PSYCHOLOGY 478/578
SOCIAL DEVELOPMENT – WINTER 2021

Instructor:
Professor Jennifer Pfeifer
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Office Hours: Tuesday/Thursday 2:15pm-3:15pm or by appointment.

Graduate Teaching Fellows (GTFs):
Elizabeth Loi
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Office Hours: Thursday 11:15am-12:15pm or by appointment.
Victoria Guazzelli Williamson
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Office Hours: Wednesday 11:15am-12:15pm or by appointment.

Class Meeting Dates, Times, and Modality: Monday/Wednesday 12:15pm-1:45pm
This is a REMOTE course: unlike “online/WEB” courses, we will meet during scheduled class meeting times. We will use these live sessions for a combination of lecture and group work to build community and learn together. Please read the Remote Class Participation Guidelines document on Canvas.

Log into canvas.uoregon.edu using your DuckID to access our class. All Zoom links are in Canvas. 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

Have trouble accessing the Internet?: Some companies are offering free access during this challenging time. To learn more, visit Information Services’ web page on going remote.

If you have an unstable connection on Zoom, consider turning your video off or selecting “phone call” rather than “computer audio” when joining a meeting (dial in using the number that appears, with passcode and participant ID; it will link your audio and video seamlessly, but you’ll be using your cell network for audio rather than your internet bandwidth).

Learning Objectives:
During this pandemic, I believe we can grow together as a class community, even given our physical distance. We cannot meet in person, but we can:
1. Develop a strong foundational knowledge base about social 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 social 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 the COVID-19 pandemic impacts socioemotional development, as many of these topics are more relevant than ever.

Course Website and Email:
Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Communicating with Instructors:
How?: Office hours will be offered multiple times weekly (see above). We will also host a running discussion forum on our Canvas called “Class Questions and Answers” so that everyone can access and benefit from shared Q&A. Meetings can also be scheduled outside my regular office hours – just email or call to set a time. If you experience Internet access challenges, calling is a good way to reach us, as those messages are forwarded to email. If you contact us with a question, 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 in this unusual year. If you are struggling for any reason, we want to help – do not be afraid to ask! All you need to say is that you need help, you do not need to already have the answers. We are here to help you strategize, find solutions, and identify resources.

Meeting Organization and Conduct:
Each remote, synchronous meeting will include a lecture (recorded to the cloud for captioning and viewing asynchronously when needed) and group work. The group work includes a live journal club activity (Mondays), and a service learning project (Wednesdays).

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.

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, live journal club activities, a service learning project, and a literature review, each described further below. Rubrics 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 Friday at noon, and close every Sunday at 9:00pm.**
- 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, the live journal club activity, or the other 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 afterwards – up until the answers are released on Canvas. 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, and 3) you did not receive questions or answers with other students who took the quiz earlier than you. 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 appropriately.

Live Journal Club (Wednesday), 90 points:
- We will complete a live journal club activity during class time on Wednesdays (except during the last week of class, when groups will give presentations).
- Journal club readings will be clearly marked on the reading list.
- The live journal club activity will involve working in breakout rooms in small groups to respond to a question about the assigned reading. Questions are assigned live during class, and groups work in a communal Google Slides file to create one slide per group that answers their question. We then review the slides in class, so one group member presents their group’s slide.
- Note that these groups are not the same as the groups for the service learning project. This will help you meet and connect with more of your peers and keep things interesting!
- Wednesday, January 6th will be a practice journal club. You will meet the other members of your group and come up with a group name.
- Each journal club is worth up to 15 points. You only need to participate in 6 of them, so you can skip the other 2 journal clubs, no questions asked. If you participate in more than 6, your best 6 scores will be kept.
Group Service Learning Project (Mondays), 120 points:

- To understand how the science of developmental psychology can have real-world impact, a significant portion of your grade will involve contributing to a 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 # members = 5). On Mondays, we will spend time during class working in groups on the service learning project.
- Each group will keep a log on Canvas of their activities (who did what), updated after each group work session. This is worth 20 points total and is due on March 13th, but preliminary scores and feedback will be given for the log up to February 13th.
- Your group will develop a creative contribution, due on Saturday, March 6th to enhance the organization’s ability to provide these services or better reach individuals who would benefit from them. For example, you may design a stylistic facts and resources poster or brochure to place at schools or in critical locations around the city; 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; run an activity camp; or organize a supply/fund drive. The quality of the creative contribution itself is worth up to 50 points.
- During the last week of class (March 8th and 10th), 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.

Literature Review, 100 points:

- To inform your learning about your group’s context, 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 sources. It must contain a title page with your name and a list of references (cited in-text using APA’s parenthetical style), but no abstract or running head is required. A more detailed handout will be provided. The literature review is worth up to 100 points and due by 9:00pm on Saturday, February 20th. 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.
- 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 Saturday, January 16th; and your proposed thesis (4 points) by 9:00pm on Saturday, January 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 homelessness, one group member may write their literature review about whether children who are homeless are more frequently bullied or rejected by peers, while another group member may write about how some negative impacts of homelessness in children may be buffered by sensitive parenting, and another might write about unique concerns of homeless adolescents.

**Final Grades:**
Out of the 450 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 ≥ 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%.

**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. Resubmissions of papers produced for prior classes are not allowed; if you want to continue to work on a topic that you used in another class, please come talk to me first. It is also plagiarism to submit work in which portions 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. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or quizzes, or re-submission of papers you produced for previous courses, is not acceptable. Written work will be checked electronically for plagiarism using “turnitin” by SimCheck; remaining in this course constitutes your consent to this process. If you are in doubt about your work, please consult with us, or seek assistance form the staff of Academic Learning Services (PLC 68; 346-3226). 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 (164 Oregon Hall; 346-1155) if you experience barriers to full engagement in learning. If one of the following applies to you, please see us ASAP to make adjustments:
- 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:

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<th>Activity</th>
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<td>Mon</td>
<td>Service Learning Project group work during class</td>
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<td>Wed</td>
<td>Live Journal Club activity during class</td>
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<td></td>
<td>Fri-Sun</td>
<td>Open-Book Quizzes on Canvas (noon Friday to 9pm Sunday)</td>
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1/16/21 Sat Submit independent literature review topic on Canvas by 9pm
1/18/21 Mon MLK Day – NO CLASS
1/23/21 Sat Submit independent literature review thesis on Canvas by 9pm
2/13/21 Sat Preliminary Service Learning Project log due on Canvas by 9pm
2/20/21 Sat Literature review due – submit on Canvas by 9pm
3/6/21 Sat Service Learning Project “creative contribution” due on Canvas by 9pm
3/8/21 Mon Service Learning Project presentations IN CLASS
3/10/21 Wed Service Learning Project presentations IN CLASS
3/13/21 Sat Final Service Learning Project log 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 Saturday at 9pm, except quizzes which are open all weekend until Sundays at 9pm. Keep up-to-date on Canvas and check your email for announcements about changes.