EPSY 6153: Social and Emotional Development
Thursdays 5:30pm – 8:20pm
Wooten Hall 113
Department of Educational Psychology
University of North Texas

Instructor: Cynthia A. Frosch, PhD, IMH-E®(IV)
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Office Hours (or by appointment):
Tuesdays: 9:45-11:15am
Wednesdays: 10am-12:30pm
Thursdays: 1-3pm

REQUIRED TEXTBOOK

Smith, P. K. & Hart, C. H. (2014). *The Wiley Blackwell handbook of childhood social development*. West Sussex, UK: John Wiley & Sons, Ltd.

REQUIRED READINGS

A variety of chapters and empirical articles will be required throughout the semester. Students are responsible for accessing and reading all articles prior to class. Please note that the assigned readings may change throughout the semester. All updates will be posted to Blackboard.

COURSE DESCRIPTION

EPSY 6153 – Social-Emotional Development: Comprehensive developmental sequence of social and emotional development from birth through adulthood. Course content focuses on both theory and research pertaining to the development of emotions and temperament as well as intra- and interpersonal issues of social development.

COURSE REQUIREMENTS

1. **In-Class Contribution:** This course is a seminar, not lecture-based. Thus, students are expected to attend each class and fully participate in class discussions. Arriving to class more than 5 minutes late or leaving more than 5 minutes early from class will negatively impact your grade, unless approved prior to class by the instructor. Please bring your syllabus and the assigned readings to class each day. Students may miss 1 class without penalty. Lack of attendance will negatively affect your grade if more than 1 (excused or unexcused) class is missed. **(100 points)**

2. **Discussion Board Posts:** Students are required to post thoughtful, relevant, and detailed comments about EACH of the assigned readings on the class discussion board (e-learning) **before** 5:30pm on Wednesday afternoon, one full day before the readings are to be discussed. Your comments/questions will form the foundation for our class discussions. Late posts (5:31pm on Wednesday or later) will negatively impact your grade. Only your highest ten discussion board posts will count towards your final grade. I will provide feedback on your first post to help you gauge whether your post is appropriate in length, detail, and content. You must proofread your posts to be sure that they are free of errors and are easily readable by your fellow classmates. **(10 opportunities @ 20 points each = 200 points).** Be prepared to discuss your post during class.

3. **Discussion Leadership:** Each student will take the lead for two class periods and will be responsible for co-facilitating a discussion of the empirical articles and/or supplementary chapters assigned for that week. You must coordinate with the instructor at least **ONE FULL WEEK** prior to your Leadership date. Following your discussion leadership, you will complete a self-assessment to further support your personal and professional development. Completed self-assessments are due no later than 5:30pm one week following your leadership. **Late self-assessments will not be accepted. (2 @100 points = 200 points).**

4. **Research Proposal:** In lieu of a final exam, students will write a 12-15 page (not including references) research proposal related to their area of interest. Typed, stapled, APA-formatted, and proofread FINAL proposals are due by **MAY 11th at 5:30PM**. Use 1" margins and 11/12 point font (Times New Roman font or similar). Detailed information about this assignment will be presented in class and posted on Blackboard. The paper should include an introduction/problem statement, a review of the literature, proposed methodology, analysis plan, and implications section. All papers must be submitted to the Turnitin link on Blackboard. **(200 points)**

   Student Critique: Students will have an opportunity to briefly discuss their research proposals and receive feedback from the class. Full drafts of research proposals are due on **April 27th at 5:30pm**. Prior to class on **May 4th**, please review your assigned drafts and provide written, constructive feedback to your classmates.

Course Grades.
A = 90% and above (630 points), B= 80-89% (560 points), C= 70-79% (490 points), F= below 70%. +/- may be given at the discretion of the professor. If at any time you have concerns about your grade or a particular aspect of the course, please schedule an appointment to talk with me.

Summary of Grading:

Class Contribution	_____/100
Discussion Board Posts	_____/200
Discussion Leadership (2 @ 100 points)	_____/200
Research Proposal	_____/200
Course Total	_____/700 Points

KEY LINKS:

Blackboard: https://learn.unt.edu/
Library: http://www.library.unt.edu/
If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: www.library.unt.edu.
Student Counseling Services:
http://studentaffairs.unt.edu/individual-counseling (Individual Counseling)
http://studentaffairs.unt.edu/counseling-testing-services#programs (other programs and services)
Student Learning Center:
https://learningcenter.unt.edu/ (general)
https://learningcenter.unt.edu/graduatestudentservices (graduate services)

IMPORTANT DATES:

1/31	Beginning this date, a student who wishes to drop a course must first receive **written consent** of the instructor.
4/4	Last day to **drop with either W or WF**.
4/17	Beginning this date, a student who qualifies may **request an Incomplete**, with a grade of I.
4/21	**Last day to withdraw** (drop all classes).

COURSE/UNIVERSITY POLICIES

OFFICE OF DISABILITY ACCOMMODATION. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

COURSE TECHNOLOGY POLICY. Refrain from using cell phones during class. Except for students who require audio recordings of course lectures due to documented learning differences, students are not permitted to audio record class without prior approval from the instructor. To maximize in-class learning, students are encouraged to use a pen/pencil and paper for note-taking. If you choose to use your laptop in class and are using it for non-course purposes that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!

QUALITY OF WORK. The final integration assignment must be proofread, typed, stapled, and on-time. Students will lose one full letter grade per day that the paper is late. All discussion board posts should be proofread for coherency and typographical errors. High-quality writing is expected and students should consult The Learning Center for additional support. https://writinglab.unt.edu/graduate-tutoring

RESPECT FOR OTHERS IN CLASS. The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution, responsive leadership and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success. It is expected that students listen to and respect each other's insights during class. During class sessions, students may be asked to work in pairs or small groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION – EAGLE CONNECT. Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: eagleconnect.unt.edu/

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT EVALUATION OF INSTRUCTION. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go to www.success.unt.edu/

Week	**Date of Class**	**Reading** from Smith & Hart/ **Additional Readings**
1	1/19	Introduction & Historical Overview SH: Introduction by the Editors + Chapter 1 (pp. 1-21) Sullivan, M. W., & Lewis, M. (2003). Emotional expressions of young infants and children. *Infants and Young Children*, *16*, 120-142. http://depts.washington.edu/isei/iyc/sullivan_16_2.pdf Applied Reading: Relationships: The Heart of Development and Learning. Retrieved from: https://www.zerotothree.org/resources/73-relationships-the-heart-of-development-and-learning (scroll down to download the article)
2	1/26	Disciplinary Perspectives & Methodological Issues SH: Part II Intro + Chapters 4, 6, & 7 (pp. 23-25; 64-81; 100-118; 119-138) Campbell, S.B. et al. (2016). Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations. *Journal of Applied Developmental Psychology*, *45*, 19-41. doi: 10.1016/j.appdev.2016.01.008
3	2/2	Ecological Contexts for Social Development: Culture & Schools SH: Part III Intro + Chapters 8 & 10 (pp.139-160; 181-206) Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, *76*(2), 201-237. Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development*, *17*, 57-89. http://dx.doi.org/10.1207/s15566935eed1701_4
4	2/9	Child Factors in Social Development: Temperament & Sex Differences SH: Part IV Intro + Chapters 12 & 15 (pp. 225-245; 281-298) Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. J., & Zetner, M. (2012). What is temperament now? Assessing progress in temperament research on the twenty-fifth anniversary of Goldsmith et al. *Child Development Perspectives*, *6*, 436-444. http://steinhardt.nyu.edu/scmsAdmin/media/users/sm6/What_is_temperament_now.pdf

	2/9 (cont.)	Gartstein, Putnam, Aron, & Rothbart (2016). Temperament and personality. In S. Maltzman (Ed.), *The Oxford handbook of treatment processes and outcomes in psychology: A multidisciplinary, biopsychosocial approach*. New York: Oxford University Press. https://books.google.com/books?hl=en&lr=&id=csOSDAAAQBAJ&oi=fnd&pg=PA11&dq=temperament+rothbart&ots=nL1Cr3VWeL&sig=tSf9Vth1wqqDDKuEpx2NZWLFTks#v=onepage&q=temperament%20rothbart&f=false
5	2/16	Child and Contextual Factors in Social Development: Self and Relationships SH: Chapters 14 & 16 (pp. 263-316) Brown, G. L., Mangelsdorf, S. C., Agathen, J. M., & Ho, M-H. (2008). Young children's psychological selves. Convergence with maternal reports of child personality. *Social Development, 17*, 161-182. Groh, A. M., Narayan, A. J., Bakermans-Kranenburg, M. J., Roisman, G. I., Vaughn, B. E., Fearon, R. M. P. and van IJzendoorn, M. H. (2016). Attachment and temperament in the early life course: A meta-analytic review. *Child Development*. doi:10.1111/cdev.12677
6	2/23	Family Context: Parent-Child Relationships and Siblings SH: Part V Intro + Chapter 17, 18, 19 (pp. 317-372) Grusec, J. (2011). Socialization processes in the family: Social and emotional development. *Annual Review of Psychology*, *62*, 243-269. doi: 10.1146/annurev.psych.121208.131650 http://www.annualreviews.org/doi/full/10.1146/annurev.psych.121208.131650
7	3/2	Family Context: Parenting and Coparenting Altenburger, L. E., Lang, S. N., Schoppe-Sullivan, S. J., Kamp Dush, C. M., & Johnson, S. (2015). Toddlers' differential susceptibility to the effects of coparenting on social–emotional adjustment. *International Journal of Behavioral Development*. doi: 10.1177/0165025415620058 http://journals.sagepub.com/doi/pdf/10.1177/0165025415620058 Holden, G. W. (2010). Childrearing and developmental trajectories: Positive pathways, off-ramps, and dynamic processes. *Child Development Perspectives*, *4*, 197-204. Lang, S. N., Schoppe-Sullivan, S. J., Kotila, L. E., Feng, X., Dush, C. K., & Johnson, S. C. (2014). Relations between fathers' and mothers' infant engagement patterns in dual-earner families and toddler competence. *Journal Of Family Issues*, *35*, 1107-1127. doi:10.1177/0192513X14522243

8	3/9	Peer Group: Relationship Processes SH: Intro + Chapters 21, 22, & 23 (pp. 373-374; 393-452) Rose, A. J., & Rudolph, K. D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, *132*, 98-131. http://dx.doi.org/10.1037/0033-2909.132.1.98
9	3/16	**SPRING BREAK**
10	3/23	Play, Cooperation, & Competition SH: Part VII Intro + Chapters 24 & 25 (pp. 453-490) Singer, D. G., Golinkoff, R. M., Hirsh-Pasek, K. (Eds.). (2006). *Play = learning: How play motivates and enhances children's cognitive and social-emotional growth*. New York: Oxford University Press. (Introduction) Gleason, T. R., Sebanc, A. M., & Hartup, W. W. (2000). Imaginary companions of preschool children. *Developmental Psychology*, *36*, 419-428.
11	3/30	Aggression & Bullying SH: Chapters 26 & 27 (pp. 491-530) Troop-Gordon, W. (2017). Peer victimization in adolescence: The nature, progression, and consequences of being bullied within a development context. *Journal of Adolescence*, *55*, 116-128. http://dx.doi.org/10.1016/j.adolescence.2016.12.012
12	4/6	Social and Emotional Development over Time: Moving into Adulthood Lansford, J. E., Yu, T., Pettit, G. S., Bates, J. E., & Doge, K. A. (2014). Pathways of peer relationships from childhood to young adulthood. *Journal of Applied Developmental Psychology*, *35*, 111-117. Zimmermann, P., & Iwanski, A. (2014). Emotion regulation from early adolescence to emerging adulthood and middle adulthood: Age differences, gender differences, and emotion-specific developmental variations. *International Journal of Behavioral Development*, 38, 182-194 https://doi.org/10.1177/0165025413515405
13	4/13	Cognition, Helping, and Moral Reasoning SH: Part VIII Intro + Chapters 28, 29, & 30 (pp.529-583) Malti, T., Ongley, S. F., Peplak, J., Chaparro, M. P., Buchmann, M., Zuffianò, A. and Cui, L. (2016), Children's sympathy, guilt, and moral reasoning in helping, cooperation, and sharing: A 6-year longitudinal study. *Child Development*, *87*, 1783–1795. doi:10.1111/cdev.12632

	4/13 (cont.)	Kidd, C., Palmeri, H., & Aslin, R. N. (2013). Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability. *Cognition*, *126*, 109-114. http://dx.doi.org/10.1016/j.cognition.2012.08.004
14	4/20	Atypical Development & Psychopathology SH: Chapter 33 (pp. 627-645) Mendelson, J. L., Gates, J. A. & Lerner, M. D. (2016). Friendship in school-age boys with autism spectrum disorders: A meta-analytic summary and developmental, process-based model. *Psychological Bulletin*, *142*, 601-622. Carter, A. S., Briggs-Gowan, M. J. and Davis, N. O. (2004), Assessment of young children's social-emotional development and psychopathology: Recent advances and recommendations for practice. *Journal of Child Psychology and Psychiatry*, *45*, 109–134. doi:10.1046/j.0021-9630.2003.00316.x Zeman, J., Dallaire, D., & Borowski, S. (2016). Socialization in the context of risk and psychopathology: Maternal emotion socialization in children of incarcerated mothers. *Social Development*, *25*, 66–81. doi: 10.1111/sode.12117
15	4/27	Promotion, Prevention and Intervention SH: Part IX Intro + Chapters 32 (pp. 603-626) Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D.; Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social–emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, *51*(1), 52-66. http://dx.doi.org/10.1037/a0038454 Hoffman, K. T., Marivin, R. S., Cooper, G., & Powell, B. (2006). Changing toddlers' and preschooler's attachment classifications: The Circle of Security intervention. *Journal of Consulting and Clinical Psychology*, *74*, 1017-1026. Kendziora, K., & Osher, D. (2016). Promoting children's and adolescents' social and emotional development: District adaptations of a theory of action. *Journal of Clinical Child & Adolescent Psychology*, *45*, 797-811. http://dx.doi.org/10.1080/15374416.2016.1197834 **RESEARCH PROPOSAL DRAFTS DUE**
16	5/4	PROPOSAL Critique Class/Course Summary and Integration **Bring your Critiques to Class**

FINAL RESEARCH PROPOSALS DUE on 5/11 BY 5:30PM