

PSYCH 3JJ3, Socio-emotional Development, Term 1, Fall 2011

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Overview: This course discusses historical and contemporary topics related to socio-emotional development from infancy to late childhood, with an emphasis on the biological contributions to typical and atypical socio-emotional development. The course will include presentations of ongoing and recent laboratory examples and experiments on socioemotional development. There will also be assigned contemporary review articles drawn from scientific journals to supplement the material provided in the textbook and lecture. These articles will be on reserve in the Thode Library and one will form the basis of your reaction paper as noted on the attached reading list.

This class will meet on Mondays and Thursdays from 9:30am to 10:20am and Tuesdays from 10:30am to 11:20am. Please note that the instructor cannot return long distance telephone calls. Accordingly, please make use of email or available office hours.

Prerequisite: PSYCH 2C03, PSYCH 3GG3

Required Text: Parke, R.D. & Clarke-Stewart, A. (2011). Social Development. John Wiley & Sons, Inc.

Evaluation: Evaluation will be based on one reaction paper (i.e., a 2-3 page critical and integrative review of one of the assigned articles as noted on the reading list), two in-class mid-term examinations, and a cumulative final exam. The format of the two in-class exams will be multiple-choice and short answer. The in-class mid-term exams will be administered during regular class time as noted. The final exam will be CUMULATIVE and will comprise multiple-choice and short answer. The date and location of the final exam is set by the Registrar's Office.

Grading Scale:

Reaction Paper = 10%
Midterm #1 = 25%
Midterm #2 = 25%
Final Exam = 40%

100-90 = A+	79-77 = B+	69-67 = C+	59-57 = D+	49-0 = F
89-85 = A	76-73 = B	66-63 = C	56-53 = D	
84-80 = A-	72-70 = B-	62-60 = C-	52-50 = D-	

If any in-class midterm exam does not take place on the scheduled date due to weather, facilities, or any other unforeseen circumstance, THE EXAM WILL TAKE PLACE AT OUR NEXT MEETING.

Please note the instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Academic Integrity Policy Reminder

- Please note the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, at http://www.mcmaster.ca/senate/academic/ac_integrity.htm
The following illustrates only three forms of academic dishonesty:
 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
 2. Improper collaboration in group work.
 3. Copying or using unauthorized aids in tests and examinations.

Missed Work

- If you are absent from the university for a minor medical reason, lasting fewer than 5 days, you may report your absence, once per term, without documentation, using the McMaster Student Absence Form. Absences for a longer duration or for other reasons must be reported to your Faculty/Program office, with documentation, and relief from term work may not necessarily be granted. When using the MSAF, report your absence by email to the instructor. You must then contact Dr. Schmidt immediately (normally within 2 working days) by email at schmidt1@mcmaster.ca to learn what relief may be granted for the work you have missed, and relevant details such as revised deadlines, or time and location of a make-up exam. Please note that the MSAF may not be used for term work worth 30% or more, nor can it be used for the final examination.

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Course Outline:

Week	Date	Topic
1	Sept 8	Introduction to Course
2	Sept 12,13,15	Introduction: Theories of Social Development (Chapter 1)
3	Sept 19,20,22	Biological Foundations: Genes, Temperament, and More (Chapter 3)
4	Sept 26,27,29	Attachment: Learning to Love (Chapter 4)
5	Oct. 3,4,6	Emotions: Thoughts about Feelings (Chapter 5)
6	Oct. 10,11,13	Oct. 10, No Class: Thanksgiving Holiday Self and Other: Getting to Know Me, Getting to Know You (Chapter 6)
*****	OCT 13	1ST MID-TERM EXAM (Chapters, 1,3,4,5; Paper #1) *****
7	Oct. 17,18,20	Family: Early and Enduring Influences (Chapter 7)
8	Oct. 24,25,27	Peers: The Wider World of Social Development (Chapter 8)
9	Oct. 31, Nov 1,3	Schools and Media: Children in an Electronic Age (Chapter 9)
10	Nov 7,8,10	Sex and Gender: Vive La Différence? (Chapter 10)
11	Nov. 14,15,17	Morality: Knowing Right, Doing Good (Chapter 11)
*****	NOV 17	2ND MID-TERM EXAM (Chapters 6,7,8,9; Paper #2) *****
12	Nov. 21,22,24	Aggression: Insult and Injury (Chapter 12)
13	Nov. 28, 29, Dec 1	Overarching Themes: Integrating Social Development (Chapter 14)
*****	DEC 1	REACTION PAPER DUE *****
14	Dec. 5	Last Class, Wrap-up, & Review Session
*****		FINAL EXAM, CUMULATIVE ***** (Chapters 1,3-5, 6-9; 10-12,14; Assigned Papers 1,2,3)

DATE AND TIME ANNOUNCED BY THE REGISTRAR'S OFFICE

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Papers of the Month Reading List

Note: These articles will be on reserve in the Thode Library. The article for the reaction paper appears in **bold type face**.

Required Readings:

Month of September

Fox, N.A., Hane, A.A., & Pine, D.S. (2007). Plasticity for affective neurocircuitry: How the environment affects gene expression. *Current Directions in Psychological Science*, 16, 1-5. (Article for Reaction Paper).

Month of October

Belsky, J., & Pluess, M. (2009). The nature (and nurture?) of plasticity in early human development. *Perspectives on Psychological Science*, 4, 345-351.

Month of November

Raine, A. (2008). From genes to brain to antisocial behavior. *Current Directions in Psychological Science*, 17, 323-328.