

Human Development and Family Studies
University of Wisconsin, Madison

Social and Emotional Development (461)
3 Credits

Location: 118 School of Human Ecology
Time: Tuesdays & Thursdays, 4 – 5:15
Instructor: Janean Dilworth-Bart, PhD
Office: SoHE 370A
Office Hours: Mondays, 10 – 12
Email: jedilworth@wisc.edu

Course Learn@UW Website: <https://uwmad.courses.wisconsin.edu/>

Required Text:

Shaffer, D.R. (2005). Social and personality development. 5th edition. Belmont, CA:
Thomson/Wadsworth.

Any dictionary including online dictionaries such as:
The Oxford English Dictionary Online www.oed.com
Merriam Webster Online www.m-w.com

Prerequisites:

A background in child developmental theory and research methodology is assumed.

Course Objectives:

The purpose of this course is to provide a more in depth and intensive study of social and emotional development. We will cover a range of topics beginning with a review of classical and contemporary theory and followed by discussions of the roles of intraindividual characteristics and interpersonal relationships in development. Consistent with the departmental commitment to studying “development in context,” this course has a strong contextual orientation. As such, special attention will be paid to the role of the family, peers, and media in social and emotional development. In addition to these topics, group presentations will allow students to explore additional social and emotional development topics of their own choosing.

COURSE STRUCTURE

This course includes lectures, class discussion, exams, and group presentations. Lecture notes are available on the course website. Class discussions will address lecture materials and textbook readings. Students are expected to complete all reading assignments prior to class.

COURSE REQUIREMENTS

There are 350 possible points for the semester. Grades consist of 2 exams (100 points each = 200 total points), 9 online essays (5.55 points each = 50 points), 1 group presentation (25 points), and 1 group portfolio (50 points).

Exams (200 points)

The two exams for this course will consist of multiple choice and short answer/essay questions. Each exam is worth a total of 100 points for a total of 300 points.

Make up Exams

Make up exams will be in short answer/essay format and must be taken within 3 business days *after* the original exam date. Inform me that you must miss an exam as soon as possible before the scheduled exam date. There are limited times within the 3 day make up period during which I will be available to administer make-ups. Therefore, make-up exams will not be given without advanced scheduling, and you will receive a zero (0) for any missed exams. Emergency or unexpected absences will be reviewed on a case-by-case basis. Make-up exams will be given in cases of illness only with a note from Health Services or a private doctor's office.

Online Essays (50 points)

There are 9 online quizzes worth 5.55 points each. These essays will provide intermittent reviews of course material. The essay topics are available on the course website. ***Essays are available at the beginning of the semester but are due no later than 11:59pm on the date listed in the syllabus. Because they are available at the beginning of the semester, late essays will not be accepted under any circumstances.***

Group Presentation (25 points), Presentation Portfolio (75 points)

Oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present topics related to social and emotional development in groups of 2 to 3. Presentations will last half a class period (about 40 minutes including discussion and questions).

Presentations will be related to topics discussed in the current unit. For example, a presentation topic related to the unit on Establishment of Intimate Relationships (chapter 5) could be about effects of deprivation or abuse on children's attachment abilities. Students *can* present more in depth discussions of topics presented in the text, and are strongly encouraged to review the chapter corresponding to their presentation date when choosing a topic.

Students are encouraged to present opinions as long as the opinions are supported by their references. Additional guidelines for the presentation portfolio can be found on page 5 of this syllabus.

GRADING GUIDELINES

Exams	200
Group Presentation	25
Group Portfolio	75
	<u>300 points</u>

A	= 285 – 300 points (95 – 100%)
A/B	= 270 – 284 points (90 – 94%)
B	= 255 – 269 points (85 – 89%)
B/C	= 240 – 254 points (80 – 84%)
C	= 225 – 239 points (75 – 79%)
D	= 210 – 224 points (70 – 74%)

F = 0 – 209 points (<69%)

COURSE POLICIES

Attendance

Success in this course is strongly related to class attendance. Testing items will include both text and classroom material. Attendance will be periodically taken throughout the semester; and although it will not be directly factored into final grades, attendance will be considered if a student requests reconsideration of his or her grade.

Etiquette

Members of the class are expected to be respectful of each other and each other's opinions at all times. It is acceptable to disagree, but not to be disagreeable.

Academic Integrity

Academic dishonesty in any form, including cheating on exams, plagiarism, or submitting others' work as your own is unacceptable. These actions will result in a final course grade of "F" without exception.

Extra Credit

There will be *no* extra credit or extra assignments offered for this course under any circumstances. Meet with me early in the term if you feel you are having trouble understanding course material or preparing for exams.

Religious Observances

I wish to accommodate students' religious beliefs and cultural practices as much as possible. Please inform me within the first two weeks of class of the specific days or dates of any religious observances for which you will miss class or that conflict with course requirements.

Students with Special Needs

Please inform me in advance if you require additional support for testing such as extended exam time, untimed online quizzes, or readers. If you have, or suspect you have, a disability that could interfere with your learning and performance in the class, please contact the McBurney Center (263-2741 [phone]; 263-6393 [TTY]; 263-2998 [FAX]). Additional resources include:

The Writing Center: www.wisc.edu/writing or 263-9305

UW Counseling and Consultation Services: 262-1744

CLASS SCHEDULE*

Date	Topic & Assignment
9/6	<p align="center"><u>Orientation & Introduction</u></p> <ul style="list-style-type: none"> • Assigning groups and topics
9/8	Classical and Contemporary Theories (Chapters 2 & 3)
9/13	Library
9/15	<p align="center">Classical and Contemporary Theories continued (Chapters 2 & 3)</p> <ul style="list-style-type: none"> • Online essay 1 due – 9/14
9/20 – 9/22	<p align="center">Emotional Development and Temperament (Chapter 4)</p> <ul style="list-style-type: none"> • Online essay 2 due – 9/21
9/27 – 9/29	<p align="center">Intimate Relationships (Chapter 5)</p> <ul style="list-style-type: none"> • Online essay 3 due – 9/28
10/4 – 10/11	<p align="center">The Self and Social Cognition (Chapter 6)</p> <ul style="list-style-type: none"> • Group Presentations – 10/11 • Online essay 4 due – 10/10
10/13 – 10/20	<p align="center">Achievement (Chapter 7)</p> <ul style="list-style-type: none"> • Group Presentations – 10/20 • Online essay 5 due – 10/19
10/25	Midterm (Chapters 2 – 8)
10/27 – 11/3	<p align="center">Sex Differences, Gender Role Development, and Sexuality (Chapter 8)</p> <ul style="list-style-type: none"> • Group Presentations – 11/3 • Online essay 6 due – 11/2
11/8 – 11/15	<p align="center">Altruism and Moral Development (Chapter 10)</p> <ul style="list-style-type: none"> • Group Presentations – 11/15 • Online essay 7 due – 11/14
11/17 – 11/29	<p align="center">The Family (Chapter 11)</p> <ul style="list-style-type: none"> • Happy Thanksgiving – 11/24 • Group Presentations – 11/29 • Online essay 8 due – 11/28
12/1 – 12/15	<p align="center">Extrafamilial Influences I & II (Chapters 12 & 13)</p> <ul style="list-style-type: none"> • Group Presentations – 12/8 • Online essay 9 due – 12/13 • Group Presentations – 12/15

12/20	Final Exam (Chapters 9 – 13) 10:05am Location TBA
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* Adjustments to the course schedule will be made as necessary.

Presentation Portfolio (50 points)

All Presentation Portfolios are due in class on December 15th. Portfolios should be typed and bound, if possible. They should provide the following:

1. Executive Summary:
 - a. Executive summaries will be written in APA 5th Edition writing style, and will no more than 10 and no less than 8 double spaced, typed, pages in Times New Roman 12 pitch font. Margins should be 1 inch on the top, bottom, and sides of the page. Page limits do not include the references. Not following these guidelines will result in a 10 point reduction in the term paper grade.
 - i. Executive summaries will address the following:
 1. Presentation Topic. What are the three specific aims for this presentation?
 2. Rationale: Why is this topic important to our understanding of social and emotional development?
 3. Literature Review: What does the literature state about this topic?
 4. Implications: What are the implications of this topic for future research, policy, or intervention with children and families?
2. Reference page (written in APA style):
 - a. Summaries will include a minimum of 8 references. The Mash and Wolfe text and dictionary references are not allowed. No more than 2 non-APA approved/affiliated web-resources can be used *only* if they are a national organization representing a particular disorder (i.e., www.nccf.org, the National Childhood Cancer Foundation; www.autism-society.org, the Autism Society).
3. Copy PowerPoint Presentation slides (if used)
4. Copies of Handouts (if used)
5. List of Props (if used)
6. Group Member Assessment (1 page):
 - a. Individual group members will turn in *separate* group member assessment. **Assessments will not be included in the portfolio binder!** They will address the following:
 - i. What were the responsibilities of each group member including one's own contribution? Be sure to note how each group member's contribution was unique.
 - ii. What grade (i.e., A, A/B, etc.) would you assign the contribution and effort of each group member (including your own)? Why?

Each group will turn in one portfolio. Assignments turned in after class on December 15th will be subject to a 10 point for the entire group.