

Psychology 250: *Discussion Section* Fall 2005

Section leader: Olivia Lima

Meetings: Thursdays, 5-6 pm (Gilmer 141)

Office: Gilmer B032 (during office hours), Millmont 244B (all other times)

Office hours: M 2-3 pm, T 3:15-4:15pm, or by appointment

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Course Description

Discussion sections are intended as supplements to the lecture: covering the same topics, but from a new perspective. As such, sections require additional reading and are independently graded. Students are expected, within the context of moderated small group discussions, to explore the connections between section readings and lecture, and thereby to gain a deeper understanding of some of the most important issues in child development.

Tentative Schedule & Readings

Sep 1	Introduction / Attachment <i>Dixon #10 (Harlow) & #11 (Bowlby)</i>
Sep 8	Attachment Theory <i>Dixon #12 (Ainsworth) & #16 (Thomas)</i>
Sep 15	Infancy & Perceptual Development <i>Dixon #5 (Fantz) & #20 (Bell)</i>
Sep 22	Physical Growth & Early Experience <i>Dixon #2 (Piaget) & #21 (Hubel)</i>
Sep 29	Cognitive Development <i>Dixon #3 (Piaget) & #6 (Baillargeon)</i>
Oct 6	Language Acquisition <i>Dixon #8 (Chomsky), #9 (Brown)</i>
Oct 13	Gender Differences & Resiliency <i>Dixon #17 (Werner)</i>
Oct 18	<i>First paper due (2:00 pm)</i>
Oct 20	NO SECTION MEETING
Oct 27	Problems of Development <i>Dixon #7 (Premack) & #18 (Sameroff)</i>

Nov 3	IQ & Nature/Nurture <i>Dixon #19 (Anastasia), #22 (Bronfenbrenner)</i>
Nov 10	Cognitive Growth <i>Dixon #4 (Vygotsky)</i>
Nov 17	Moral Development <i>Dixon #15 (Gilligan)</i> <i>Second paper due (2:00 pm)</i>
Nov 24	NO SECTION MEETING
Dec 1	Childhood Socialization <i>Dixon #13 (Baumrind) & #14 (Bandura)</i>

Assignments

Weekly Preparation: For each section meeting, in addition to carefully reading the chapters assigned, you should prepare your ideas for discussion in writing. First, identify one idea or fact from the readings that most impressed you, and state why (only 2-3 sentences needed). Next, write two discussion questions inspired by the readings: perhaps requesting clarification on areas you did not understand, or inquiring about the link between the current reading and something discussed in lecture, or wondering about the larger implications of a given finding. Each question need only be 1-2 sentences long, but should be accompanied by an additional sentence or two of your best guess at an answer (and a page reference). For a sample assignment, see the section Toolkit page. These assignments are intended to prepare you for discussion, to help you learn the material for the exams, and also to be a helpful jumpstart to the paper-writing process.

Papers: During the course of the semester, you will write two 5-6 page papers as specified in the general course syllabus. These papers will be submitted during lecture hours, so all students have equal time to complete the assignment, but will subsequently be graded by the section leaders. I am available for consultation prior to the paper deadline, and strongly encourage you to submit an outline and/or rough draft, which I will read and comment on ***if sent to me at least one week prior to the deadline.*** For help with specific details of paper writing, please see the section Toolkit page. Also do not hesitate to make use of the University's Writing Center.

Grading

Papers (88 points): The discussion section represents slightly more than one quarter of your final course grade (120 out of 440 points). Eight-eight of those points are for the two papers, each of which is worth 10% of your final course grade. See Toolkit for specific details about the grading rubric. ***Papers submitted late will be docked 4 points if not received by 2:10 pm on the due date, and an additional 4 points every 24 hours after that.*** Only truly major events (e.g., hospitalization) will be considered on a case-by-case basis for waiving the late penalty; common colds, traffic jams, etc., will not. Email submissions will also not be accepted. Consider submitting your paper to me ahead of time (in section or at my Gilmer office) to avoid

last-minute complications.

Attendance (12 points): Discussion sections are a required component of PSYC 250. One point is awarded for attendance at each section meeting, with the opportunity for one non-penalized absence during the semester. Beyond that, only major events will be considered for excusal. If you know in advance that you must be absent, you may attend another of my scheduled sections that week, ***if you arrange this with me at least 24 hours in advance.***

Participation (20 points): This includes the weekly assignments and contributions to in-class discussions. Weekly assignments are due ***at the beginning of class*** and may not be submitted late, but may be emailed ahead of time for partial participation credit, if you know you will need to miss class. As for in-class contributions, some students find this more difficult than others. Articulate expression of one's views and courteous debate with others are necessary university skills to develop, however, so please see me in the first two weeks of class if you anticipate problems in this area (either from timidity or a tendency to monopolize discussions).

Honor System

As in all UVA classes, you are expected to abide by the Honor Code. New students and others unfamiliar with the Code are responsible with familiarizing themselves through the resources the University provides. In this specific course, care must be taken to cite all sources used in written work (direct quotes, paraphrases, or concepts borrowed), and to acknowledge those who helped to plan and/or revise papers. Students are welcome and encouraged to seek such outside help (e.g., the writing center, or a friend to proofread), but should not discuss papers with other students currently enrolled in PSYC 250, and should not ask helpers to actually write phrases for the paper. Violations will be reported to the Honor Committee. If in doubt about appropriate help, please contact me.

The pledge for papers is as follows (weekly assignments need only be signed): *“On my honor as a student, I have not given nor received help on this assignment from any other student currently enrolled in PSYC 250. The sources of outside help I received on this assignment were (“Writing center”, “friend”, etc.). Even after the help I received, all of the words and ideas here are entirely my own, except where explicitly cited.”*

Respect, Benevolence, and Justice

These three principles are the center of the ethical code psychologists have established to govern their research (see www.apa.org/ethics/ for more details), and they will also guide our professional interactions in this course. I pledge to treat all students according to these principles, and expect you to do so as well, so we may ensure the safe climate of free expression appropriate to a university forum. Keep in mind that all discussions, no matter how emotionally heated, must be conducted within a climate of respect, and that while you are not obliged to agree with everyone, you may not insult them. If you feel at any moment that these principles have been violated, either by myself or by other students in the course, please see me immediately. You may also contact the lecture professor.