COURSE OBJECTIVE AND FORMAT

My main goal for this course is to expose you to the current theory and research concerning children's social and personality development. Rather than attempting to cover all of the topics in this area, I decided instead to focus this course on more in-depth coverage of selected topics. I also designed the course in a seminar format, which means that I expect each of you to participate as a member of the intellectual body. Most of the class sessions will revolve around student-led discussions, and my role will be as a facilitator to that discussion.

This is an ambitious course requiring quite a bit of reading and work on your part. I expect you to attend every class period and complete all of your reading BEFORE class meets. I also expect you to make on the readings including questions, comments, and criticisms that you will bring to class daily. Additionally, I expect you to participate in thoughtful discussions during class where you demonstrate your ability to critically analyze the reading assignment. Obviously, everyone will be highly involved in the discussions; sitting passively and just trying to absorb the material will not be an option. The success of this course depends on every participant being enthusiastic and prepared. It is unfair to other classmates to make them endure class discussions where some members have not read the material or do not contribute in meaningful ways.

EVALUATION

A. Team Leadership/Presentations (50 points each; 200 points possible)

About one month into the course, each of you will begin leading class discussions with a fellow classmate. The total number of classes you will help to lead will depend on the number of students in the class, but it will be somewhere between four and five. I will distribute the specific due dates and partners on Wednesday, Jan. 18. You and your partner’s responsibilities will include generating a list of discussion questions to be passed out the class session prior to your scheduled discussion as well as leading the class on your assigned day. Everyone will meet with me before finalizing their list of discussion questions. Each partner will be responsible for half of the discussion (i.e., leading discussion on half of the questions/issues) and each group member will be graded separately. Grades will be based on the questions you generate, as well as your ability to critically evaluate the reading, generate good discussion, and answer questions.

B. Individual Leadership/Presentation (75 points)

This presentation is identical to the previous ones, except each of you will now lead the class individually. Again, discussion questions must be distributed to the class one week prior to your discussion date.

C. Student Presentation (50 points)

D. Participation (100 points)

As mentioned above, I expect a significant amount of quality participation. Your participation will be graded on the quality of your comments, and you ability to show that you have critically analyzed the reading material.
E. Critical Analysis Papers (60 points; 12 papers, 5 points possible for each)

Beginning on Wednesday, Jan. 25, and for every Wednesday thereafter, you are required to bring to class a 1-2 double-spaced critical analysis paper. These papers should consist of your critical analysis and personal reactions of the reading material from the previous week and our class discussion. PLEASE DO NOT SUMMARIZE the class material (papers that simply summarize the readings will receive fewer points). These analysis papers should include your personal reaction combined with critical analysis and educated commentary using the principles and concepts learned in class. These papers are due at the start of class every Wednesday; if you miss class on a Wednesday it is your responsibility to get the paper to me prior to the start of class via either email or fax.

F. Learning Activities/Thought Papers (~25-50 points each)

A few times throughout the semester, I will assign out-of-class learning activities or thought papers. Most of the activities and papers will require you to submit a typed report and some of them may be continued during class. I will distribute specific guidelines and point values for these assignments throughout the semester.

G. Major Class Project (~200 points)

I will distribute guidelines for the class project later in the semester.

Grading

I will calculate your final grade for the course by summing all of the points you have accumulated throughout the various assignments, and dividing this number by the total number of possible points. Grades are assigned using the grading scale below. For example, if you accumulate 863 out of 1000 possible points, you would have an 86.3%, or a B+.

92 - 100 % of total possible points = A
89 - 91.5% of total possible points = A-
86 - 88.5% of total possible points = B+
82 - 85.5% of total possible points = B
79 - 81.5% of total possible points = B-

76 - 78.5% of total possible points = C+
70 - 75.5% of total possible points = C
60 - 69.5% of total possible points = D
0 - 59.5% of total possible points = F

Late Paper Policy. All written assignments are due at the start of class on their appropriate dates. Students who miss class on the day an assignment is due are still responsible for turning in their assignment by the start of class. You may either have a friend turn in the paper, fax the assignment to me, or send it as an e-mail attachment.

Academic Integrity. My assumption is that no one will cheat in this course, nor will acts of plagiarism occur. In fact, given the nature of the course, I think it would be very difficult to engage in academic dishonesty. Nonetheless, university policy requires that I include a statement concerning academic integrity.

In this course I expect all students to maintain the highest standards of academic honesty. As noted in Penn State’s Policy 49-20, “Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.” I will accept no excuses for plagiarism, cheating, or any other act that suggests that you have not fulfilled your academic responsibilities. If charged with academic dishonesty, you will receive written or oral notice of the charge by me. You and I will then meet to discuss the charge. If you choose to contest the charge, you have the option of contacting Dr. Joseph McCormick, Director of Academic Affairs and requesting a hearing with the Commonwealth College Committee on Academic Integrity at the campus. Sanctions for breaches of academic dishonesty will typically range from failing an assignment with a score of zero to failing the course, although more harsh sanctions exist for especially severe cases.
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<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Reading Assignment</th>
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<tbody>
<tr>
<td>Mon., Jan. 9</td>
<td>Course introduction and overview</td>
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<tr>
<td>Wed., Jan. 11</td>
<td>Intro to Social Research&lt;br&gt; Schaffer, Chapter 1 <em>(Dr. Casteel)</em></td>
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<td>Mon., Jan. 16</td>
<td><strong>NO CLASS - Dr. Martin Luther King, Jr. Holiday</strong></td>
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<td>Wed., Jan. 18</td>
<td>Attachment&lt;br&gt; Schaffer Chapter 3 (pp. 126-153) <em>(Dr. Casteel)</em></td>
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<td>Wed., Jan. 25</td>
<td>Parenting - Learning Activity 1 (Parenting Interview) is due</td>
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<tr>
<td>Mon., Jan. 30</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Foreword, Preface, Chapter 1 and Chapter 2 <em>(Dr. Casteel)</em></td>
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<tr>
<td>Wed., Feb. 1</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 3 and Chapter 4 <em>(Mary &amp; Cindy)</em></td>
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<td>Mon., Feb. 6</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 8 <em>(Jason &amp; Jess)</em></td>
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<td>Wed., Feb. 8</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 10, Appendix 1 <em>(Dr. Casteel)</em></td>
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<td>Mon., Feb. 13</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 12 <em>(Cindy &amp; Jess)</em></td>
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<td>Wed., Feb. 15</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 13 <em>(Mary &amp; Jason)</em></td>
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<tr>
<td>Mon., Feb. 20</td>
<td>Group Socialization Theory&lt;br&gt; Harris, Chapter 14 and Chapter 15 <em>(Dr. Casteel)</em></td>
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Mon & Wed., Mar. 6-8  Spring Break Vacation!!

Mon., March 13  Learning Activity 2 (Important Socialization Traits) is due

Wed., March 15  Peers

Mon., March 20  Aggression

Wed., March 22  Aggression

Mon., March 27  Media effects on aggression

Wed., March 29  Gender Differences *(Cindy)*

Mon., April 3  Identity - Learning Activity 3 is due
Moshman, Chapter 10 *(Dr. Casteel)*


Mon., April 10  Divorce


Mon., April 17  NO CLASS

Wed., April 19  Adolescent intimacy

Mon., April 24  Student Presentations

Wed., April 26  Student Presentations