

PSYC 350

COURSE OBJECTIVES

- interpret and critique research concerning child development
- apply theories and empirical findings of developmental and social psychology to your writing
- write for a variety of audiences
- engage in class discussions, both as a leader and as a participant

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Social Identities in Developing Lives



FALL 2017

TUESDAYS & THURSDAYS 3-4:30 PM

Welcome to SIDL!

All of us belong to several social groups, including race/ethnicity and gender. These social groups can provide us with identity, community, and pride, but at the same time, we may face stereotypes, prejudice, and discrimination as a result of how our groups are seen in society. How do children experience these different aspects of social groups? When do children even realize that they are members of these groups? At which

ages or under which circumstances do children derive identity, community, and pride from their groups? If children face discrimination, do they understand what happened? What consequences does discrimination have for other aspects of children's development? In this course, we will draw from developmental and social psychological perspectives to explore these questions and more.



MACALESTER

Your Instructor



Cari Gillen-O'Neel

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You may call me Cari (pronounced like “carry”). If you prefer to be more formal, Dr. Gillen-O'Neel or Professor Gillen-O'Neel are also ok with me. For pronouns, I use she/her/hers. Please tell me *your* preferred name and pronouns!

All readings, assignments, and deadlines will be posted on Moodle

Course Requirements

The following are required components of the course. You will receive detailed information about the expectations for each assignment at a later time:

- Class participation
- Class facilitation
- Reading reflections
- Mini topic papers (4)
- Final project
- Final portfolio

Meeting Outside of Class Time

There are four ways to meet with me outside of class time:

Regular office hours are in my office (OLRI 322). During these hours, I am available first-come, first-served.

I also have **walking “office” hours**. Meet me on the track in the Leonard Center

field house, and do some laps! Besides getting some exercise, this gives us a less formal space to talk about whatever is on your mind.

Outside of office hours, you may **schedule appointments** with me: check my Google calendar (cgilleno) and

email me a few times (8:30am - 5pm) that work with both of our schedules. I will select a time and confirm it with you.

Finally, you may just **swing by** my office and see if I am available. You are welcome in my office any time the door is open.

Come walk with me at the LC!

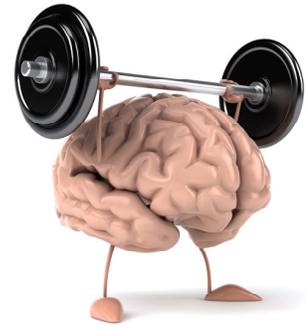


Grading Philosophy

I love helping students learn about psychology and develop as thinkers and writers. Too often, however, grading gets in the way of these goals. In fact, grades can actually inhibit learning, particularly deep learning of material (Rust, 2002). For writing in particular, grades can shut down the process of

development—students who earn low grades may give up out of frustration, and students who earn high grades may think that there is no room for improvement. Everyone can work to become a better thinker and writer (me too!), and grading along the way often limits writers' progress. At

the same time, there is a place for grades in the college classroom. In this class, therefore, we will take a somewhat different approach to assessment and grades—a system called "Contract for B."



"I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment and to work to improve your knowledge and skills."

Contract for B

Throughout the term, I will assess your work and give you a lot of feedback. However, I will not *grade* anything until the final portfolio. This will allow me to be your mentor without grades getting in the way. I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment and to work to improve your knowledge and skills. Staying on contract requires all of the following:



Attendance: Be present, on-time, and fully prepared for all class sessions and meetings. Arriving late or leaving early = $\frac{1}{3}$ of an absence; being unprepared (e.g., failing to complete the day's reading) = $\frac{1}{2}$ of an absence. You may have two absences without penalty. Additional absences require special circumstances (e.g., doctor's note) or forgiveness tokens.

Preparation and Engagement: In class, be a productive member of our community—ask questions, participate, and help others participate. Help your classmates improve their writing by participating in workshop days and making clear and helpful comments on your peers' writing.

Completing Work: Submit all assignments, on time and complete. For assignments submitted online, "on time" is determined by Moodle's timestamps; for assignments submitted in person, "on time" is the start of the meeting time. Late assignments will not be accepted unless accompanied by a for-

giveness token. Complete is defined by assignment checklists; be sure your work meets all of the criteria described in the checklist.

Rewriting: Good writing requires substantial rewriting—reorganizing and restructuring sentences and paragraphs within your paper. Your final drafts will be rewritten from your first draft. Each draft of your writing should show progress in making the paper stronger.

Editing: When completing second drafts and the final portfolio, your work will be free from mistakes and errors. It is a good idea to get editing help from fellow writers and the MAX center.

Final Portfolio: At the end of the semester, submit your portfolio with careful revisions and "finished writing." We will conference about your portfolio at the end of the semester (see below).

Staying on Contract & Forgiveness



The grade that you earn on your portfolio will be your course grade.

If you stay on contract during the semester, the lowest grade you could possibly receive in the course is a B.

If you break contract, only the grades from F to B- are available to you.

As you can see, to stay on contract you must: be prepared, work hard, incorporate feedback to improve the quality of your work, and be an active member of our class community. Staying on contract also requires punctual attendance and meeting deadlines. Because I recognize that life sometimes interferes with attendance and deadlines, I offer three “forgiveness tokens” that allow you to stay on contract despite small infractions. One token may be redeemed for: one reading reflection, one class or conference absence, or one 24-hour extension. Your three tokens may be used in any combination. For example, you may miss three classes OR you may miss two classes and submit one assignment 24-hours late. In both cases, your three tokens would cover the infractions, and you would still be on contract. Note that if you are absent from class, you are still responsible for the day’s reading reflection. Once your three tokens are gone, additional absences or extensions will only be granted in extreme circumstances. If you have one additional small infraction beyond your three tokens, we may be able to work out a plan to get you back on contract. If this is your situation, please schedule a meeting with me. However, two additional small infractions or one major infraction (e.g., plagiarism or failure to contribute to your facilitation) will take you off contract.

Final Grade

During our final conference, I will examine your portfolio; based on the improvements that you have made and the quality of your work, I will assign a cursory grade. If you are satisfied with that grade, you are done. If you are not satisfied, you may continue to revise your portfolio until the deadline. At that point, I will take a closer look at your portfolio and assign a final grade. Your final grade will be no lower

than the one assigned at the conference, but it is not guaranteed to be higher.

The grade that you earn on your portfolio will be your course grade. **However, if you stay on contract during the semester, the lowest grade you could possibly receive in the course is a B.** In other words, the contract provides you with a grade safety-net; even if the quality of your

final portfolio is below a B, your behavior in the course (e.g., punctuality, hard work, and improvement) would be enough to warrant a B in the course. Grades above B require excellence in writing. Throughout the semester, I will give you a lot of feedback and many examples of excellent writing to help you see the quality of work that I am looking for.

What if I break contract?

If you break contract, only the grades from F to B- are available to you. In other words, even if the quality of your final portfolio is above a B-, your behavior in the course (e.g., missing class, missing deadlines, or not contributing to your group) cannot justify a higher grade.

Other Course Policies

Incompletes

Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean's advice when making decisions about incompletes.

Plagiarism

Plagiarism is the presentation of others' thoughts, ideas, or words as your own. Plagiarism can be blatant, such as copying sections of another's paper, or it can be subtle, such as failing to properly cite another's ide-

as. Either way, plagiarism constitutes a break in the Contract for B. If you are unsure about citations, wording, or similarity of structure, please discuss this during one of our writing conferences, and I can help you make sure that you are citing and paraphrasing appropriately. If I have any reason to suspect your integrity in this class, I will contact you. After that meeting, I will determine what further steps are appropriate. I may refer you to the Director of Academic Programs, who will determine the consequences. If you have questions, please contact me or visit Macalester's academic integrity webpage:

Technology Etiquette

I welcome laptops and tablets when they are used as learning aids (e.g., for note-taking). "Multitasking" (e.g., checking email or Facebook during class) can impede your learning, be a distraction to those around you, and feels disrespectful to me. Please set your cell phones to silent before class, and if you must take a call or text during class time, please discretely step outside.



I reserve the right to ban technology that becomes detrimental to our classroom culture.

www.macalester.edu/academicprograms/academicpolicies/academicintegrity/

Course Topics

Throughout the semester, we will address the following questions:

- 1) How can we structure this course so that it is engaging and productive for everyone?
- 2) What are social groups? What meanings do social identities have for people in the groups?
- 3) Why do certain (but not all) aspects of human variation become social identities?
- 4) Which developmental theories are essential for understanding social identity development?
- 5) How does racial / ethnic identity develop?
- 6) How does gender identity develop?
- 7) Why are we prejudiced?
- 8) Are babies prejudiced? Do babies have stereotypes?
- 9) How do explicit stereotypes and prejudices change across development?
- 10) How do implicit stereotypes and prejudices change across development?
- 11) How do stereotypes affect children's behavior and feelings?
- 12) How do stereotypes affect children's aspirations?
- 13) When do children become susceptible to discrimination?
- 14) How do children cope with stereotypes and discrimination?
- 15) How can we reduce children's prejudice?



Accessibility Commitment

I am committed to creating an accessible and inclusive class where every student can participate fully in course activities and benefit from course materials. I would be happy to talk to you about how you learn best and how I can help maximize your experience in this class. Please don't hesitate to be in touch with your requests and suggestions.

What I will do for all students

- Post assignments at least two weeks before they are due
- Share PowerPoints and other materials used in class lectures
- Meet with you individually during office hours for extended study or discussion
- Facilitate your connection to the MAX Center or other sources of support on campus

- Submit an Early Academic Warning and/or contact the Dean of Students if your performance or attendance slips
- Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to someone in the Dean of Students office)

What you can do if your needs are not met by the above

If you know you have a disability that affects your learning process, I encourage you to meet with the Director of Disability Services—Allie Quinn. This will allow you to receive accommodations. Allie will send me a confidential letter detailing your accommodation request. Meet with me after you've met with Allie so we can work together to ensure that your needs are met.

If you are not registered with Disability Services

If you wait to self-advocate until you are in trouble in this course, you may be out of luck. I cannot accommodate you retroactively. Without a letter from Disability Services, I cannot offer a flexible schedule of assignment deadlines or a flexible attendance policy.



Allie Quinn

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