) Future research

WITHIN THE SECTIONS, MAKE SURE THAT THE DISCUSSIONS OF THE PAPERS FLOW INTO EACH OTHER. AND MAKE SURE YOU USE GOOD TOPIC SENTENCES. DON'T WRITE: “The first paper says x”; then begin the next paragraph with “The second paper says y.” Instead, write,

Several studies have explored the impact of divorce on children's later relationships. Hetherington et al. (199x) studied children . . . using methods . . . They found that . . . Wallerstein (199x) corroborated these results with a different sample . . .

When you cite sources, be sure to summarize and paraphrase selectively. You can't just quote long sections, but a brief quote (with citation and page number) which makes a telling point is often very effective. You should close your paper with a **Conclusion** section which summarizes the main points you have made and suggests future research—things we still need to know.

THE PAPER IS DUE ON APRIL 16. I will grade it in time for you to revise it and raise your grade by a maximum of one full grade (e.g., a 'C' to a 'B'). Students with an 'A' the first time don't have to revise their papers. The grades students with less than an 'A' will go down one full grade if a good-faith revision is not turned in. Revisions are due on the last day of class, May 14. Students who do not turn in a term paper can receive a grade no higher than a D for the course.

GRADING. The three essay tests, your term paper will count equally, making a total of four grading events. The homework collectively will count as a partial grade, so that if, for example, you are between a B and a C, it would count toward getting a higher or lower grade depending on the quality of your homework and whether it is turned in. Late homework is not accepted because the point is to have read the material before class so that we can discuss it. My policy is to attempt to end up with a grade curve which approximates the average for the department for a course of this level. The grade-point average for the course will therefore be approximately 2.8. This implies that there will be a curving of the grades.

ATTENDANCE. It is very important to attend class, but there is no penalty for not doing so. My experience is that lack of class attendance is strongly associated with poor grades, while students who attend class and actively participate in class discussion tend to do well. I reserve the right to downgrade students who do not participate in class discussions. If you are shy and do not like to talk in class, you should engage me in discussion about the readings, etc. during my office hours.

MAKE-UP EXAMINATIONS: Make-up exams can be taken with appropriate documentation and on condition that, apart from acute emergencies, you notify me prior to the day of the test that you will be absent. Instances where students seek to make up more than one exam will come under special scrutiny.

UNIVERSITY WITHDRAWAL POLICY:

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so.

The deadline to withdraw from a class without a "W" is February 8, 2009.

Withdrawal from a course with a "W" after the first 2 weeks of instruction is permissible only for serious and compelling reasons and requires the signature of the instructor and the department chair. **The university deadline to withdraw from classes in Spring, 2009 is Friday, April 24th.**

AFTER April 24th:

DURING THE LAST THREE WEEKS OF INSTRUCTION (April 27th through May 15th), YOU MAY NOT DROP (WITHDRAW FROM) A CLASS EXCEPT FOR A VERY SERIOUS REASON THAT IS CLEARLY BEYOND YOUR CONTROL, SUCH AS INJURY OR ACCIDENT (**WHICH MUST BE DOCUMENTED**). USUALLY, SUCH CIRCUMSTANCES MEAN THAT YOU WILL BE WITHDRAWING FROM ALL YOUR CLASSES. YOU WILL NEED THE APPROVAL OF THE COLLEGE DEAN AS WELL AS THAT OF THE CLASS INSTRUCTOR AND DEPARTMENT CHAIRPERSON FOR EACH CLASS YOU DROP.

The College of Liberal Arts adheres to this policy strictly, and does not sign withdrawal forms in the final three weeks of instruction for other reasons.

Make-up Tests:

Pursuant to university policy, requests to take make-up tests will only be granted under the following situations:

(1) illness or injury to the student; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities.

Students may be required to submit documentation to support their petition for a make-up test.

Cheating and Plagiarism Policy:

The following is taken from University Policy Statement #85-19:

(A) Definition of Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in wholes, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same.

(B) Definition of Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

(c) Response to Cheating and Plagiarism: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

(a) Review -- no action.

(b) An oral reprimand with emphasis on counseling toward prevention of further occurrences;

(c) A requirement that the work be repeated;

(d) Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;

(e) Assignment of a failing final grade;

(f) Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

SCHEDULE

Jan 27–29: LaFreniere: Chap. 1: Philosophical and Historical Foundations of a Science of Emotion; Download Notes for LaFreniere and Lecture Notes I and II from <http://www.csulb.edu/~kmacd/psy463.html>

February 3–5: Lecture Notes I and II

February 10–12: Chap. 2: Evolutionary Perspectives;

February 17–19: Lecture Notes III: Morality and Aggression

Outline and References of Term Paper Due on February 19

February 24–26: Chap. 3: Psychobiology of Emotion

FIRST ESSAY EXAM, FEBRUARY 26 (FLEXIBLE—WHEN WE FINISH CH. 3)

March 3–5: Lecture Notes IV and V

March 10–12: Lecture Notes IV and V

March 17–19: Chapter 4: Psychological Perspectives

March 24–26: Chapter 4, continued

SECOND ESSAY TEST, MARCH 26 (FLEXIBLE—WHEN WE FINISH CHAPTER 4)

Spring Break: March 30–April 3

April 7–9: Chap. 5: The Emergence of Emotions in Infancy

April 14–16: Chapter 5, continued

Chap. 6: Lecture Notes VI: Behavior Genetics

TERM PAPER DUE ON APRIL 16

April 21–23: Lecture Notes VI: Behavior Genetics

April 28–30: Chap. 6. Individual Differences in Emotional Development

May 5–7: Chap. 8: Individual Differences in Emotional Styles in Early Childhood; Lecture Notes VII: The Evolutionary Theory of Sex

May 12–14: Conscientiousness PowerPoint

TERM PAPER REVISIONS DUE ON DEC. MAY 14

The Final Exam will be on Thursday, May 21 from 5:00 to 7:00PM. It will be an essay exam on the material covered since the previous essay exam, plus selected topics from previous parts of the course.