Modifications to PSY 456 – Social Development - transition from 3 credits to 4 credits

Instructor: Dr. Rebecca Brown

In keeping with our proposed program change, I am proposing a change to the course PSY 456. I believe that this change will benefit students and bring the substance and requirements of this course more in line with other quality university programs across the state and nation.

Please refer to the following table, which shows the planned changes for this course at both the undergraduate and graduate levels. The modified course, with additional class time, will allow a wider range of topics to be discussed in class (including recent developments within the field), a greater array of reading assignments, and more time for classroom discussion.

Students will also engage in significantly more writing in this 4-credit format than in the 3-credit format.

Graduate students will also be asked to conduct a class discussion, which is not currently required in the 3-credit course

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**PSY 456: Social Development**

<table>
<thead>
<tr>
<th>4 hours per week</th>
<th>3 hours per week</th>
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<tbody>
<tr>
<td>1 Book; Supplemental Readings on Blackboard</td>
<td>1 Book</td>
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<tr>
<td>2 Exams: 30% Each; Term Paper: 20%; Participation: 20%</td>
<td>Exam 1: 15%; Exam 2: 19%; Participation: 10%; Analyze + Connect Papers: 14%; Term Paper: 19%; Final Exam: 23%</td>
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**Overview:** PSY 456 examines the nature and course of human social development from conception to young adulthood. Course content includes genetic, environmental and biological influences on developmental processes, early attachment relationships, self-concept, temperament and personality, socialization and parent-child relationships, sibling relationships, and friend/peer relationships. Discussion of cultural influences on social development is woven through all topics.

**Textbook:** Shaffer, David R., Social & Personality Development (6th Edition), Wadsworth, 2009

**PSY 456 COURSE OBJECTIVES**
Students will:
- Expand own world view of how human infants develop into social adults
- Become acquainted with the major social developmental theories and research
- Demonstrate an understanding of differences between major theorists
- Use key terminology, historical figures’ names and events to discuss human social development.
- Relate social developmental research/theory to current developmental issues discussed in the popular media

**PSY 556 COURSE OBJECTIVES (all PSY 456 objectives also apply)**
Students will:
- Identify ways in which PSY556 connects to and furthers their graduate education
- Create an individualized learning/assessment plan to further their specific goals
- Critique the methodology and conclusions of current research by writing a paper based on a thorough review of recent research on a social developmental topic

**REQUIREMENTS**

**Participation:** Course work includes reading text assignments, supplemental reading assignments, completing learning exercises, finding/reporting on articles from popular media sources, and participating in online written discussions with other students.

**Exams:** There will be two exams worth 300 points each. Exam #1 will cover material presented in Lessons 1-5. Exam #2 will cover material in Lessons 7-10. Exams may contain multiple choice, definitions, matching, fill-in items, and essay questions. Exams will be based on assigned reading, Internet discussion, and learning exercises.

**PSY 456/556 Term Paper:** Guidelines for the term paper are posted in Course Information. Students will choose a social developmental issue that has received recent popular media coverage, find and describe news articles about the topic, and discuss them in relation to PSY456/556 course content.

**PSY556 Graduate Research Paper:** In addition to the term paper described above, graduate students will write a research paper on a topic connecting their graduate field and PSY456/556 course content. Students should choose a topic that will be useful in their graduate work or future career. Students will work with the Instructor to choose a topic that will be useful in their graduate work or future career. The format and individual objectives for the paper may vary from student to student.
SUMMARY OF GRADING PSY 456:
The relative contribution of requirements to total points is:
- Exam #1 (Week 6) 300
- Exam #2 Exam (Week 11) 300
- Developmental Issues Essay 200
- Internet Discussion/Learning Exercises 200
- TOTAL 1000

SUMMARY OF GRADING PSY 556:
The relative contribution of requirements to total points is:
- Exam #1 (Week 6) 300
- Exam #2 Exam (Week 11) 300
- Developmental Issues Essay 200
- Graduate Research Paper 200
- Internet Discussion/Learning Exercises 200
- TOTAL 1200

READING SCHEDULE:
Note: Supplemental reading will be placed in Course Documents/Supplemental Reading on the PSY456/556 web site or accessed through the External Links folder on the web site.

**Week 1**
Chapter 1 Introduction
Chapter 2 Classical Theories of Social and Personality Development

**Week 2**
Chapter 3 Recent Perspectives on Social & Personality Development
Chapter 4 Early Social and Emotional Development I: Emotional Growth and the Establishment of Intimate Relationships

**Week 3**
Chapter 5 Early Social and Emotional Development II: Individual Differences and Their Implications for Future Development
Chapter 6 Development of the Self and Social Cognition

**Week 4**
Chapter 7 Achievement
Chapter 8 Sex Differences, Gender-Role Development, and Sexuality

**Week 5**
No new material - Study for Midterm Exam

**Week 6** Exam #1

**Week 7**
Chapter 9 Aggression and Antisocial Conduct
Chapter 10 Altruism and Moral Development

**Week 8**
Chapter 11 The Family
Chapter 12 Extrafamilial Influences I: Television, Computers, and Schooling

**Week 9**
Chapter 13 Extra-familial Influences II: Peers as Socialization Agents
Chapter 14 Epilogue

**Week 10**
No new material. Study for Proctored Exam #2

**Week 11**  Exam #2