Psychology 423 (B1) / Psychology 622 (B1): Winter 2014
Social and Emotional Development in Childhood

Instructor: Dr. Wendy Hoglund
Office: BS P-237
Email: hoglund@ualberta.ca (please enter Psych 423 in the subject line)
Labpage: http://www.psych.ualberta.ca/~hoglund/PEERSlab/
Office Hours: Thursdays 9:30am-10:30am or by appointment

TA: TBA
Office: TBA
Email: (please enter Psych 423 in the subject line)
Office Hours: by appointment

Course Website: Access through eClass Moodle: https://eclass.srv.ualberta.ca/portal/

Class Meetings: T R 11:00 – 12:20pm

Location: BS P-319N

Required Readings: The articles listed in the reading list are available as permanent links through the U of A Libraries.

Course Overview:

This course is designed to provide students with an understanding of the complexity of children’s social and emotional development during childhood. This course examines theory and research on children’s social and emotional development and selected individual, family, peer and broader contextual factors that can influence children’s social and emotional development.

This course also includes an optional community-service learning (CSL) component. To gain practical insights about development in childhood, students who select this option work as volunteers at local not-for-profit agencies. The goals of this volunteer work is for students to integrate their in-class learning with their practical experience at their volunteer placement and to contribute to the capacity of local agencies to promote the healthy development of adolescents.

Course Objectives:

Describe and discuss practical issues important in the social and emotional development of children.
Critically evaluate how theoretical perspectives and research contribute to our understanding of children’s social and emotional development.
Develop the analytical and research skills to critically appraise how research informs our understanding of children’s social and emotional development and the written and oral skills to demonstrate these skills.
Appreciate how variations in economic, social, and cultural factors are related to developmental competencies and problems in childhood.
Integrate and apply knowledge of developmental processes and challenges in childhood with the practical experience gained during volunteer work or interactions with children.
Contribute to scholarly discussion on the social and emotional development of children and to the capacity of local agencies to support the healthy development of children.

Prerequisites: STAT 141 or 151 and PSYCO 323 or 327
Grading:

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<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A+</td>
<td>92-100%</td>
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<tr>
<td>A</td>
<td>88-91.99%</td>
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<tr>
<td>A-</td>
<td>84-87.99%</td>
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<tr>
<td>B+</td>
<td>78-83.99%</td>
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<tr>
<td>B</td>
<td>74-77.99%</td>
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<tr>
<td>B-</td>
<td>70-73.99%</td>
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<tr>
<td>C+</td>
<td>65-69.99%</td>
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Fifty-percent (50%) is required to pass. Rounding is to the third decimal place. While attending classes is at your discretion, you are still responsible for meeting all course requirements and for all course material that is covered in the seminars. Failure to complete any one of the course requirements will result in a grade of zero for that assignment.

Evaluation: % of Final Grade:

Class Participation + Weekly Comments | 10%
CSL Volunteer + Assignment OR Weekly Journal Option | 10%
In-Class Assignments (5) | 25%
Partner Research Presentation | 25%
Partner Research Paper | 30%

Class Participation & Weekly Comments (10%):

Class Participation (5%): Students are expected to come to each class prepared to discuss the issues introduced in the readings, to raise thoughtful questions or issues from the readings that they think are particularly important or compelling, and to articulate how these issues relate to their practical experiences. Class participation will be based on students’ overall contributions to the class discussions throughout the semester (this includes both attendance in class AND actual verbal contributions to class discussion). Class participation across the semester will be graded out of 5 points. The only way to receive full marks is to attend class consistently and to contribute consistently (with relevant comments) to class discussion. Students who miss classes and/or do not contribute verbally to class discussion will be deducted marks accordingly.

Weekly Comments (5%): Students are required to submit weekly comments (~1/2 page, double-spaced) on the required readings for that week, starting Week 2 (Jan. 13th) through to and including Week 13 (Apr. 7th). The goals of the weekly comments are to provide opportunities for students to raise thoughtful issues from the readings that they think are particularly important or compelling and to promote discussion of common points. Comments should be written using full sentences with appropriate grammar. Comments should become more complex as the semester proceeds and as the knowledge gained from the previous readings and class discussion inform students’ understanding of the readings and topics. Comments that simply state your enjoyment or dislike of the article are not appropriate. Comments should go beyond simply summarizing the readings and should offer some degree of insight into the reading and relevance for the study of children’s social and emotional development. Comments are to be submitted to the discussion forum on eClass by 7pm on the Monday PRIOR to the classes in which the readings are to be discussed. Each weekly comment will be graded out of 1 (0 = no reflection submitted or irrelevant reflection; 0.5 = moderately relevant/insightful reflection; 1 = relevant and insightful reflection). Students can miss submitting 2 weekly comments without penalty or the lowest grade will be removed. Thus students should submit 10 comments over the course of the semester (there are no submissions during reading week).
Community Service-Learning (CSL) Option A OR Journal & Review Option B:

OPTION A: For students who opt to complete the CSL component.

A. **CSL Volunteer Option (5%)**: Students are required to serve as volunteers at a local not-for-profit community agency throughout the term. **Students who complete this option are required to commit 2-4 hours per week beginning in late January/early February and continuing until April 9th, for a minimum of ~20 hours over the semester.** The goals of the volunteer experience are to provide students with practical opportunities to: 1) better understand the complexity of processes that can affect the development of children; 2) develop their research skills; 3) apply their in-class learning; and 4) contribute to the capacity of local agencies to promote the healthy development of children. Information about volunteering and options for placement will be provided in class and is available through the UofA Community-Service Learning (CSL) portal: [http://www.csl.ualberta.ca/](http://www.csl.ualberta.ca/). **Students who select this option are required to submit their top 2 volunteer choices and a brief explanation of why these are their top choices to the instructor by January 13th.** Students are not expected to contact any agencies until placement opportunities are decided upon in class on January 13th. Students’ performance as volunteers will be evaluated by their supervisor(s) at their agencies. This evaluation will assess students’ participation (including attendance) and contributions to their placement. **Evaluations must be received by the instructor by Monday April 13th, 2015.** Students are encouraged to keep a weekly journal reflecting their service learning experiences. Information from this journal can be used to enhance their research presentation and paper.

CSL Assignment (5%)**: Students who complete the CSL option are also required to complete a research assignment for their community partner. These assignments will be described by and completed in collaboration with your community partner. Your community partner will assign a grade out of 5 for your research assignment. **Assignment evaluations must be received by the instructor by Monday April 13th.**

OPTION B: For students who opt NOT to complete the CSL component.

B. **Journal & Review Option (10%)**: Students who opt not to complete the CSL option are required to maintain a weekly journal reflecting on their previous and ongoing interactions with children OR on their exposure to topics on adolescents through the media. Through their journal entries, students should reflect on how their interactions or exposure to adolescents conform to or challenge common stereotypes about adolescents AND/OR research discussed in class. Students are required to relate their experiences to empirical research on children’s development. This means that students must search for (e.g., through Psycinfo) and appropriately reference how the research evidence relates to their experiences. Students must appropriately reference at least 1 relevant empirical article in each journal entry. **Students who complete this option are required to prepare one journal entry per week (~2 double-spaced pages per entry) beginning the week of January 12th and continuing until April 9th, for a total of 12 journal entries.** These reflections should demonstrate some insight into the daily experiences of children. The goals of the weekly journal are to provide students with opportunities to: 1) reflect on their own experiences with or exposure to children; 2) relate their in-class learning and research evidence to these reflections; and 3) to practice their writing skills. Journal entries should be written using full sentences with appropriate grammar. Students will submit their first 6 entries on February 26th and their last 6 entries on April 9th.

**Due Dates**

<table>
<thead>
<tr>
<th>Part 1 (5%)</th>
<th>February 26 (02/26/15)</th>
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<tr>
<td>Part 2 (5%)</td>
<td>April 9 (04/09/15)</td>
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**Length**

<table>
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<tr>
<th>Part 1</th>
<th>~12 pages, double-spaced</th>
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<tr>
<td>Part 2</td>
<td>~12 pages, double-spaced</td>
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**In-Class Assignments (25%)**:

The goals of the in-class data analysis assignments are to: 1) provide students and the instructor with ongoing evaluation regarding understanding of course materials and achievement of course objectives; 2) provide opportunities for students to develop their research and analytical skills; 3) provide opportunities
for students to gain an in-depth understanding of research methods and analysis designed to address research questions related to children’s social and/or emotional development; and 4) to provide students with opportunities to work on and receive feedback on their research paper throughout the semester. Each of the five assignments will build from each other and will form the basis of students’ research presentation and paper. The instructor will provide students with a data set that includes data on children’s social and emotional development to use for these assignments and for the research paper. **YOU ARE REQUIRED TO COMPLETE THE ASSIGNMENTS WITH A CLASSMATE** (except graduate students who will complete this assignment on their own). One partner in each group must be completing the CSL component (unless there are too few CSL students).

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<tr>
<th>Assignment</th>
<th>Date</th>
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<tr>
<td>1: Research Questions &amp; Hypotheses (5%)</td>
<td>January 29 (01/29/15)</td>
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<td>2: Research Methods &amp; Preliminary Analysis: Psychometrics (5%)</td>
<td>February 12 (02/12/15)</td>
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<tr>
<td>3: Research Methods &amp; Preliminary Analysis: Correlations (5%)</td>
<td>February 26 (02/26/15)</td>
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<td>4: Primary Analysis: Linear Regression (5%)</td>
<td>March 5 (03/05/15)</td>
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<tr>
<td>5: Discussion: Interpretation (5%)</td>
<td>March 12 (03/12/15)</td>
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**Partner Research Presentations (25%):**

The overall goals of the research presentations are to provide students with opportunities to: 1) practice their oral presentation skills; 2) develop their research and analytical skills; 3) gain an in-depth understanding of a particular topic in children’s social and/or emotional development; 4) work on and receive feedback on their research paper throughout the semester and 5) learn from other students.

A 30 minute presentation will be given by 2 students per group who identify similar research interests related to the data available through the instructor. The presentations will build from the assignments completed in-class and will form the basis of the research paper that students will submit at the end of the term. The presentations will focus on and describe a specific area of social and/or emotional development in childhood. Each presentation will be for 30 minutes plus 5 minutes for audience questions and discussion. Students should generate ideas for their presentations and discuss these with the instructor.

The presentations should include: 1) a brief literature review that informs the students’ research questions and hypotheses and a minimum of 2 peer-reviewed studies to support the proposed research questions and hypotheses; 2) the methods and preliminary data analysis; 3) the primary results; 4) discussion and interpretation of the findings; and 5) audience discussion that the presenters are expected to lead.

Detailed instructions for the class presentations will be provided in advance of the presentation dates through eClass. Students who do not actively participate in a class presentation will receive a grade of zero (including participating in the development and delivery of the class presentation). **YOU ARE REQUIRED TO COMPLETE THE RESEARCH PRESENTATION WITH A CLASSMATE** (except graduate students who will complete this assignment on their own). One partner in each group must be completing the CSL component (unless there are too few CSL students). Ideally students will integrate some of their CSL experiences into their presentations as anecdotal evidence.

<table>
<thead>
<tr>
<th>Presentations</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Presentations 1 and 2</td>
<td>March 31&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Presentations 3 and 4</td>
<td>April 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Presentations 5 and 6</td>
<td>April 7&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Presentations 7 and 8</td>
<td>April 9&lt;sup&gt;th&lt;/sup&gt;</td>
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**Partner Research Paper (30%):**
The overall goals of the paper are to provide students with opportunities to: 1) practice their writing skills; 2) develop their research and analytical skills; 3) enhance their ability to integrate theory and empirical evidence on a specific topic in children’s social and/or emotional development; and 4) further develop their ability to articulate their knowledge to an academic audience.

Students are required to write a research paper (~8-10 pages, double-spaced) on a specific area of children’s social and/or emotional development during childhood. The research paper needs to integrate a relevant theoretical perspective to guide the research and empirical evidence from a minimum of 2 peer-reviewed studies on the selected area of children’s social and/or emotional development. The research paper will be based on the 5 assignments that students complete through the semester, including the research questions and hypotheses students develop and on the data analyses that students conduct. Papers should be written for an academic audience and include the following sections: 1) a literature review that sets the stage for the research questions and hypotheses to be addressed; 2) the research design and methods; 3) data analysis and results; and 4) discussion. Students should generate ideas for their research paper and discuss their ideas with the instructor. Detailed instructions for the paper will be provided in advance of the due date through eClass. Students who do not submit a paper on time will receive a grade of zero. **YOU ARE REQUIRED TO COMPLETE THE RESEARCH PAPER WITH A CLASSMATE (except graduate students who will complete this assignment on their own). One partner in each group must be completing the CSL component (unless there are too few CSL students). Ideally students will integrate some of their CSL experiences into their research paper as anecdotal evidence.**

**Due Date**
April 9 (04/09/15)

**Length**
~8-10 pages, double-spaced

**Course Outline:**

The course schedule is presented below. The majority of the classes will be in seminar format. PDF copies of most powerpoint slides will be posted on the course website through eClass. The purpose of the seminars is to enhance and extend the course readings. You are responsible for reading the assigned articles.

**Tentative Schedule for Seminars and Important Dates:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>General Topic</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td><strong>Section I: Individual Influences</strong></td>
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<tr>
<td>Week 1: Jan. 6th &amp; 8th</td>
<td>Historical &amp; Evolutionary Perspectives</td>
<td>Jan. 8th: CSL Opportunities</td>
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<tr>
<td>Week 2: Jan. 13th &amp; 15th</td>
<td>Social Competence</td>
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<td>Week 3: Jan. 20th &amp; 22nd</td>
<td>Emotion Regulation</td>
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<td><strong>Section II: Family Influences</strong></td>
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<td>Week 4: Jan. 27th &amp; 29th</td>
<td>Family Stressors</td>
<td>Jan. 29th: In-Class Assignment #1</td>
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<td>Week 5: Feb. 3rd &amp; 5th</td>
<td>Parental Influences</td>
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<td>Week 6: Feb. 10th &amp; 12th</td>
<td>Sibling Influences</td>
<td>Feb. 12th: In-Class Assignment #2</td>
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<tr>
<td>Feb. 17th &amp; 19th</td>
<td>Reading Week</td>
<td>NO CLASS</td>
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<tr>
<td><strong>Section III: Peer Influences</strong></td>
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<tr>
<td>Week 7: Feb. 24th &amp; 26th</td>
<td>Friendships</td>
<td>Feb. 26th: In-Class Assignment #3</td>
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<td>Week 8: Mar. 3rd &amp; 5th</td>
<td>Peer Acceptance and Popularity</td>
<td>Mar. 5th: In-Class Assignment #4</td>
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<td>Week 9: Mar. 10th &amp; 12th</td>
<td>Peer Aggression and Victimization</td>
<td>Mar. 12th: In-Class Assignment #5</td>
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<td><strong>Section VI: Contextual Influences</strong></td>
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<tr>
<td>Week 10: Mar. 17th &amp; 19th</td>
<td>School</td>
<td>Mar. 19th: NO CLASS</td>
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<tr>
<td>Week 11: Mar. 24th &amp; 26th</td>
<td>Culture &amp; Ethnicity</td>
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<tr>
<td><strong>Section V: Research Presentations</strong></td>
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Week 12: Mar. 31st & Apr. 2nd  
Presentations  

Week 13: April 7th & 9th  
Presentations  

### Email:
Please enter “Psych 423” in the subject line in your emails to me. I will respond to your emails as soon as possible, generally within 1-2 days. For lengthier questions please ask these during class time or following class or schedule an appointment. Questions that are asked via email may be responded to during class time to benefit all students rather than via email. If you do not attend class you run the risk of missing the answer to your question.

### Appeals:
The Department of Psychology policy is that students must initiate a request for reevaluation of term work prior to the posting of final grades. Term work will not be revisited after final grades are posted.

### Academic Integrity and Offences:
Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (www.uofaweb.ualberta.ca/secretariat/studentappeals.cfm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Plagiarism is using someone else’s work and presenting it as your own, whether it comes from the web, a friend, or some other source. COPYING SOMEONE ELSE’S WORDS IS PLAGERISM (UNLESS APPROPRIATE CITATION IS USED). For more information, see: [http://www.plagiarism.org/](http://www.plagiarism.org/).

Cheating is obtaining information from another student or unauthorized source or having someone else represent you during an exam. It is an equal offence to deliver information to another student, in any form, in the course of an exam.

UNDERSTAND THAT PLAGERISM CAN TAKE PLACE ON ASSIGNMENTS AS WELL AS ON PAPERS. IT IS EXPECTED THAT YOU WILL BE THE SOLE AUTHOR OF YOUR OWN WORK, INCLUDING ASSIGNMENTS.

### Writing and Learning Resources and Student Support Services:
University of Alberta Student Success Centre offers effective learning and writing resources.  
[http://www.uofaweb.ualberta.ca/academicsupport/index.cfm](http://www.uofaweb.ualberta.ca/academicsupport/index.cfm)

University of Alberta Libraries offers informational technology and writing resources.  
[http://www.library.ualberta.ca/](http://www.library.ualberta.ca/)  
[http://www.library.ualberta.ca/services/students/index.cfm](http://www.library.ualberta.ca/services/students/index.cfm)  
[http://www.library.ualberta.ca/guides/index.cfm](http://www.library.ualberta.ca/guides/index.cfm)

University of Alberta Instructional Technology and Resources Lab in the Psychology Department offers Information Literacy Tutorials (component of PSYCO 104/105 Courses). These include APA style tutorials.  

University of Alberta Student Services.  
[http://www.uofaweb.ualberta.ca/studentservices/](http://www.uofaweb.ualberta.ca/studentservices/)