Purpose
Students in this course will compare and contrast themes in social, personality, and developmental psychology. The topics of motivation, identity, and social networks in educational contexts will be used to illustrate breadth of social functioning. Students will also identify a topic related to their program of study to explore in depth. Everyone should end the semester with a better understanding of how researchers think about social, personality, and developmental psychology in educational contexts and how to write a literature review.

Required Readings
Assigned readings, selected for the entire class, will meet breadth requirements. Students will also explore one topic in depth by establishing a personal reading list. If you have a laptop, you might want to bring it to class so that you can personalize some of the Web-based activities we will be doing. It will also be beneficial to regularly search the library databases for new articles.

Breadth. As a group, we will read and discuss selected journal articles that highlight different writing styles in psychology. Most articles are online and students are expected to use the library services to obtain copies. Readings will be selected each week to guide discussion on the themes of motivation, identity, and social networking and on the different audiences to whom psychologists are likely to direct their work. The syllabus will be posted on the Web and readings will be added as they are selected.

Depth. Because a central feature of doctoral work is goal-setting, each student will also be asked to establish and complete an individualized reading plan. The reading plan should include at least 10 articles in well-regarded, peer-refereed journals. The final project for the course will be a review of research read in this approved reading plan and a presentation of these findings to the class. To help with thesis writing, the following book is required.


Students who are interested in doing a review of measurement methods in a particular area may also find the following books helpful.


Optional Readings

Journal articles can be very challenging to interpret. Therefore, it is also recommended that students find one or two interesting books related to social functioning. Below is a sample of books students have found interesting and relevant to social functioning in educational contexts. These books are easily obtained using online sources. References reflect the copies in my library and may have more current publication dates on-line.


Assignments
Students should organize their time so that they complete assigned readings before coming to class and be prepared to discuss the material in them. Class time will be spent discussing the application of the readings to particular fields of interest and generating new questions. Students are expected to attend all sessions and participate in discussions of the readings. In cases when it is necessary to miss a class, students should submit summaries of their assigned reading choices to their group members prior to class. Everyone is also responsible for keeping the class informed about potential absences and obtaining any missed information.

Because students are enrolled in this course for many different reasons, each student will negotiate an evaluation plan with the instructor. There will be no exams and it is assumed that everyone will participate in class each week. At the very minimum, to make progress in research-writing skills, everyone is expected to write a short review of research and present their findings to the class. As part of that project, students will be required to find at least 10 articles from different journals and to incorporate a critique of those articles into their work. The written project can take any of the following formats: (a) summarize the findings of a collection of related studies, (b) study the work of a particular theorist, (c) defend the need for a new study extending an area of investigation, or (d) offer a methodological critique for a specified content area. Because this core course is intended to help students learn skills for conducting original research, assignments should be completed using all the standards of professional discourse (e.g., APA format, reliance on primary sources).

Library-related resources
How do I find doi #s when I am not using RefWorks?
How can I find journal rankings easily?
Can I download eBooks from UIC? Yes, but download the app first. Look on the right side of the screen on our program page.
Do you have a RefWorks account?
Considerations when designing personal goals. Students who have not read many journal articles have sometimes written short summaries of various articles and turned them in for critique during the semester. Throughout the course, everyone will be asked to talk about what they are reading and we will compare papers written for these different purposes. Taking advantage of opportunities to receive feedback, either orally or in writing, can improve comprehension of the technical features of a paper. Toward the end of the semester, students will be asked to complete a formal presentation of their work and discuss possible new directions for these projects.

Students who wish to work toward an 'A' in the course should integrate the concepts from the assigned and independent readings into their overall program of study. Their evaluation plan should demonstrate how they intend to do so. When personal and assigned reading lists do not coincide, students may demonstrate breadth in their understanding by writing short reaction papers to articles intended to reflect breadth of knowledge in the field. In such essays, authors critique the assigned readings or offer new directions for study. Outstanding work should enhance students' curriculum vita and writing quality should aim to align with the standards found in published journals.

Grades of “B” will include oral participation in class discussions and an independent paper that does not integrate themes related to social functioning. A passing grade of “C” will be possible if students turn in a final literature review, but are not always ready to participate in class discussions or turn in a literature review that does not meet basic proficiency standards. (In doctoral programs, core courses where students earn anything less than a “B” are often retaken.)

Enhancing communication. To enhance communication, everyone will be added to a class listserv that is reserved only for doctoral students interested in social psychology or other students who want to think about doing research. The syllabus is also posted on the Web and updated as readings are selected each week. This can be found either by doing a search for Terri Thorkildsen and finding my website or by saving the link to the course syllabus in the favorites section of your Web browser.

By the end of the semester, each student’s topic of interest should be clear to all the members of our class. Students typically communicate their interests in several ways; via our class listserv, through contributions to class discussions, or via more private conversations with the instructor. Students and faculty in the COE have learned over the years that when everyone participates, we can all learn, have fun, and avoid unnecessary resentments. As is common in academic communities, people who do not join in are typically ignored rather than punished.

Academic Integrity

UIC’s Honor Code as well as the ethical standards of the American Educational Research Association, American Psychological Association, and Society for Research in Child Development governs all work in this and all other courses offered in the College of Education. Students are responsible for becoming familiar with these codes and standards which are available online. Especially important for doctoral courses, students should pay attention to the proper use and citations of others’ work, and avoid plagiarism. More information on UIC’s Disciplinary Policies can be found at: http://www.uic.edu/depts/dos/conductforstudents.shtml

One major issue that seems to be cropping up across classes in the COE is some form of academic dishonesty, intentional or accidental. Two issues seem especially important to discuss as part of our course activities: plagiarism and the use of assignments for more than one course. First, your review of research should represent your version of the main information you were able
to obtain from the readings. You should ideally try to avoid quoting information from directly from the articles you are reading, but may want to do so on a rare occasion. This is an acceptable practice IF you accurately cite the place in the article you are quoting from; including the last name of all the authors, the year of the publication, and the page number where the language appears. Similarly, you should ideally try to support all your ideas with empirical evidence rather than rely on "appeals to authority" logic. There is a wide variety of information that would qualify as evidence and a set of formal rules for citing these sources properly. You can find the rules that we use in the field of Education in the Publication Manual of the American Psychological Association. Failure to cite your sources for borrowed ideas is an act of plagiarism. More information can be found at: http://library.missouri.edu/guides/avoidplagiarism/

Second, in this course, you are encouraged to use information from other courses. That sort of sharing is very helpful among professionals. Many students will be using this course as one of several lenses into which they explore their area of research. Be sure to consider the evaluation rubric that will be used to evaluate your review of research, but it is perfectly acceptable to invite more than one professor to read your literature review. Grading rubrics offer an outline of how to meet the requirements of the assignments and definitely differ across courses, but adapting material for each course is accepted professional practice as you become less dependent on coursework and establish your own research identity. We will discuss academic dishonesty further as part of the course.

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. All students should know that the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413-0123 (TDD).

UIC also offers a wide range of resources for students who need extra help. Doctoral students may want to pay particular attention to the resources available at the UIC Writing Center. It is essential that students get in the habit of writing at least something as often as possible, preferably every day. More details on support services can be found at: http://www.uic.edu/academics/student-support
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<tr>
<th>Tentative Agenda</th>
<th>Topic</th>
<th>Add your own feedback schedule</th>
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<tr>
<td>Jan. 14th</td>
<td>Research and social activism</td>
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<td><em>The field</em></td>
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<td>Jan 21st</td>
<td>Motivation—goal setting and behavior</td>
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<td><em>Philosophies and paradigms</em></td>
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<td>Jan 28th</td>
<td>Motivation—autonomy/power needs</td>
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<td><em>Definitions of autonomy</em></td>
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<td><em>Identifying experimental design elements</em></td>
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<td>Feb. 4th</td>
<td>Motivation—competence/achievement needs</td>
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<td><em>Definitions of achievement motivation</em></td>
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<td><em>Identifying descriptive design elements</em></td>
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<td>Feb. 11th</td>
<td>Motivation—relatedness/affiliation needs</td>
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<td><em>Definitions of affiliation</em></td>
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<td>Feb. 18th</td>
<td>Identity—culture</td>
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<td>Feb. 25th</td>
<td>Identity—self system</td>
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<td>Mar. 4th</td>
<td><em>No class—writing review</em></td>
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<td>Mar. 11th</td>
<td>Identity—possible selves and social competence</td>
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<td>Mar. 18th</td>
<td>Balancing personal, civic, and civil discourse</td>
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<td>Mar. 25th</td>
<td><em>No class--Spring Break</em></td>
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<td>Apr. 1st</td>
<td>Social networks—peer relations</td>
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<td>Apr. 8th</td>
<td>Social networks--friendship</td>
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<td>Apr. 15th</td>
<td>Social networks—groups <em>(AERA week)</em></td>
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<td><em>Written Exam Step in Prelims</em></td>
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<td>Using Research to Inform Practice</td>
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<td>Apr. 22nd</td>
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<td>Apr. 29th</td>
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<td>May 8th</td>
<td>Exam Week</td>
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<td><em>Student presentations</em></td>
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<td><em>Steps, tips and rubric</em></td>
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<td><em>Preparing for a literature review</em></td>
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<td><em>Writing advice</em></td>
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<td><em>Crafting a signature for your paper</em></td>
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Assigned Articles

January 21st Goal setting and behavior

Pick one from below

January 28th Motivation—Studies with quasi-experimental designs
(Pick two studies to compare and contrast)


February 4th Motivation—Autonomy/power needs


February. 11th Motivation—Competence needs (studies with descriptive designs)


February 18<sup>th</sup>  Motivation—Relatedness/affiliation needs *(pick two or add your own)*


February 25<sup>th</sup>  Identity—Culture


**March 4th  Identity—Self-system** (no class)


**March 11th  Identity—Possible selves and social competence**

**Possible selves**


Barresi, J. (2002). From 'the thought is the thinker" to 'the voice is the speaker': William James and the dialogical self. *Theory Psychology, 12*, 237-250. doi: 10.1177/0959354302012002632


Social competence


**Egotism and helplessness**


**Procrastination**


**Mar. 18**

**Social Action—Balancing personal, civic, and civil discourse**


### April 1st  Social networks—Peer relations


**April 8th Social networks—friendship**


April 15th  **Social networks—Groups**


