

**CEP 882: Socio-Emotional Development of School-Age Youth**  
Summer 2010

**Professor**

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**Overview**

CEP 882 Socio-Emotional Development of School-Age Youth reviews theory and research in the area of social emotional development. Course topics include parent-child relationships, peer relationships, moral development, social cognition, social competence, self-regulation, and cultural and policy influences on development. Special attention is given to social relationships and their developmental significance in family and school contexts.

As a master's level course, a basic background in development theory and research is assumed. Readings and module activities emphasize formal theories, research findings, and implications for practice. The workload and level of material are commensurate with a 3-credit offering at the 800-level. This means that a semester's worth of reading and assignments will be completed during a short, six-week time-frame.

**Course Objectives**

CEP 882 strives to help students:

- Gain knowledge about theory and research in social and emotional development.
- Understand the scientific method and acquire the ability to formulate research questions.
- Develop critical reading, writing, and presentation skills through reading assignments, writing assignments, and group discussions of theoretical material.
- Make connections between theory, research, and practice, and to consider the implications of research for interventions, education, and policy.

**Course Materials**

- Schaffer, H. R. (2006). *Key concepts in developmental psychology*. London: Sage.
- All other readings posted on ANGEL as pdf's. See "Reading List" for detail. ANGEL: <http://www.angel.msu.edu>
- Previous exposure to an up-to-date undergraduate text in social emotional development. A popular example is: Shaffer, D. R. (2006). *Social and personality development (5th ed.)*. Pacific Grove, CA: Thomson/Wadsworth.

## Course Assignments

Course assignments include weekly progress self-reports (30 points = 17%), reading responses (75 points = 53%), and a final exam (45 points = 30%).

- **Progress Self-Reports (6 self-reports x 5 points = 30 points)**

Progress self-reports are intended to help you personalize course material and perform at your highest level. Sample questions include: *How did the last module go? Did you find something particularly interesting? On a scale from 1 (lowest) and 5 (highest), how would you rate your coursework last week? What will you do differently this week and what will you do the same?*

Each progress self-report is worth 5 points, broken down as follows:

- Initial self-reports will be graded 1 to 3 and are due by midnight Wednesday of the week assigned. Late responses will not receive any points.
- An additional 2 points will be awarded for responding to TWO classmates' progress self-reports. Responses to other students' progress self-reports are due by midnight Saturday of the week assigned. Late responses will not receive any points.

Responses to classmates' progress self-reports should be thoughtful and encouraging. Bad responses are overly general – e.g., “Hang in there. Keep it up!” Good responses are specific – e.g., “*Great news about X... You've inspired me to try and do the same this week...*” Or perhaps, “*I'm sorry to hear about X... My work also involves these types of situations and, for what it's worth, I've found that...*”

- **Reading Responses (5 responses x 15 points = 75 points)**

Reading responses assess your understanding of course readings and concepts. At the end of each module you will be asked to respond to a list of questions related to the readings and lecture in no more than 500-750 words (i.e., **no more** than 2-3 pages).

Each reading response is worth 15 points, broken down as follows:

- Initial reading responses will be graded 1 to 10, with 1 being “responses are very vague and not at all well developed” and 10 being “very thoughtful and reflective.” Thus, grades depend on the cogency of your arguments, the degree to which you avoid simplistic over-generalizations and personal anecdotes, and the degree to which you incorporate course material. Responses are due by midnight Saturday for each week of instruction, with 1 point being deducted for each day the response is late, including weekends.
- An additional 5 points will be awarded for your response to TWO classmates' reading responses. The grading rubric for responses to classmates' reading responses is: (a) address or cite a specific part of two or more classmates' posts, (b) talk about two or more topics, (c) incorporate course readings and terminology, (d) introduce new ideas or questions for

discussion about the topic. Responses to classmates' reading responses are due by midnight Wednesday the following week after the initial response was due. Late responses will not receive any points.

The goal of responding to TWO classmates' reading responses is to encourage critical thinking, sharpen understanding, and draw connections to other issues. There is no "minimum" length for responses to classmates' reading responses, as quality is much more important than the number of words. Responses should be written clearly and criticism should be courteous and respectful. Bad responses are overly general – e.g., *"Nice post. Interesting ideas. Never thought of that."* Good responses are specific: *"Your point about X made me think more about Y and the way it relates to Z..."* Or, *"Your summary of X surprised me, as I interpreted that to mean Y..."*

- **Final Exam (45 points)**

A final take-home exam will be due by midnight, August 19. The exam will include two essay questions about material from the whole course. The exam will test both conceptual understanding and analytic abilities.

Failing to complete the final exam can be excused only in the case of unavoidable circumstances, such as illness. It is the student's responsibility to notify the instructor as early as possible to arrange for an extension on the final exam.

- **Final Course Grades** - Final grades will be assigned based on total number of points earned:

4.0 = 94-100	2.5 = 78-82	1.0 = 63-67
3.5 = 89-93	2.0 = 73-77	0.5 = 58-62
3.0 = 83-88	1.5 = 68-72	0.0 < 58

### **Course Schedule – Summer 2010\***

#### **Models of Influence**

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|------------------------------|---------------------|
| 1. Historical Roots          | Week 1: July 6 - 10 |
| 2. Contemporary Perspectives |                     |

#### **Relationship Systems**

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|--|----------------------|
| 3. Attachment and the Development of Affiliation | Week 2: July 11 - 17 |
| 4. Familial Relationships and Influences         |                      |
| 5. Friends, Peers, and Social Networks           | Week 3: July 18 - 24 |
| 6. Development and Culture                       |                      |

#### **Origins of Individual Differences**

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|---|----------------------|
| 7. Personality and Gender Differences   | Week 4: July 25 – 31 |
| 8. Self-Concept and Social Cognition    |                      |
| 9. Emotional Development and Regulation | Week 5: August 1 - 7 |
| 10. Antisocial & Prosocial Behaviors    |                      |

#### **Developmental Trajectories**

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|---------------------------------|-----------------------|
| 11. Prevention and Intervention | Week 6: August 8 - 14 |
|---------------------------------|-----------------------|

**\*\* Final Take-Home Exam\*\***

**\*\*Due midnight, August 19\*\***

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\*Disclaimer - Unforeseen circumstances may lead to adjustments in this syllabus.